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Business Is Good in the Schools

BUSINESS IS GOOD when there is a steady demand for products which serve genuine and important needs and when that demand is being fairly met. Measured by this standard the business of education has never been so good as in the United States at this moment.

There are more young people in school than ever before. They are in charge of the most alert and best trained teachers that have ever blessed the nation. These teachers are presenting the strongest curriculum so far perfected and are seeking to make it better. They are working in the best buildings that ever housed the nation's millions of young students. They are supported to a remarkable degree by an intelligent, informed, and sympathetic public.

These teachers are working at their problems. During the summer of 1931 more than 270,000 of them took special courses to improve their service. Over 700,000 in the state education associations and 200,000 in the National Education Association are cooperating to improve education. More than 5000 are life members of their great professional body. Tens of thousands of school faculties are holding regular meetings to study their problems.

These facts are of the utmost significance for men and women in every other line of business. They mean that better times lie ahead. The first wealth is human wealth. Upon that all other wealth is built. These thirty million students are getting the best education ever given to the masses of the people. They are learning to live on a higher plane of life. They are building up health and vitality. They are being taught to value a fine home life and to plan for it. They are learning how to learn and to keep on learning as a life-long enterprise. They are learning citizenship by practising it in the schools. They are being trained in essential vocational skills. The higher uses of leisure are opened up to them in the fine arts and in the recreational and social life of the school. Above all, they are seeking to develop fine character—to quicken ambition, aspiration, courage; to cultivate industry and thrift; to establish all the virtues that underlie excellence and happiness of life.

These products of the schools are the pride of America. They are the basis of all other production and the promise of a quality of consumption such as the world has not yet seen. The business man who is prepared to serve this improved product of the schools will reap a rich reward. Dishonest business must grow less and less. The saloon is gone. Gambling has few defenders. Speculation has had a hard blow. Poverty can be wiped out. Graft can be abolished. Efficiency can take the place of weakness. Honest, intelligent, courageous industry and business can lift America. They can achieve the only goal worthy of an intelligent system—economic security for all from the cradle to the grave. Today business is good in the schools. Tomorrow business will be good in the factories, the shops, the stores. By living up to the motto Children First, America is laying the foundation for a new revival.—J. E. M.

Will the Teachers Hold the Line?

IN TIME OF WAR there comes the crisis when everyone wonders: *Will the line hold?* In the summer of 1918 the civilized world stood almost breathless, waiting the outcome of the struggle on the Western Front. In peace as well as war this same question comes. Today the large enterprises upon which the happiness of nations depends require the same courage, the same sacrifice, the same concentration and vision that we have ordinarily associated with war.

Teachers today are on the firing line. They are in a position better than any other group to help America lift itself from present conditions to a higher and finer kind of life. Anyone who visits the schools soon realizes that teachers feel this responsibility. They are working harder than ever before. They are contributing generously from their salaries. They are helping on relief committees. They are advising with young people and parents on important family problems. They know that better times are ahead, but they are not blind to the serious elements in the present situation.

The crucial thing for teachers just now is to hold the line of professional advance so that when the depression is over effort may be concentrated on making new gains. Will this line hold? Do teachers appreciate the significance of their local associations? Are they supporting generously the constructive efforts of their great state associations? Are they throwing their combined efforts back of their National Education Association? Will they enrol early? Will the number of 100 percent schools increase? Will the growing life membership list give assurance of renewed dedication and leadership?

These questions concern everyone who is responsible for holding the remarkable gains which have been made by the teaching profession during the past decade. The final answer cannot be known

until it may be too late to save the situation. The individual teacher needs the supporting strength of cooperative effort

Teacher Participation

WHAT PUPIL ACTIVITY is in the school, teacher activity is in the profession. It is the basis of personal growth. By working at their problems teachers come to appreciate the larger significance of the school. They develop personality. They establish professional contacts. They develop leadership. They command the respect of other citizens. They help to improve the community. They help to pay the debt which everyone owes to the profession by which he makes his living. America is under great obligation to the pioneer teachers who have laid the foundations of our marvelous system of schools. Shall not the teachers of this generation thru their cooperative efforts build upon the foundations which have been laid?

today more than at any time since the critical years of 1919 and 1920, when the efforts of the National Education Association literally saved the schools from threatened breakdown and helped to awaken the public to the importance of teaching in postwar reconstruction. The associations need their members today. They need an increased membership more than at any time in their history. Pressing problems are demanding the attention of these associations. There is need for research, for publication, for the interpretation of education, for conference, for leadership, for the most careful planning. Practically every state in

the Union has some kind of program of tax revision. The efficiency of the schools is threatened by overcrowding on the one hand and by reduced financial support on the other. Shall the children suffer or will the schools hold their own? Who will answer these questions? Shall they be answered from a selfish viewpoint or shall full consideration be given to the principle of *Children First* and to the importance of human values? Shall teachers and teachers' associations be represented at the council tables? Shall the spokesmen of the children make their influence count?

These questions can be answered only thru organization. This is an age of organization. Problems have grown too large for solution by one individual or even one community or one nation. The money and time that are poured into larger cooperative enterprises probably yield larger returns than any other expenditure. Do teachers appreciate this? Because they work with children they have a special interest in the character of tomorrow's world. They can do much to influence the life of tomorrow by the truths that they teach to the children and by the aspirations and ambitions which they are able to arouse. They can also do much by pooling their resources as generously as their circumstances will permit in the imperative and pressing work of the great organizations which are charged with carrying out the policies of the profession.

Will the line hold? Can there be, dare there be, but one answer to that question?—an answer that will be expressed in practical terms of early enlistment, more 100 percent schools, increasing life membership, increased committee activities, and careful consideration by each teacher and each school faculty of the things that can be done to mobilize the power of every teacher in this time of emergency and need.—J. E. M.

THE SIGNIFICANCE OF OUR STATE EDUCATION ASSOCIATIONS—Over seven hundred thousand teachers belong to our state education associations. This is a most inspiring evidence of teacher participation on a large scale. These associations are a mighty power in our American states. They develop educational leadership. They arouse aspiration and ambition. They define educational ideals. They sponsor legislative programs. They interpret education to the public. They serve as clearinghouses of information. Their journals nourish the professional and civic life of teachers. They encourage the beginning teacher. These great associations serve as a bond of unity. They give every teacher the satisfaction of bearing his share in a great common enterprise which has as its objective a fair start in life for every boy and girl.

Adjusting College Education to the Individual

J. B. JOHNSTON

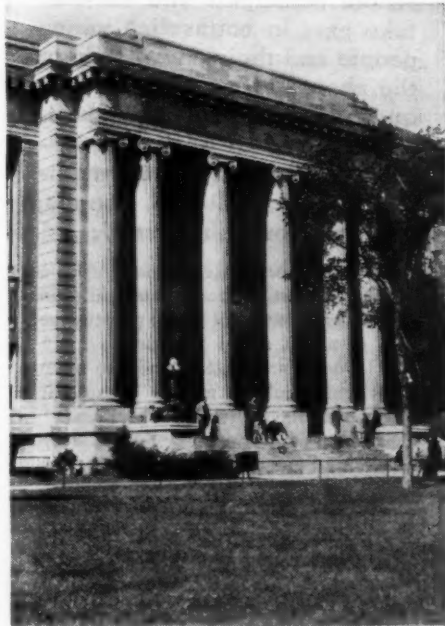
Dean, College of Science, Literature, and the Arts, University of Minnesota, Minneapolis

THE KNOWLEDGE of individual differences is older than history. Action upon that knowledge is undergoing significant change. In primitive times the individual who was markedly different from his fellows was compelled to conform to the ways of the tribe. In recent times the power of the medicine man, priest, despot, or king's minister to interpret the folkways and dictate the behavior of a nation's people has waned. The effort of people to govern themselves has gradually made them conscious of the fact that they must find among themselves the genius for leadership and the necessary inspiration to loyalty, devotion, and cooperation in the common welfare. The duties of social and industrial organization have become manifold and onerous. New paths are to be explored, new ways of doing things invented, new problems solved. The qualities of the discoverer, inventor, and leader are to be found not in one man but in many. In a democracy universal education is necessary to serve two purposes: to insure widespread intelligence regarding what befits the general welfare and to discover and set free the genius for leadership wherever found.

Outstanding ability is often found far removed from the abodes of former leadership. Whatever be the explanation of the intricate processes of heredity, some of the most brilliant students in college and some of the leaders in industry and politics come from the poorest, lowliest, and least cultivated families, while the stupidest dolts, the cleverest cheats, and the most abject servants of things as they are may come from families of wealth or cultivation. In a nation of would-be free men, the duty of the educational system is to discover those who have the qualities needed for work in the public interest and give them training.

Public education, then, has changed. Conceived at first as the means by which the divergent and depraved elements were to be led to conform to the models preserved in the higher and cultivated classes in whom leadership resided of natural right, it has come to serve the purposes of anyone, whether he aspired to leadership or sought to direct the fruits of common effort into private pockets. Thus education may serve anti-

social and selfish ends as well as social and public interests. Where, then, lies the way to public safety? In still greater



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freedom and equality of opportunity. We have no recourse but to trust in the preponderance of the "good" among men. Denial of that hope thru appeal to dictatorships is only a temporary emergency measure or else a counsel of despair.

Higher education for the common weal must provide two things: for the larger number, in that degree of which they are capable, knowledge and an appreciation of social ways of securing human satisfaction and happiness; for the outstanding individuals, the largest possible facilities and the most complete freedom to develop their intellectual powers. It is in relation to the second group that the college finds its chief problem of adjusting its procedures to the needs of individuals. The value of these outstanding students lies in their individuality, in their originality, in their zeal for discovery, in their inventiveness, in their power of initiative, in their urge to turn the new to practical account, in their executive skill, in their leadership among men in all manner of ways. This is the leadership of genius as distinguished from the old leadership of fetish, family, or force. The people advantage

themselves by setting free these leaders for the public service. They are set free when college faculties place all the facilities of the colleges at their disposal.

What this means will appear from a clearer sense of what is implied in equality of opportunity. To offer the same time, direction, and equipment to a slow dull boy and to a brilliant, curious, and energetic boy is not equality of opportunity. To require the same formal studies of these two boys is not equality of treatment. Opportunity must be defined in terms of the capacity of the individual, not measured by a standard ration prescribed for all. Opportunity means both freedom and encouragement to each one to achieve all that he can.

By shaping their offerings and facilities in the light of the differing interests and abilities of their students, higher institutions are providing the facilities for forming new ideals to meet future needs of society. Let us notice briefly some of the efforts being made in this direction.

First is the rapidly growing effort to get adequate information on which to base the treatment of students according to their needs, interests, and capacities. It is necessary to know that the individual can do something in the intellectual field above the secondary school and to give each student a tentative classification. He may become a learner of welldefined and generally accepted knowledge, or a seeker and critic, his limits to be discovered only as he progresses. Since the two types of students are to be offered very different facilities during their college years, the classification made at entrance is held open to revision at any time when the performance of an individual shows that he has been placed to his disadvantage. This change of classification should work in both directions.

This duty of classifying and reclassifying is the ground for frequent *counseling* with the students on the part of the faculty. Classification is nothing more or less than the conscious effort of the faculty to fit the college opportunities to the needs of individual students. Faculty counselors are engaged with a thousand details in the removal of handicaps, the correction of mistakes, the disclosing of unsuspected interests and abilities, and the shaping of the student's choices and

efforts in ways that conform to his inherent abilities and to the kind of occupation that will bring him the greatest satisfaction. In all this the supreme service of the counselor is the discovery and encouragement of superior ability.

The whole function of classification and guidance is greatly facilitated by the provision of *survey courses* at the freshman level. These courses enable the student to get a view of the country before him, to orient himself, and to pick out the trail which he will endeavor to follow. Survey courses may furnish all or most of the knowledge that is needed by many students who stay in college only one or two years. Those persons serve an important function in society as the intermediaries between the scholar and the general public. They secure to society that very necessary quality, *general intelligence*. Of the survey courses, however, some must be pitched to the needs of those of higher intellectual power, to stimulate and guide them toward the higher passes whither the difficult trails lead for them alone.

Ideals and practises regarding *examinations* are undergoing change. Subject and course examinations, which too long have been used as the basis for credit toward a degree, are coming to be regarded as a means of advising the student as to his progress in the mastery of the subject and as the ground for placement or classification where he can work to the greatest advantage.

The procedures thus far noted furnish the grounds for guidance with respect to the greatest privilege the college can offer the student, that of *independent study*. In a sense all reference reading may offer the occasion for the exercise of independence and initiative. In fact, however, we know that the spirit of the independent student appears in only a few cases. Most persons regard the reference readings as only a routine requirement. Larger assignments dealing with more general topics, with conferences at intervals to raise problems and stimulate inquiry and thought, followed by examinations of a comprehensive character serving as summations of periods of the student's development, would make of college study a vital experience thru which the student comes to a conscious realization of his powers and his obliga-

tion to society. A few students are ready for independent study in the freshman year. All who are capable should be introduced to it as early as possible.

Ten College "Don'ts"

THE following "don'ts" regarding college were issued for the benefit of parents. But school principals and all who take part in counseling young people and their parents about the choice of a college or the question of attending or not attending one of these institutions, may profit by the warnings of Dean Milton E. Loomis, of New York University:

[1] Don't encourage or insist upon a college education for your children merely as a matter of social prestige or as a result of social pressure.

[2] Don't encourage attendance upon a particular college merely because it is a choice of your children's chums.

[3] Don't insist upon or take blindly for granted your own college as logical choice.

[4] Don't insist upon college education merely because you had it.

[5] Don't insist upon a college education merely because you did not have it.

[6] Don't insist upon a college near at hand merely to maintain contact and supervision.

[7] Don't encourage [if possible prevent] a college merely to promote athletic interests.

[8] Don't encourage college merely as an avenue to membership in a fraternity or a sorority.

[9] Don't treat your son or daughter as a total loss merely because he or she did not go to college.

[10] Don't discourage college merely for financial reasons.

In this day the justifiable divisions of the field of knowledge do not all appear in the "subjects" or departments which have resulted from the splitting up of earlier larger units. The proper *field of concentration* for a given student may consist precisely in the bridge between two such subjects or parts of subjects treated by independent departments. Moreover, prospective fields of activity often serve as more rational guides in the election of the field of major interest. Indeed, the only ultimately sound defini-

tion of a "major" emerges from the interplay between the minds of a free and untrammelled teacher and a student who has had reasonable opportunity for acquaintance with the world of action and thought. The introduction of the student to his world is the function of the secondary school and the early college years. As soon as the student gives evidence of being alive and oriented to his intellectual interests his curriculum should become an individual matter. An unlimited number and variety of majors should be possible and the curriculum should be the record of the individual's process of selfdevelopment and self-realization, not a mold into which the individual is to be poured and lost.

The student pursues his inquiries and occasionally seeks counsel and guidance from those of greater experience in intellectual affairs. This is the *tutorial* system in education. It should be open to all who have the imagination to plan for themselves and are really capable of independent study.

The just and true measure of the results of the cooperation of student and teacher must take account of personal power and effectiveness together with evidence of continued growth. The traditional course examinations are at most only a slight beginning toward such a measure. More can be learned thru general examinations covering longer periods and wider ranges of the student's activities. These *comprehensive examinations* should test the power of performance, the mastery of relationships within the fields of study, and the ability to analyze situations or solve significant problems.

Present movements mark a process of thorough reconstruction in higher education. The reconstruction is coming about thru the substitution in all the functions of the college of new ideals and improved procedures. Selfrealization takes the place of tutelage and modeling after traditional patterns. Critical thinking and the pursuit of curiosity are encouraged instead of learning lessons. Active, independent effort toward the achievement of clearly conceived objectives is preferred to serving time for credits and a bit of skin from the back of some poor sheep sacrificed in an unworthy cause.

IN ALL PROBLEMS of the college curriculum the development of character and personality have to be taken into account. The public hopes that our youth will graduate from college with increased information, to be sure, but particularly with enriched personalities.—From *Higher Education in America*, Raymond A. Kent, editor, one of the Sixty Educational Books of 1930.

Democratic Spirit in the One-Room School

BERNICE ELLIOTT

Michigan State Normal College, Ypsilanti

INDIVIDUALIZATION of instruction is not a new theory of education but, like most theories of progressive education, it has been slow in reaching the rural schools.

For the past ten years the Michigan State Normal College at Ypsilanti has been at work attempting to improve the teaching in a group of affiliated rural schools under its supervision. For the most part this work has been confined to supplying educational leadership in the form of expert advisers, but during the past two years experiments have been made in the application of individualized instruction. A definite attempt has been made to fit the erstwhile inflexible routine of the one-room school to the needs of the individual child. To do this, individualized materials have been introduced.

When one considers the obligations shouldered by the average rural teacher under the traditional organization, one cannot be surprised that children are not given a situation in which they may live up to the highest possibilities of their endowment. When one teacher is expected to teach ten subjects to children of varying age and ability in some eight or nine grades, be her own janitor, and act as final arbiter in all cases—discipline or otherwise—the wonder is, not that her teaching is of inferior quality, but that she does any real teaching at all.

The ninth grade is a result of the school law which gives five years as the school age. Since it has been found difficult for five-year-olds to carry the normal work of the first grade, they have been retained as a beginner or kindergarten class, thus adding a ninth grade to the average rural school. This additional grade, moreover, is important. If its members do not obtain the amount of attention due them, they may acquire perverted notions of school life which may carry thru their school careers.

According to most state courses of study, approximately ten subjects are required: language [composition, grammar], history, arithmetic, reading [word study, phonetics], writing, physiology, geography, civics, agriculture, and art.

A teacher following suggested daily schedules must hold ordinarily more than 30 recitations daily. This means

short periods for recitation and long periods for study. Members of the rural education faculty of the Normal College at Ypsilanti have found that the number of daily recitations actually ranges from 25 to 44. One example may be cited: In an eight-grade, one-teacher school in southern Michigan, with an enrolment of 23 pupils, 44 daily recitations were held.

Fully as significant a problem as the number of classes is found in the heterogeneity of the grade groups. Besides the natural differences due to race, interests, experience, and age, there are differences in intelligence and achievement. In a third grade in one rural school of southern Michigan the *range* in reading ability was found to be 4.1 years. Under such conditions what can a poor teacher be expected to do?

The experiment at Ypsilanti in individualized instruction was an attempt to answer some of these questions. During the first year, three schools were included in the new method of instruction; the second year, six. The plan seemed to be working satisfactorily.

Individualized instruction was found to be relatively easy of application in the skill subjects—reading, writing, spelling, arithmetic, and the formal side of grammar. The best published materials are available in these fields. The materials are, for the most part, entirely self-instructive. Learning guidance for the child is included in the books. In most cases the materials are also selfcorrective, enabling the child to correct his own work and profit by his mistakes. Teacher tests are administered at regular intervals to determine the efficiency of the child's progress and the necessity for further guidance and reteaching. The child proceeds at his own rate and in his own way. To illustrate with arithmetic:

The traditional school has seven or eight recitations in arithmetic. In each recitation group there is a great range in abilities, as great as in reading. To deal with each group separately requires, on the average, about 90 minutes. This allows ten minutes for the first six grades and fifteen minutes each for the two upper grades.

With the individualized procedure the entire room of eight grades has arithmetic at one time. A period of 30 minutes is sufficient for the individual drill, teacher testing, and supervision of study. Each child is supplied with self-instructive and selfcorrective material. Each

child works from lesson to lesson, or exercise to exercise, and receives assistance in accordance with his individual needs. A portion of a child's period may be spent in selfdirected remedial drill, a portion given to advanced drill in a new process, and a portion to drill in speed. Each child is working on material suited to his ability; each child is allowed to proceed at his own rate. Not only is efficiency of learning increased but time is saved for teacher and pupil. Pupils no longer have the excuse for idling because they "have their lessons."

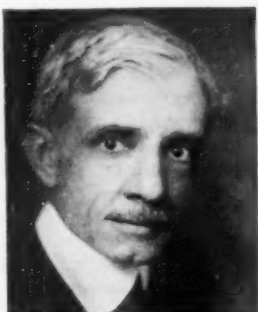
The work in geography, history, civics, health, and hygiene remains chiefly group activity. As far as possible children are grouped according to ability. In the case of health and hygiene several grades may be included in informal discussions.

Under this plan the child realizes that he is working for his own good and not to please his teacher. He sees that he will get on exactly as fast as his own effort permits. He has no time to "catch flies" while other classes are reciting. He is constructively occupied during every hour of the day.

Under the new regime, when 16 to 19 classes take the place of a possible 44, time remains at the close of each day for a special subject—handcraft, art, or dramatization. A traveling teacher of music makes the rounds of these rural schools each week.

It was not found difficult to convince the school boards and parents concerned that the experiment would be worth a trial. The original three schools were glad to have been selected as pioneers. The second three were convinced by having school-board members go into the individualized schools, watch the pupils, and ask questions. Groups of parents were taken to hear lectures on measurements, were given materials to read, and invited to observe the work. Simple changes in the schoolroom came gradually. They were not too conspicuous. No complaints were made. Today one of these schools in session, with seats in more or less informal arrangement and the children busily occupied by themselves, in groups, or with the teacher, gives an agreeable picture of the school which has the child for its center. Here the child is given the opportunity of realizing his possibilities, the dull child is happy in his accomplishment relieved of the strain of competitive learning, and the spirit of democracy is rife.

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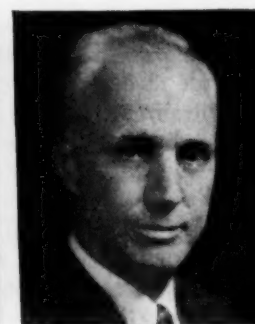
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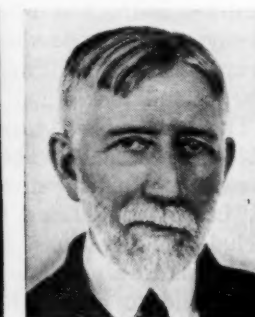
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Children's Joy in Design

CARMEN F. HEATH

Art Teacher, Barratt Junior High School, Philadelphia, Pennsylvania

WE WERE forty-two strong, plus the teacher, and we started our adventure in the gayest possible spirits. Not even the restrictions of a crowded sixth-grade curriculum in the formal public school could dampen our ardor. We would make a frieze. So the work began. It moved happily forward and ended on the same high joyous note. Surely there was a bit of creation in that happiness of effort and attainment.

The idea germinates—Now to be more concrete. The children in this particular class were Italian. Their history work with the Greeks had so thrilled and inspired them that, with true Latin buoyancy, they hailed the suggestion of making a frieze. It would show that wealth of stirring history and epic legend which is old Hellas. It would be great fun and the finished product would find a place in the decorative scheme of our schoolroom.

The teacher's objectives—The unseen hand of the teacher was present, of course. Her reasons for such a unit of work were many. It would vitalize the history work. It would break down barriers and make pleasant social situations where the children would give and take in a friendly way. It would teach them the use of a new medium, chalk, which would necessitate their working boldly in big masses. But first and foremost, the work was to have fine art value. That is, thru this pleasant journeying the children would master some definite art principles. Certainly the most important of these principles is design of composition and of color. Paralleling this primary aim was the vital objective of increasing the children's artistic sensitiveness to contrasts and amounts and repetitions of light and dark values of color. Thus they would very positively enter the field of appreciation.

Launching the unit of work—"What could we represent?" asked the teacher. The suggestions were quickly listed as

separate episodes: the capture of Helen, the victory of Salamis, the runner of Marathon, Hector's touching farewell to his wife, Andromache, and so forth. Next came the logical separation into historical fact and legendary lore. So the idea of one frieze grew into the necessity for two.

The children made their choice of the episode which interested them particularly and promised to get busy at home. The first problem came here. Their literary background was limited and of books at home there were few. The nearby library did not prove as much of a help as was hoped, for the children knew very little of research. But we had a history textbook, a few supplementary books, and a reader with a translation of some of the Trojan legends, blessedly illuminated with pictures. Then there was always the vivid imagination of the Italian, plus the eager response of the child, to cover a multitude of omissions. Almost everyone left that afternoon with a piece of 9 by 12 manilla drawing paper and the light of a great purpose in his eye!

Procedure—The following impatiently awaited art lesson rolled around in due time and a flurry of papers greeted us whereon was a motley collection of artistic ideas, copied and original. Nothing was said about copying then. That situation would be attended to later. Our method of working took shape at this point, to continue without any great modification thruout the entire development of the problem, namely, self, group, or teacher criticism, judgment, and correction.

We planned to use charcoal, chalk, and wrapping paper, all conducive to big effects. The first thing done was to tack five yards of cheap white paper on the top frame of the blackboards. The children took the work done at home and lined up before this paper. Just here it became necessary definitely and con-

cretely to separate the episodes into history and legend, so that another strip equally long was suspended from another stretch of board. The class then decided just what should be used. The legendary frieze was to depict the capture of Helen, the launching of the Greek ships, a battle between Persian and Greek soldiers, the farewell of Hector and Andromache, the duel between Hector and Achilles, and the celebrated Wooden Horse. The history panel was to represent the three battles we had studied about — Marathon, Thermopylae, and Salamis. The children changed their positions accordingly and began their charcoal sketches. There were about fifteen who made this initial attack. The rest of the class remained at their desks busily engaged with their own efforts. Some of these seemed useless, so we suggested that those people could help the others by learning how to draw spears, shields, ships, and costumes. The end of the period found everyone a bit breathless. Interesting things had been done at the desks and the first snag, a lack of unity, had been struck at the boards. A fifteen-minute criticism followed. These periods proved to be the most interesting and illuminating experiences of all for both children and teacher. It is profoundly moving to realize what wealth children have to give when their imagination is touched and their interest aroused.

We stopped work and asked for judgment on what had been done. Almost everyone saw what was needed. The panels, at this stage, looked like a succession of decorated oblongs, for each child had drawn his little picture on a 9 by 12 paper and had copied his thoughts almost exactly on the big sheets. Interesting suggestions were offered for correcting the fault. Of course their ideas were taken and we built up the one needed concept, namely, the necessity for unity. We left the problem for then.



Solving some of the problems—The following art period began at that point with a discussion as to just how we could tie up the whole thing. Valuable suggestions came, the most timely being one which the teacher developed into this thought, that the artist works in scale. That was a new word and it needed much explaining to clarify. We did it concretely, of course, by changing and correcting what had already been done. Take the soldiers, for instance. Those in front of the history panel were made larger because they were in the foreground of the picture. Those marching directly across were in mass formation in the distance and necessarily must be drawn smaller. The ones just approaching the single figure of Leonidas were to grow just perceptibly bigger as they approached. On the legendary panel the dueling Hector and Achilles would have to be larger than the massed soldiers if they were to stand out. Lastly the difference in size of the three ships, one bearing Helen and Paris, would suggest the perspective of the approaching vessels. It made not the slightest difference that the smallest of those ships grew into the one closest to the walls of Troy. We were designing, always, and the largest one best filled the empty space to the left. The work of correction began in earnest. By this time the lessons were happily socialized, the children working singly and in groups in a delightful camaraderie.

Those developing the historical episodes needed help. A more clearly defined foreground and background must be shown. One girl finally offered to swing in the horizon line across the whole paper. She did it, indeed, with a surety of line and a variety of hill alignment that was surprising. Of course this accomplishment did not pass unheralded. It was the point at which the teacher emphasized unity and variety as essential to design.

A call for help came from the young artist drawing Helen and Paris. She couldn't get the two figures and wanted assistance in copying. The work was stopped and the teacher spoke very definitely, now that the need had arrived, about that problem. It was explained

that copying is never the highest form of art, but that if used with judgment and properly handled it might have its legitimate place. This is how the class was guided thru Anna. She was sent to her seat and was set to copying the picture from the book she was using. Of course she could do very little. Then she was told to draw just what she could remember of the figures. Naturally she forgot much detail and that was what was desired. Keeping at it, her imagination filled in where her memory failed and the result was her own. At the next lesson she returned to complete her space in the panel. This eliminating, selecting, and adapting made her efforts an art problem and so her contribution belonged in a creative piece of work. That lesson did for all time and the emphasis from that point on was always on the original thing.

Transferring the work—So far the work was all on the long, white practise sheets and all done in charcoal. Both friezes had more or less taken form and were moving along in harmonious unity. Now we were about ready for the grand attack. We had chosen brown wrapping paper because the color was more pleasing. Fortunately it was rougher and heavier in quality, which produced a nicer texture in the finished work. The next period was devoted entirely to transferring the drawings. We had many troubles even then, because often the second drawing lacked the freshness and vitality of the original. That was particularly noticeable in the group of soldiers in the foreground of the historical panel. Michael did them, Michael who hated drawing! He wasn't pleased at all and was quite warm and disheveled when he finished. There is "agony in creation"! Someone rushed to him to explain that in his first attempt the soldiers were much more interestingly arranged. Together they did their best to correct the fault.

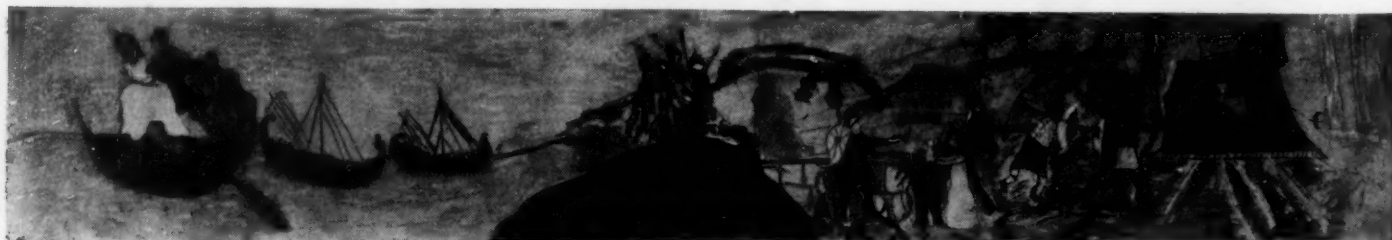
Planning the color—When we came to organizing the color what a riotous time we had! We planned two sets of harmonies, a dominant and a subordinate one. We thought black, dark brown, and terra-cotta would be very rich on that tone of paper. The rest would be

handled with yellow, blue-green, and violet, not exactly according to formula, but answering beautifully. Here it proved a most fascinating experience to discover just how the artist organizes his design by swinging his color values thru his picture. The historical frieze shows that most interestingly in its gradation from light to dark masses.

The art value of the unit—Just what art qualities the children learned in a work of this kind is illuminating indeed. Primarily it was design or the organization of space. We could not say too often, "Fill the space. Fill it interestingly," or again, "How can we draw this figure into the picture?" or, "It is crowded here. What can we take out?" What they learned of color was equally surprising. They discovered the rudiments of aerial perspective. They learned that beauty of color depended on the use of many values of the hues with which they were working. They noted the difference between a realistic and a decorative use of color and experienced real joy in that discovery. Their limitations as to figure-drawing speak for themselves. There was not the time in the formal type of school to enter into this as deeply as should have been done. However, they labored over the figures with keen interest and that weakness of technic can be used as motivation for a later series of lessons in that phase of the drawing work.

These friezes were done in the Eliza B. Kirkbride School, Philadelphia, Pennsylvania. It took three weeks of six working periods of forty-five minutes each and six criticism periods of fifteen minutes each. The finished panels were about three by fourteen feet each. Thirty-two children worked on the friezes.

A piece of work such as this does wonders in building up an "entente cordiale" in a schoolroom. When children give and take in this constructive way it does something to them that is enduring. It is a very happy and worthwhile situation indeed when pupils and teacher are together on an equal plane of endeavor. That was the spirit in which this work began. It ended for us all on that high note of accomplishment—joy.



The Problem of General Method

LEO J. BRUECKNER

College of Education, University of Minnesota, Minneapolis

A TRULY EDUCATIVE ACTIVITY is one which adds to "the meaning of experience" and results in increased ability of the individual "to direct the course of subsequent experience." As a result of his study of arithmetic the pupil should have an understanding of the functions of numbers in human progress and the disposition and ability to apply quantitative technic to the problems of life.

In genuine learning activities the learner takes part in experiences that are inherently worthwhile or that are undertaken on their own account; furthermore, the learner perceives the relation between the means and the consequences. When the pupil has had an experience which shows the function and meaning of certain technical skills and processes, there develops in him an appreciation of the need of increased control over them. Usually as a matter of course the learner will participate in activities which will enable him to acquire this control. For example, a girl in a fifth-grade class who was in charge of the records in a "banking day" found considerable difficulty in checking her results because of her inaccuracy in addition. It was observed on the following days that she was hard at work practising on examples in that process. The school has the obligation of providing for such a pupil as effective tools and devices for learning as it is possible to secure.

Dewey distinguishes between what he calls "genuinely educative experiences" and "capricious" and "routine" activities. In capricious activities the pupil "does not care what happens"; he just lets himself go and "avoids connecting the consequence" of his acts with the acts themselves. Pupils act capriciously when they act under dictation or "without having a purpose of their own or perceiving the bearing of the deed upon other acts." Whenever we set up rules for the pupils to follow and they follow the rules blindly we have capricious learning. When we make an assignment to the pupils that is in no way connected with their experiences they are likely to carry it out blindly and without any conception of its relation to what they are studying. Many pupils can state a formula glibly and perform the necessary

computation which it involves, such as finding the area of a triangle with the dimensions given. Yet they may not know how to proceed when a situation arises in which the area of a triangle must actually be found and the individual must secure the data himself by making the necessary measurements. Such learning has little significance and value.

By routine learning is meant the acquisition of skill to do a *particular* thing, such as how to add fractions or to solve a formula for a letter, without considering the bearing the skill may have on new experiences. Much of our current experimental work on methods of teaching arithmetic has had for its purpose the discovery of "dynamics of learning" which will increase the effectiveness of routine drill. Progress charts, graphs, and other kinds of artificial stimuli have made it possible to raise the efficiency of computation of a class to much higher levels than are achieved where such incentives are lacking. Routine learning, however, does not identify the end to be achieved with the process, nor does it bring to light connections with experience. Hence the learner who has apparently achieved a high degree of skill in a particular process may not be able to apply it successfully in some critical situation in which its use is different from that in which the skill was practised. Valuable as this outcome of experimental work has been, the result has been an increased stress on the computational function and a consequent subordination of attention to the informational, sociological, and psychological outcomes of instruction in arithmetic, analyzed in the October JOURNAL.

The question now arises, "How can the school provide genuinely educative experiences that will contribute richly to the development of significant meanings and the power of the learner to direct subsequent experiences more intelligently and effectively?" Many answers to this question have been proposed. In some schools the traditional curriculum of separate subjects has been eliminated and a project curriculum substituted. This form of organization is believed by its proponents to capitalize the vital relationships between the social fields of learning much more effectively than when they are taught as separate sub-

jects. In some of these schools arithmetic is taught only incidentally, the belief being that number thus learned will function because it has been learned in natural situations in which it arises as an essential element. In other schools there has been a complete reconstruction of the work in arithmetic, especially in the first three or four grades. Instead of spending the greater proportion of the time on routine drill to secure mastery of number facts, the pupils in these grades engage in a wide variety of activities selected because of the ways in which the need for number arises in them. As a result of these experiences the pupils acquire a broad understanding of the ways in which number functions in the many activities in which they participate. Wilson has shown that the practise on number processes based on such a background results in a much higher level of performance, both as to skill and accuracy, than is found in schools in which the traditional subjectmatter of the primary grades constitutes the curriculum.

Curriculum investigations have made a valuable contribution to the improvement of instruction in arithmetic. In increasing numbers these studies have dealt with the analysis of social usages of number, chiefly computations, in occupations, in reading, and in other activities of life. The application of the theory of social utility has resulted in the elimination of much of the useless subjectmatter and many of the difficult processes that have encumbered the arithmetic curriculum. Some authorities believe that this process of subtraction has proceeded too far and that we should now think more of what might profitably be added to the curriculum. Altho most of the studies of social values have dealt with the uses of number in adult life, several recent investigations have considered the question of the ways in which number is used in the life activities of children and the amount of knowledge concerning number which pupils in the first two years of school acquire incidentally before formal instruction is begun.

The results of these studies are reflected in the content of arithmetic textbooks. The tendency is clearly in the direction of presenting number processes to pupils in social situations similar to those in which number functions in the

other subjects of the curriculum and in their lives outside the school. The belief is that such an approach insures a comprehension of the social value of the process because the pupil can see its utility. It is within his range of experiences.

The difficulty with this approach lies in the fact that often stress is placed on the application of computation alone, rather than on the other values present. A topic is commonly selected not because of its contribution to the development of meanings but because of the practise it affords on the processes that have been taught to that point. Any topic that does not contribute to development of power of computation is usually rejected. In the problems that are presented all the data needed in their solution are usually given. The pupil need merely decide what process to use in the solution of the problem and then perform the necessary computations. In other words the basis of the activities of the arithmetic curriculum is the sequence of the step-by-step development of the processes the pupil must master. The informational, sociological, and psychological functions are wholly subordinated to the computational function. Such an artificial limitation obviously must result in a relatively meager body of subjectmatter and in a rigidity of approach that greatly reduces the richness of the subject. The result is largely capricious or routine activity on the part of the pupils. Investigations which show a large loss of skill in computation during the summer vacation are one proof of this.

It seems quite evident that instruction in arithmetic need neither be submerged in a project or activity curriculum nor be limited wholly to the textbook nor parallel the step-by-step development of number processes. The weaknesses of the former approach and the inadequacies of the latter can be overcome by a sane program in which the advantages of each plan are combined. It should be recognized that the uses of number arise in almost all activities of pupils both in and out of the school. The teacher who is wideawake to the possibilities will grasp many of the opportunities that arise on the playground, in the community, in geography, nature study, history, reading, art, music, and other school subjects to show the pupil how number functions. Local illustrations judiciously selected by the teacher and voluntary contributions given by pupils should be freely used. It should be pointed out that in this way

the pupil's background of understanding of the functions of number in the affairs of life will be greatly enriched. He should be taught to view the quantitative aspect of things systematically and critically. For example, the subject of taxation should be studied from the point of view of its social significance and functions and the difficulties which the problem of taxation raises for the government and its citizens. He should learn to realize the value of definite, exact information as a basis for solving the problems of daily life. He should learn to evaluate the facts that he reads, "to think while reading."

The systematic consideration and mastery of various technical aspects of arithmetic may be considered to be a part of a core curriculum. The presentation of new processes, the practise needed to develop skill in manipulation, the diagnostic and remedial instruction needed to eliminate difficulties the pupils encounter should be done in time set aside for these purposes. [However, this phase of learning should be raised above the routine or capricious level.] Experiments have clearly revealed that skill in computation cannot be acquired incidentally, but that wellplanned, purposeful drill must be engaged in. Because of differences in the rates at which pupils learn and the points which cause them difficulty, steps must be taken to individualize instruction in arithmetic skills in so far as is possible. For this purpose standardized drill materials which make it possible to adapt instruction to individual differences may be used. Diagnostic tests to assist the pupil and teacher to locate specific difficulties, supplemented by remedial exercises designed to overcome these faults, are essential elements of instructional materials in arithmetic. If the pupil can discover by diagnostic and inventory tests what his difficulties are and how his performance compares with those of average children, he can attack the problem of overcoming his faults and weaknesses purposefully and with definite knowledge of what his objectives are.

The teacher is faced with the problem of integrating the consideration of the applications and functions of number and the individualized practise needed to develop skill in computation. It seems likely that ideally new processes should be taught as their need arises in carrying out the activities engaged in by the class. Such a plan subordinates the drill work on number operations to the systematic consideration of the functions of number. However, in the practical situa-

tion it may be quite difficult to organize the arithmetic work in such a way that the need for all socially useful number processes and applications will arise in connection with the natural experiences of children. The logical organization of the number system and the hierarchy of skills that constitute number processes make it almost imperative that a systematic treatment of the computational aspects of the subject be prepared by the curriculum maker.

It must be borne in mind that if the practise to develop skill in computation is carried on in a systematic manner but without any definite relation to the consideration that the pupils are giving to the other functions of arithmetic, the organization of the work, in theory at least, is faulty, since there is grave danger that the learning will not transfer. The skills may be mastered by the pupil as something apart from life as a "routine" activity instead of as a "genuine educative experience."

A balanced instructional program in arithmetic might well consist of:

1. The presentation of each process or unit of subjectmatter in some carefully selected, socially significant situation in which the pupils can see how the skill or topic functions. A good textbook will be helpful here.
2. The use of additional rich illustrative applications within the experiences of the pupils suggested by the teacher or pupils, so as to vitalize the topic and to make its meaning and utility definite, since no curriculum or textbook can include the many valuable uses of number that arise from day to day in the activities of pupils in particular schools.
3. The enrichment of the work in arithmetic thru the systematic consideration by the pupils of the informational, sociological, and psychological functions of the subject, so that the pupils may gain a true appreciation of the important contribution number has made and is making to the progress of humanity. In these units there need be little consideration of computation as such.
4. Provision for differences in the interests and abilities of pupils thru such devices as reports on special topics by groups of pupils or individuals, excursions, projects, preparation of notebooks containing illustrations of special uses of number, contract units, and other methods by which teachers have enriched the work in all subjects. These activities need not stress the computational aspects of arithmetic but can deal with the informational and social functions of number.
5. Provision for individual differences in rates of learning thru the use of wellorganized instructional materials which enable the teacher to adapt instruction to these variations in speed of progress and which also give the pupil some means of determining the progress he is making in mastering the various skills.
6. Careful diagnostic and remedial work to remove as far as possible the difficulties which in the past have caused such a large percent of pupil failures in arithmetic.

New Russia's Primer

AFTER YOU READ this you will get a copy of New Russia's Primer¹ and read the entire story for yourself. Such a book is more than significant. It is epochal. This little volume was written for children from 12 to 14 in the schools of Russia. What is taught to the children of any nation is important to teachers everywhere. What is taught to the children of a vast heroic revolutionary system like the Soviet Union is especially important. In a foreword to the English translation Dr. George S. Counts says:

"A great and difficult theme is presented in language that is entirely intelligible to children. But this is a gross understatement of the facts: It is not merely intelligible; it is literally fascinating. Even more important than the form is the content of the book. The American teacher will be forced to put to himself the question: Can we not in some way harness the school to the task of building a better, a more just, a more beautiful society? Can we not broaden the sentiment of patriotism to embrace the struggles which men must ever wage with ignorance, disease, poverty, ugliness, injustice? This means that we shall have to turn our attention increasingly from the mechanics of school procedure to the fundamental problems of American life and culture."

Here is the Russian child's introduction to America, entitled "Two Countries":

The project of our country—The Five-Year Plan is a project, not of one factory, but of two thousand four hundred factories. And not only of factories but also of cities, of electric stations, of bridges, of ships, of railroads, of mines, of state farms, of rural communes, of

schools, of libraries. It is a project for the rebuilding of our whole country and was prepared, not by one man or by two

UNLESS DRASTIC measures are taken to save it, the capitalistic system thruout the civilized world will be wrecked WITHIN A YEAR. I should like this prediction to be filed for future reference." So wrote no less an authority than Governor Montague Collet Norman of the Bank of England to Governor Clement Moret of the Bank of France several months ago.—From the *Christian Advocate*, September 3, 1931.

men, but by thousands of trained persons. To the work of building came not tens, but millions of workers. All of us will help to build the Five-Year Plan.

The plan was first discussed in December, 1927, at the Fifteenth Congress of the Communist Party.

On the 1st of October, 1928, its fulfillment was begun.

And before the end of 1929 it became clear that the plan will be achieved, not in five years, but much more quickly.

Such a project has never been undertaken before. America has many large factories, many more than we have. There factories turn out four automobiles a minute; there some buildings are sixty stories high; there a huge steel bridge was recently constructed in one day; there a million tractors work in the fields. The Americans are proud of their machines, of their factories.

But how do these factories work? According to some general plan, do you

suppose? No, they work without a general plan.

What happens when they work without a plan—Mr. Fox acquires money—one million dollars. But money must not remain idle. Mr. Fox looks thru newspapers, he consults friends, he employs agents. From morning till night the agents comb the city, look about, and make inquiries. What is to be done with the money of Mr. Fox?

At last a business is found. Hats! That is what one should make. Hats sell; men get rich.

There is nothing to hesitate about. Mr. Fox builds a hat factory.

The same idea occurs at the same time to Mr. Box, and Mr. Crox, and Mr. Nox. And they all begin to build hat factories simultaneously.

Within half a year there are several new hat factories in the country. Shops are filled to the ceiling with hat-boxes. Storerooms are bursting with them. Everywhere there are posters, signs, advertisements: Hats! Hats! Hats! A great many more hats are made than are needed—twice as many. And the factories continue to work at full speed.

And here something happens that neither Mr. Fox, nor Mr. Box, nor Mr. Nox, nor Mr. Crox anticipated. The public stops buying hats. Mr. Nox lowers his price twenty cents; Mr. Crox, forty cents; Mr. Fox sells hats at a loss in order to get rid of them. But business grows worse and worse.

In all of the papers advertisements appear:

YOU MAY HAVE ONLY ONE HEAD, BUT THAT DOES NOT MEAN AT ALL THAT YOU SHOULD WEAR ONLY ONE HAT. EVERY AMERICAN SHOULD HAVE THREE HATS. BUY THE HATS OF MR. FOX!

Mr. Box offers to sell hats on a three-year installment plan.

THE OTHER SIDE of the picture is just as much an inescapable result of the system. The contrast should be enough to arouse the most complacent. To quote from a current issue of *Labor*: "In 1929, according to the United States Treasury, 273 persons in this country had NET incomes of \$1,500,000 or more, each. The total NET income of these 273 persons was \$907,479,577. In other words, 273 millionaires came within 2.7 percent of collecting as much in NET income as 573,697 persons were paid in wages—which is GROSS income—during the same year. Each of these superrich men, after paying all the expenses of his business, collected the wages of more than 2000 workers as his NET personal income." "Was the editor of *Labor* putting it too strongly when he suggested that 'any man claiming 2000 men's wages certainly has no just complaint to make if the nation takes half or more of his income to be spent for the common good'?—From the *Christian Advocate*, September 3, 1931.

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Mr. Nox announces a sale:

FOR ONE DAY ONLY! TAKE ADVANTAGE OF THIS OPPORTUNITY!

But this does not help. Mr. Fox lowers the wages of his workers one dollar a week. Mr. Crox lowers the wages two dollars a week. Again business grows worse and worse.

All at once—Stop! Mr. Fox closes his factory. Two thousand workers are discharged and permitted to go wherever they please. The following day the factory of Mr. Nox stops. In a week practically all hat factories are standing idle. Thousands of workers are without work. New machines grow rusty. Buildings are sold for wreckage.

A year or two pass. The hats bought from Nox, Fox, Box, and Crox wear out. The public once more begins to buy hats. Hat stores become empty. From the top shelves dusty cartons are taken down. There are not enough hats. Prices on hats go up.

And now, not Mr. Fox, but a certain Mr. Doodle thinks of a profitable business—the building of a hat factory. The same idea also enters the heads of other wise and business-like people—Mr. Boodle, Mr. Foodle, and Mr. Noodle. And the old story begins over again.

The spirit and aspiration of the movement in Russia are suggested: After all man is not just muscles with which to work. He is not a machine. He has a mind that wants to know, eyes that want to see, ears that want to hear, a voice that wants to sing, feet that want to run and jump and dance, hands that want to row and swim and throw and catch. And we must organize life so that not merely certain lucky ones but all may be able to feel the joy of living.

After socialism is built there will no longer be dwarfs—people with exhausted, pale faces; people reared in

basements without sunshine or air. Healthy, strong giants, red-cheeked and happy—such will be the new people.

But to accomplish this we must have new cities and new houses, our whole life, even to the last kitchen pot, must be changed.

Here is how the children learn to be citizens by starting young: You thus see how children can help achieve the Five-Year Plan. Fulfil your own little plan and then the big plan will be fulfilled before the assigned time. Whether it will be a task which requires a few days or a few weeks matters not. It will be your contribution.

Here it is—your Five-Year Plan:

1. To discover beds of lime and phosphorus.

2. To gather useful junk: rags, ropes, wool, bones, scraps of metal, and so on. All of these things will come in handy in our factories. Every Pioneer should collect not less than twenty kilograms a year.

3. To build radios and loud-speakers. Within the next few years seventy-five thousand radios should be installed in villages. Not one school should be without a loud-speaker.

4. To sort and treat with insecticide one hundred percent of all grain used in kolkhozes and on the farms of your parents.

5. To gather ashes for fertilizing fields. Each troop of Pioneers should gather two tons of ashes a year.

6. To destroy ten marmots a year in the regions infested by these animals; to clear one tenth of a hectare of land of parasites; to destroy all injurers on one fruit tree and on ten vegetables; to catch or destroy five rats and ten mice.

7. To build one starling house and two feeding houses a year; to raise the number of starling houses to a million

and a half and of feeding houses to two millions. Birds are our allies. They will help us destroy parasites.

8. To organize in five years five thousand children's bird brotherhoods; to found five thousand collective poultry yards; to build five thousand chicken houses.

9. To add two good laying hens to the possessions of every peasant household.

10. To plant ten trees each in five years; to create Pioneer forests of seventy-five million trees.

11. To destroy bedbugs, roaches, and flies in five hundred thousand houses. Each troop should clean up ten houses.

12. To teach the illiterate to read and write. Each troop should endeavor to wipe out illiteracy in its region.

These are only some of your chief tasks. If you wish to learn the details, read *The Report of the Pioneer Meet*.

Grownups will build large electric stations; you can build small ones. Grownups will build large houses; you can build starling houses and bird feeding houses.

And do not imagine that these are trifles.

If you fulfil your Five-Year Plan you will save from parasites grain worth 2,621,800 rubles.

If you add two good laying hens to the possessions of each household you will make a present to the state of five billion eggs, 150 million rubles.

From kopecks, millions are composed: weak hands, if they be many, can move mountains and plant forests of trees.

Herein lies your power.

Not since democracy burst upon the world with its rising tide of eagerness and its opposing tide of opposition has the human race been so stirred as by the Russian enterprise. It cannot be ignored.

IT IS A SIGHT ever to be remembered to watch a crowd of proletarians scrutinize a newly received piece of mechanism from a foreign land, or a crowd of muzhiks gather about the first tractor that has arrived in their village. They thrill with ecstasy to the sight and sound of wheels, belts, pistons, rods. No wonder that the machine plays so heroic a part in Russian motion pictures, in the graphic arts, and in dramatic pieces. The Russians have endowed it with a triumphant personality, not like the Someone in Grey in Andrejev's *Life of Man*, who is a reminder of the terror of life and the futility of death, but like some fairy godmother always ready to brush away all evil and all torment. With such fervour for the machine it is only natural that they should look with longing to America. America to them is the symbol of the triumph of the machine. A Ford factory, a Brooklyn Bridge, a Woolworth Building, a Mississippi dam, a Hudson River tunnel, automobiles, cameras, typewriters, engines, mowing machines, boots, coats, in fabulous quantities—these are all fruits of the American machine, of American technika. America may be reactionary, capitalist, imperialistic. She may be executing a Sacco and a Vanzetti. But she can produce as no nation in the world. She is mistress of the machine. She has much, therefore, very much to teach Russia—more than any other nation; and Russia, insists the revolutionary, shall and must learn from America if she is to realize her social and economic destiny!—From *Humanity Uprooted* by Maurice Hindus.

Senator Borah on Russia

THE THREE GREAT and, I believe, imperishable instincts of the human race are religion, family, and property—something to believe, something to love, something to possess. Let us admit that those who now govern and dominate Russia, not the people of Russia, stand against them all. We stand for them all. Let us admit that it is an irreconcilable conflict. Let us concede that those who govern Russia, not the people of Russia, would uproot and destroy them all. Let us admit that they would summon them all to the bar of public opinion and would exile them from human affairs, if they had the power. We would foster and strengthen them all. Our whole civilization is built around them. But how deep and strong is our faith? Do we fear that capitalism will fall, will cave in, if brought in contact with communism? Are we afraid of the contest? My belief is that the closer the contact, the more certainly will communism be modified and ultimately disappear. In such a contest we have not only the experience of all time behind us, but we have the support of one of the most dominant and irresistible of human passions—the desire for property. Do we believe in our institutions? Do we doubt the intelligence and character of our own people? Are we fearful lest the family as an institution, around which our whole fabric of society has been constructed, will break in pieces if brought to the test by that cruel absurdity which would make the family hearthstone the casual meeting place of social derelicts? Is our religion of that feeble sort that we dare not meet face-to-face those who have said in their hearts there is no God? For my part, I have no fear. During the French Revolution there was a time when religion was disowned, property confiscated, and the great fundamental principles of ordered society rejected. But the French people came back. And the Russian people will come back. The vast majority of the Russian people are a deeply religious, law-abiding, home-loving people. It seems to me that our conduct is a sorry manifestation of an utter lack of faith in our own people, in our own institutions, in our own professions. If you should empty all the communistic propaganda possible into the very lap of the American people, if you should preach against property until tongues were para-

lyzed with weariness, if you should inveigh against parliamentary government and free institutions, it would not move the American people from their moorings or affect one half of one percent of our population. The safest security against all these things is the American people. The whole scheme as proposed in Russia would go to wreck upon the rock of American citizenship.

But let me assume I am in error in the belief that our government and our people are secure against communism. What are we going to do about it? The American people are neither blind nor deaf nor dumb. They read, they see, they hear, they know what is going on. They know all about the communistic creed. Our newspapers and magazines tell of the teachings and the preachings of the Russian leaders. You cannot put an embargo upon news or ideas in these days. The people do their own reading and their own thinking. I am glad it is so. The restlessness and the discontent in this country spring not at all from Russian literature or Russian teachings. We stand or fall not by what Russia does but by what we do right here in our own country. We are slow about cleaning up our cities and making property safe and human life secure. We have failed to give work to those who are hungry and who would like to work. We have been unable to cleanse our system of corruption. We have tolerated a system which compels honest and clean business men to pay tribute to crooks and criminals for the protection which their government fails to give. These are the things which cause restlessness and discontent and discouragement among our own people. It is not Russian literature which is disturbing our people or which we need fear. It is not that which is happening in Russia or what Russia is proposing that is bringing doubt and worry to our own people. It is the conditions here in our own land. These are the things which challenge the attention and arouse the anxiety of the American people.

Capitalism should turn its eyes inward and take an account of its own internal affairs. Capitalism must turn its eyes inward and take into consideration and solve its own internal problems. If we do not solve them God only knows what will happen. If we do solve them, communism and all antagonistic "isms" will prove impotent in their tasks. We have

in this country from five to seven million men and women unemployed, seeking something to do. What has communism to do with that and what is our solution? There are in the capitalistic nations of the world some fifteen to sixteen million men and women unemployed. What has communism to do with that? The mechanization of modern industries has left millions of men and women in middle life, or later, to readjust their whole lives to wholly new conditions, to adapt themselves to wholly new environments. They want to know how. Capitalism has not answered. Communism has had nothing to do with that. Mass production, our boasted achievement, continues to pile up goods in the sight of those whose purchasing power is daily diminishing. What is capitalism's answer to that? And what had communism to do with bringing on that condition? We cannot answer such questions by assailing communism. We hear about a surplus of food, a surplus of clothing, a surplus of fuel, and yet we know there are millions who are unable to secure enough of this surplus to keep them from hunger and cold. What is capitalism's answer to that? Can we meet the problem by assailing communism? I am not in the least disturbed about communism of itself. I am, I confess, disturbed about the unsolved problems of capitalism. And I am almost equally disturbed over the fact that the time which we ought to devote to solving these questions and to bringing about conditions which would help to solve them, is devoted to attacking some other theory and agitating against some other government.

If I had my way about it I would establish normal relations with the Russian government. In doing so I would not assume I was indorsing the communistic theory; in doing so I would not indorse their method of carrying on their government; in doing so I would have no fear of their teachings or their propaganda undermining American citizenship. I would believe that as Russia is there, with her 150,000,000 people occupying one sixth of the earth's surface, and as we have got to deal with her, it is better to deal with her in that way than in the abnormal and extraordinary way which leads to abnormal and extraordinary policies.—Hon. William E. Borah of Idaho in the United States Senate, March 3, 1931.

National Committee on Education by Radio

OVER THE ENTRANCE of that most beautiful of all capitols at Lincoln, Nebraska, is this significant sentence: "The safety of the state is watchfulness in the citizen." The truth of these prophetic words has never been better illustrated than in the American radio field where the most powerful of all tools of human intercourse has fallen largely into the hands of persons who have not thought of the safety of the state but of the possibilities of huge profits and of powerful monopolies.

The National Committee on Education by Radio is an organized effort to conserve and develop radio broadcasting for the most important of all uses to which it could be put—the lifting of the level of our American culture.

This Committee grew out of an emergency meeting held in Chicago under the chairmanship of William John Cooper, U. S. Commissioner of Education. The purposes of the Committee as stated in the bylaws are:

To secure to the people of the United States the use of radio for educational purposes by protecting the rights of educational broadcasting, by promoting and coordinating experiments in the use of radio in school and adult education, by maintaining a service bureau to assist educational stations in securing licenses and in other technical procedures, by exchange of information thru a weekly bulletin, and by serving as a clearinghouse for the encouragement of research in education by radio.

The members of the Committee as of October 1, 1931, are:

James N. Rule, state superintendent of public instruction, Harrisburg, Pennsylvania, National Council of State Superintendents.

Arthur G. Crane, president, University of Wyoming, Laramie, Wyoming, National Association of State Universities

R. C. Higgy, director, radio station WEO, Ohio State University, Columbus, Ohio, Association of College and University Broadcasting Stations

J. O. Keller, head of Engineering Extension, Pennsylvania State College, State College, Pennsylvania, National University Extension Association

Charles N. Lischka, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Education Association

John Henry MacCracken, 744 Jackson Place, Washington, D. C., American Council on Education

RADIO represents great power in education if we learn to use it effectively, and there seems no doubt that we shall profit from this power. At the outset radio is likely to suffer at the hands of the novice and the exploiter under the guise of experimentation. The scientist has so far explored and developed the field of radio that we know that one person can convey his impressions to an infinite number of persons. Class instruction may be conducted easily; all that is needed is proper organization and management. The major job is to plan educational instruction which will be effective. The scientist will carry out his part because he has the tools and the craftsmanship to reach his destination—truth. The exploiter is the hazard in the case; he may be both untutored and unskilled and his end is selfish.—R. G. Jones, superintendent of schools, Cleveland, Ohio.

Reverend Thurber M. Smith, S. J., director, radio station WEW, St. Louis University, Jesuit Educational Association

H. Umberger, Kansas State Agricultural College, Manhattan, Kansas, Association of Land Grant Colleges and Universities

Joy Elmer Morgan, chairman, 1201 Sixteenth Street, N. W., Washington, D. C., National Education Association

The Committee is publishing a weekly bulletin of information. It is sponsoring legislation in Congress to set aside fifteen percent of all available radio channels for education just as a fraction of the public lands was set aside for the encouragement of schools. It is developing a program of research in education by radio.

The work of the Committee has been financed for a period of five years by the Payne Fund—a private fund entirely free from monopolistic or commercial associations.

The Committee maintains two offices in Washington, D. C.: one at 1201 Sixteenth Street, N. W., in the headquarters building of the National Education Association, which is a general office for administration, publication, and research; the other a temporary office in the National Press Building near the Federal Radio Commission which is a service bureau to aid educational stations in their dealings with the Commission.

Education by radio is here. It is now an established fact that radio may be used effectively as a supplementary method of teaching children the common branches even as low as the third grade; that it can be used to enrich and vitalize many school subjects; that it can be made the means of bringing children in the classroom into closer contact with the actual processes of citizenship and government; that it has large possibilities in training for music appreciation; and that it is the most powerful tool so far devised for reaching large numbers of adults.

Much remains to be done. Education by radio calls for men and women who have the pioneer spirit, who are well-endowed with imagination, initiative, and courage. This is no field for men or women who are unwilling or unable to lay aside tradition and to try new and difficult things, but it is a promising field. The struggle for radio frequencies is merely a passing phase. It is only common sense that the schools should have their independent facilities. The next step will be the constructive development of educational service of such high quality that programs will reach larger and larger audiences. The classroom of the future will be so organized that the teacher will be freed for the wider service of guidance and inspiration of individual pupils. Radio will help to bring about this freedom.

IF RADIO is to share with the classroom teacher and the textbook the responsibility for the dissemination of knowledge, then there must be developed means whereby certain of the available air channels may become unconditionally the property of the state or of the municipality for the purposes of education. Perhaps the greatest danger that confronts our nation today as a result of the development of radio is that of propagandizing thru every conceivable subtlety, in the interests of private gain or of political or social partisanship.—Courtenay Monsen, secretary, Board of Education, Pasadena, California.

The American High School

A. T. ALLEN

State Superintendent of Public Instruction, Raleigh, N. C.

WHAT ARE SOME of the differentiating characteristics of the American high school? How does it differ from the high schools in the rest of the world? Are its supporting principles peculiar to it? Does it enlarge liberty or restrict it? Does it promise a wide and effective dissemination of knowledge? There are three things which seem to mark it as our very own:

The American high school is wholly free—It is supported entirely by public taxation. There are no tuition charges or rate bills of any kind which the parent is expected to pay. In a large part of the country even the books are free. Paper, pencils, and other necessary materials are furnished by tax money. When these things are not furnished it is a matter of money entirely and not one of principle. All of this is in contravention of the idea of a limited personnel in the high school which prevails in many countries.

The American high school is wholly democratic—There is no selection except the selection of merit. The institution is open for all, irrespective of birth or social station. Provision is made for all grades of intellectuality. Wealth brings no special privilege and poverty does not exclude. The son of the prince and the son of the pauper sit down together. There is no selection from the outside. The only selection comes from the inside, from the heart of the pupil himself. The high-school door is open wide for all who have the ability, courage, and determination to take advantage of it.

The American high school, in theory at least, is free from sectarian control—If all the conflicts of diverse religious creeds were set loose in the schoolroom, the institution could not long survive the shock. Sectarian control was eliminated as the result of a long and a ferocious struggle. At the outset determined efforts were made to divide the school money up among private and church schools. The board of education in the city of New York which had been charged with wide discretionary power in the handling of public school money, passed a resolution prior to 1850, which declared that no public school money should be thereafter given to a school in which "any religious sectarian doctrine or tenet should be taught, inculcated, or practised." Every state that has come into the Union since

1858, with the single exception of West Virginia, has inserted this provision in its constitution. This was the position

THE STRUGGLE for democracy is never won. It must be made again by each individual in his own life and by each generation in the life of the state and the nation. It took a half century of painstaking struggle to establish in the United States the principle of high-school education supported by taxation and the fight is not yet fully won. There are still those who wish to close the doors of opportunity to young people who need it most rather than to enrich the high school to meet the diverse needs of today's life. This article is a careful discussion of the whole problem by a recognized leader of wide experience.

taken by Horace Mann, which brought down upon the public schools of Massachusetts the severe condemnation of being "Godless schools." Within the last year, the state superintendent of public instruction in Nebraska withheld all state aid from a school district which insisted on giving sectarian instruction. The courts sustained his action.

These are the three great underlying principles upon which the American high school rests. Each one of them was set up at the end of a long fight. Dr. Cumberly says that no question, outside of the question of African slavery, in the course of our whole history, has aroused such fierce conflict of opinion among our people as the debates that have hinged around these three principles. They are now accepted in all parts of the country as sound principles of political procedure but they have not yet met with universal acceptance.

What are some of the doctrines that deny the principle that the American high school should be wholly free? When, as a result of political conflict, any principle of governmental procedure is finally accepted as sound in practice, there often remain strong residual negative arguments which persist and reappear in different forms for many years thereafter. We find, therefore, the same arguments presented against the various phases of public education that were

presented one hundred years ago when the whole question was being fought out. Some of these are easily distinguished even in modern times. Four of these doctrines seem to controvert the principle of a free public high school:

The doctrine of limitation—This doctrine takes on many forms. Some of its advocates would limit the kind of high-school opportunity which is offered and limit it in such a way that only a special or selected class could benefit from the operation of the high school. Another group of objectors would differentiate the high-school course of study and make those courses on the higher level available only to selected groups of children. All of the limitation doctrinaires have in mind to narrow the kind of high-school opportunity which is offered, whereas the American principle of a free high school has been to offer the widest opportunity that was within the means of the people.

The doctrine of selection—There seem to be some people who would follow the ancient European doctrine of offering high-school advantages only to a selected few. By certain processes of selection these people would pick from the multitude certain chosen ones who would be educated at public expense. Even Thomas Jefferson, the great patron saint of democracy, devised a selective process. The doctrinaires of selection raise the question of whether America or Germany is following the wiser political procedure. The only question I am trying to raise is whether or not a selective process of this kind would fit in with the doctrine of a wholly free American high school or with the democratic doctrine upon which all American institutions rest.

The doctrine of parental responsibility—Henry Barnard, the first commissioner of education in Connecticut, the first commissioner of education in Rhode Island, and the first United States commissioner of education, believed to his dying day that the parent should pay a part of the cost of high-school instruction, not with tax money but by tuition charges. This doctrine of parental responsibility would make each parent who sends his child to high school responsible for a certain part of the tuition charges. It is the old charity school idea in another form.

The doctrine of overtaxation—There are many people who contend that the public high school is projected on a plane which is far and away beyond the social and economic needs of the people. Some go so far as to say that it is projected on a plane of extravagant expenditures and that the business enterprises of this country can no longer sustain the tremendous burden of taxation necessary for the support of the American high school as now organized and operated. The economic questions involved in this doctrine involve the whole principle of public education.

What doctrines controvert the principle that the American high school should be wholly democratic? We in America who so ardently worship at the shrine of democracy, out of our conflicting desires to be practical, are sometimes guilty of promulgating principles and procedures which are in direct conflict with the basic ideals of democracy. Three of these seem to controvert the idea of a democratic high school:

The doctrine of education for leadership—This doctrine advocates selecting prospective leaders in advance and giving them, at public expense, superior advantages. You see that this at once takes you back to an aristocracy of birth and wealth. The American idea of "an equal chance for all" goes down and the ancient notion of "a superior chance for a few" goes up. Would it be fitting or proper for the high school, which was instituted in part at least for the purpose of perpetuating democratic principles and institutions, to assume that its mission is to minister to leadership rather than to serve all the people? Some of America's finest leadership was not even remotely the product of the schools. It came from outside of and beyond them. Witness Andrew Johnson, Andrew Jackson, or Abraham Lincoln. Conscious effort on the part of the schools for such an outcome would take us back to the divine right of the few to rule and control the many. Leadership in process is often inexplicable. The world has not yet ceased to wonder that America, in the hour of her greatest danger, should have selected to preside over her eternal destinies, a rail splitter and a tailor.

The doctrine of right of direction—One of those arguments used against the

institution of public education by the ruling classes was that an educated populace would be harder to control. The doctrine of the right of direction is a new statement of those ancient dogmas and would undertake to limit the kind and scope of training offered to certain classes of people in order that these people might be held to a particular kind of work and be more or less in bondage. If a large class of people can be forced into a limited field of training, it is very evident that their services can be commanded all thru life at a very low price. Such people, it is believed, would be content and happy while living on a low level of physical comfort. This has been the argument of kings and czars thru all the years.

We hear a great deal about the mediocrity of democracy and its lack of capacity to direct its own affairs. If we as educators accept this belief, the whole structure of American institutions, centered about democratic ideals, collapses and we go back to a stratified society with one class resting upon the backs of a lower class controlled and directed by it.

The doctrine of occupational distinction—It was argued for many years that children living on a farm did not need a high-school opportunity because things taught in the high school would not be of service to them in occupations such as this. The farmers themselves, in many instances, have accepted that doctrine. This same belief applies also to other occupations.

This modern machine age has made work with the hands less and less valuable. A vocation to be of value must now carry the ability to operate complicated machinery. This is something that cannot be taught in the high schools and perhaps not fully in technical institutions of higher learning, but with a broad basis of training the technical part of a vocation of that kind can be easily and readily learned on the job.

In America we do not believe that a son must necessarily follow the occupation of his father. Therefore, we have said thru the institution of public education that the sons and daughters of all types and classes shall receive an educational opportunity without distinction or discrimination in order that they may be able, if they have the courage,

ability, and energy, to hold in a dignified, self-respecting manner any position to which they may be called in this great republic of ours.

What doctrine controverts the principle of secular control?

The doctrine of religious instruction—The same arguments are used today, both pro and con, that were used in the days of Horace Mann. The principles involved are the same as those comprehended in the separation of the church and the state. It is not considered equal justice to tax all the people to pay the clergy in an established church. If religious training were given, it would be colored as Baptist, Methodist, or Presbyterian doctrine, or as that of some other denomination. In any event, all the people would be taxed to teach the tenets of some particular denomination.

I hope it does not appear that I have approached these questions as a prophet of ill omen. The evidence, however, seems to sustain the belief that the whole body of supporting principles is under attack today as it has not been for many years. These attacks are coming from both schoolmen and taxpayers.

Sometimes we become so interested in some particular phase of work that we cannot see it in relation to the whole or as a part of a more important whole. We lose our perspective. Our theory carries us by the sober judgments formed in saner moments. We should not lose sight of the essential unity of the system. The activities of vocational guidance should be tested by the principle of democracy. Narrow vocational education should be tested by the principle of freedom. Enthusiasms should be subjected to careful consideration and deliberate judgment before accepted.

The public high school has a distinctive place in the life of America. It has won this badge of confidence by a service so effective that the American people have poured out their treasured wealth in unstinted millions to sustain and perpetuate it. If we are to continue in the justification of this faith, the lines of development must be laid by wise hands.

The American high school, as the agency of democracy, thru its efforts to enlarge liberty and to enlighten the mind will, we hope, win a victory over intellectual tyranny and political oppression.

ENROLMENT in the secondary schools of the United States has, in round figures, doubled every decade since 1890. Today there are close to 5,000,000 pupils in the high schools of the country.

The Teacher and His Salary

THERE ARE SEVEN broad principles upon which the economic security of any worker or group of workers rests: [1] adequate salaries and salary schedules, [2] continuous employment during efficiency, [3] wise budgeting of income, [4] systematic saving and sound investment, [5] insurance against illness, accident, old age, and death, [6] insurance against damage or loss of property, and [7] facilities for borrowing money at reasonable cost.¹ In general these principles are as applicable to teachers as to members of other occupational groups. The first mentioned principle is in a sense the most important, because an adequate salary is the foundation of the individual's whole economic life. This article discusses the problem of adequate salaries for teachers.

Every teacher should be paid at least as much as it will cost him to live at the minimum standard necessary to maintain and improve his efficiency. This statement applies even to the teacher with the minimum qualifications required by law. No teacher who is not worth such a salary should be employed in any school system. On the other hand, no teacher should accept employment at a salary which will not provide a suitable standard of living. The teacher's duty, particularly in times of economic depression, is to resist strongly any effort to lower his standard of living.

Both teachers and public must realize that the minimum desirable standard of living for teachers includes more than the bare necessities of food, clothing, and lodging. To maintain and improve his efficiency the teacher must provide for savings, professional study, recreation, and cultural development. The cost of

living at any given standard will vary from community to community. The cost of the desired minimum standard should be determined by careful study in each

IN TIMES of business depression there is a strong tendency to curtail expenditures for public services, including education. The largest single item in school expenditures is that of teachers' salaries. The demand for retrenchment in education, therefore, is directed primarily toward this item. There is need for real economy in school expenditures but there is grave danger in the false economy which calls for reductions in teaching efficiency. An adequate salary is the very foundation of good teaching. But what is an adequate salary? What standard of living should teachers maintain? How do teachers' salaries compare with the incomes of other large occupational groups? What effect will the oversupply of teachers have upon their salaries? What can the individual teacher do to improve the salary situation for himself and his profession? This timely article suggests answers to these questions. It will help every teacher to see the salary problem more clearly and to contribute directly to his own economic security and the welfare of children in the schools.

local community and used as the basis of the salary scale.

Having decided upon an amount which will purchase a standard of living permitting the teacher with minimum acceptable qualifications to maintain and increase his efficiency, it is essential to provide adequately for the many teachers whose qualifications are far above the acceptable minimum. Additional training and experience have fitted these teachers to render an increasingly valuable service to the community. This increased value must be recognized in the salary schedule. It is not sufficient that

capable young people be attracted to the profession of teaching. It is essential that competent teachers be retained over long periods of years and that they be enabled and stimulated to develop to the limit of their capacity. This is not possible unless the upper levels of the salary scale offer the opportunity for genuinely cultural living.

A fundamental principle of social welfare is that the incomes of various occupational groups should correspond more or less closely to the relative value to society of the services which these groups are expected to perform. There is, of course, no way of determining accurately whether the services of teachers are more or less valuable to society than the services of many other occupational groups. Nevertheless, our philosophy gives education a relatively high value in a democracy. Few will question that the services of teachers are, or should be, at least as valuable as those of the average gainfully occupied person. Most people will agree that teaching should be rated on a level with other professions like law, medicine, and engineering. Yet teachers' salaries suffer by comparison with the incomes of other large economic groups.

In 1928 all gainfully occupied persons in the United States received an average income of \$1920. All salaried employees in the country received an average of \$2075, federal government employees \$1863, and all teachers, principals, and supervisors only \$1364. Moreover, the average earnings of teachers in rural areas were very much lower than the national average for all teachers. Thus, even in times of prosperity, members of the teaching profession were not as well off, economically, on the average as were other large occupational groups in this country. In 1928 the average salary of

¹ For detailed information on these topics, see "The Economic Welfare of Teachers," *Sixth Yearbook*, 1931. Washington, D. C.: Department of Classroom Teachers, National Education Association. 1931. 244 p.

THE FIRST GREAT BENEFIT of financial independence is its contribution to the individual's self-respect, personal morale, or whatever one wishes to call this factor which is so important in making life worthwhile to the individual. The person who through incompetence, unforeseen emergencies, an inadequate basic income, or lack of education, is unable to maintain a reasonable standard of living for himself and his dependents is also likely to lack the zest and inspiration which life is capable of affording.

The second benefit of financial independence, closely related to the first, is its effect upon vocational efficiency. The person whose present needs are cared for and who is free from worry as to what hardships the future may bring, is usually in the proper mental state for hard and effective work. On the other hand, the individual with a burden of financial worries on his mind cannot be expected to give his best to his daily tasks.—From "The Economic Welfare of Teachers," *Sixth Yearbook* of the Department of Classroom Teachers of the National Education Association. p. 13.

teachers, principals, and supervisors was only 71 percent of the average earnings of all gainfully occupied persons. Yet, now that a widespread business depression is upon us, teachers are threatened with an even lower relative economic position. Every effort to reduce teachers' financial security should be met by intelligent but firm opposition on the part of teachers and public alike. The schools serve a large social function which cannot be safely neglected or delayed. The schools will play a major part in preventing another severe business depression. To accomplish this, however, they must be maintained at full efficiency. In times of crisis the need for efficient teachers is especially emphatic, and any lowering of efficiency by decreasing teachers' financial security is short-sighted and dangerous.

Another economic factor which will probably have far greater effect upon teachers' salaries than the present business depression is the relation between the demand for teachers and the supply of them available. The familiar law of supply and demand operates just as surely in educational service as it does elsewhere. An oversupply of teachers is particularly dangerous to the economic welfare of the profession. At present there is ample evidence that a considerable surplus of persons with teaching certificates exists in the nation as a whole. This does not mean that there is an over-

supply of capable and welltrained teachers. On the contrary, if the supply were restricted to persons with two or more years of professional training, a shortage would exist in many states. However, since teachers with only the minimum qualifications for certification are accepted by school boards in many sections of the country, the oversupply of such persons will be used increasingly as an excuse for reducing teachers' salaries unless remedial measures are taken soon.

What, specifically, can the teacher do to improve the salary situation for himself and his fellows? He can increase his own salary by improving his teaching ability. He can add to his training by attending summer schools. He can take extension courses during the regular school year. He can read widely in the best educational books and magazines. He can cooperate wholeheartedly in such programs of in-service training as his superintendent and supervisory officers may undertake. The more efficient he becomes, the larger will be his salary, generally speaking.

The teacher can help to raise the salary level in his profession by interpreting the schools to the public. He can discuss with parents and others the ever-increasing responsibilities and problems of the school in the task of making children good citizens. He can tell what the school is doing to meet these responsibilities and to solve these problems. He can

point out that the task will be accomplished not by crippling the schools thru unwise reductions in expenditures, but by spending more money to obtain better teaching.

Thru his membership in local, state, and national teachers' organizations, the teacher can influence the thinking of administrators, board members, and the general public in favor of larger salaries for better teachers. These organizations can do and are doing much to further the economic welfare of their members. They are collecting important information on teachers' salaries thruout the country. They are making constructive recommendations to legislatures and to boards of education concerning salary policies. They represent a united teaching profession at work upon the foremost problems of school efficiency.

Finally, the teacher thru his professional organizations can help to inform his fellow-workers of the unfavorable economic effect of an oversupply of teachers and can urge them to support all legitimate measures for its control. One such measure undoubtedly is to increase minimum qualifications for certification. This would not only tend to reduce the available supply of teachers, but would also effect a general improvement in the quality of teaching, a factor which in itself is a strong argument for adequate salaries.—Richard R. Foster, Ass't Director, Research Division, NEA.

The Oakland Plan of Enrolment

OAKLAND, CALIFORNIA, has taken pride in her large NEA membership. More than 95 percent of her teachers enrol each year. The following letter from Superintendent Givens outlines the plan by which they have maintained this record: "In answer to your request I am outlining below the plan which we follow in Oakland. ¶The superintendent of schools carries an article in the Superintendent's Bulletin each week on some vital subject. In early issues each school year one or more of these articles stress the value of the various professional associations and what they are doing for the teachers of our city, state, and nation, and urging membership in them. ¶In August each year we send out membership blanks with a space provided for pledges and ask for returns as soon as possible, the blank to be returned when a majority have paid their pledges. We suggest the budget plan and most schools budget all collections—professional associations, local school social funds, parent-teacher association, dads' club, etc., and pay part each month over a period of three or four months. ¶The Oakland Teachers Association councilor, or some other person appointed by the principal, collects for all associations and turns in lists and money to the person concerned, the Oakland Teachers Association to the secretary of that organization and the National Education Association, the California Teachers Association, and the Alameda County Educational Association to the superintendent's secretary, and the money is forwarded from the superintendent's office to the association. ¶The secretary checks off a list showing who belongs to each association and sends in a list of one hundred percent schools for publication. This one hundred percent list is also published in our own Superintendent's Bulletin. Some principals are surprised when the list comes out without their schools listed, and usually the one or two teachers who have held the school off the list come in within the next day or two after the publication of the lists to pay their dues, thus saving the honor of their school. ¶We have prepared our membership blanks with a pledge column which seems to be very acceptable. This is being very much used. The hundred percent memberships in the various special organizations in our city are due to the professional esprit de corps which has been built up over a period of many years. It is also due to a keen realization of the value of professional organizations—local, state, and national."

Personality Development in the Classroom

CAROLINE B. ZACHRY

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

IN THE CLASSROOM the teacher will find the same symptomatic behavior occurring again and again in the same child. Joe usually blames someone else or some inanimate object for his failures, Mary cries when she does not succeed, while John feels ill and asks to go home if he is confronted with failure. Jenny daydreams and withdraws from the group when reality seems hard. Charles is noisy and loud and constantly brags about his ability to fight and the strength of his father or brothers.

Mental hygiene emphasizes the fact that behavior is symptomatic and that it is necessary to find out the causes of behavior before it is possible to treat it intelligently. Behavior patterns such as those just described are learned by the child in his effort to adjust his biological inheritance, his physical makeup, and his intelligence, to his environment. Even under the most ideal conditions this adjustment is not easy. When a child meets a difficulty in his adjustment he tries out various ways of behaving and adopts that pattern of behavior which becomes most satisfying to him. We here see the laws of learning in regard to behavior operating in just the same way that we find them operating in the learning of arithmetic, spelling, and history. His personality is the total of his behavior patterns. This places a new responsibility on the school. We realize now that thru his environment his personality is growing every minute and that that personality is our educational responsibility. We cannot project the blame for a child's behavior on to hereditary factors alone. We accept the hereditary facts for what they are worth, realizing that they play an enormously important part in the total picture, that they are the basis for the learned patterns, but that the environment has a large part to play in determining which patterns will be satisfying and therefore will be learned.

These symptoms that constantly recur are sometimes spoken of as mechanisms of adjustment. Psychologists have given these mechanisms definite names which are not important except that they simplify our discussion somewhat. Joe's tendency to put the blame outside of himself for his own failures is known as projection. Parents too often think of

this mechanism as an hereditary trait and fail to recognize that they have actually taught their child to project. A



Twin bits of personality.

baby falls over and bumps his head. It is not unusual for the mother to slap the floor or the chair on which he has bumped his head saying, "Naughty floor" or "Naughty chair" to divert his attention. This practise of projecting the blame may be continued thruout his childhood and his parents will be surprised and unwilling to accept any responsibility for the fact that as a man he may blame his stenographer for all that goes wrong in the office and his wife for all that goes wrong at home. In the classroom the teacher has the opportunity to detect this mechanism and to help the youngster to accept the blame himself. In doing this he may elicit the parents' cooperation. He may keep in mind that the mentally sick adult is the one who cannot face his own responsibilities, tho he need not point out this extreme to the parents. It is sufficient for them to have pointed out the disagreeable and unreasonable behavior that this mechanism may lead to in adult life.

Mary's tendency to cry over her failures and John's to feel ill when he fails are two examples of the same mechanism, known as regression, or the ten-

dency to turn back to baby ways when life is too hard to face. Psychologists who disagree as decidedly as the behaviorists and the introspectionists seem, on the whole, to agree on this one point, that these regressive tendencies that are part and parcel of overdependency are responsible for more nervous invalidism than any other one factor. In childhood some symptoms of this regressive behavior are thumb-sucking when the child is tired, food fads, enuresis, a sick stomach when he is unwilling to face his arithmetic examination. This mechanism as seen in individuals who are physically adult may show itself in the tendency to develop a headache or other symptom of illness rather than accept the contingencies of life on a more mature basis. The general medical practitioner knows only too well the nervous invalid who produces new symptoms each time that the doctor sees her. We usually speak of the nervous invalid as "her," tho we know that the masculine pronoun also applies. Mental illness may provide a total flight from reality for these physically grownup infants.

What is the teacher's role in this connection? In the classroom environment he must attach satisfaction to growing up and annoyance to the tendency to remain a baby. As in all other educational matters the positive approach should outweigh the negative and as always his treatment must be based on a thoro understanding of the problems of the individual child. Teachers have been trying to develop maturity in children in this way for many years. Mental hygiene is pointing out to them a greater variety of emotional factors that contribute to this maturing process. The teacher must realize that his treatment plan of helping each child to grow up must be different with each child and must be based on former handling at home and in school. This again necessitates working with the family so that the home and school treatment of the problem may be consistent. Here again he may point out how undesirable regressive behavior is in adult life, without discussing at all its actual dangers to mental health.

Jennie daydreams and withdraws from the group. Daydreaming, like regression, is on the whole an escape mechanism.

It is extremely important and interesting because its potentialities and its dangers are both so great. All individuals, young and old, daydream to some extent. It is usually considered true that with the normal individual the adolescent period is the one that is most prolific of daydreams, altho daydreaming may continue thruout adult life. Daydreams are responsible for all the creative work of the world—the poetry, music, art, science, engineering, architecture, and all that contributes to man's comfort and enjoyment are the results of daydreams. As long as the daydream stays in the realm of the possible and leads to ultimate accomplishment it is of enormous value; but when the daydream becomes satisfying in itself and provides a mere escape from the realities of life, the dangers are great. The child who is physically unfit to compete with his comrades, or the child who is intellectually inferior to his classmates and never has a chance to feel success or the child who is rejected at home or has been unable to make a place for himself in the group, may retire from unpleasant realities into a world of his own where he can fashion life as he would like to have it. The harder reality seems to him, the more completely he will withdraw from it and the more difficult it is to reach him. The constructive daydreamer uses all the realities of life to fashion those possibilities that his imagination conceives and that he plans to accomplish. The destructive daydreamer loses contact with life's realities and constructs in his imagination a picture of things as he would like to have them. The constructive daydreamer becomes the poet, the artist, the musician, the physician, the engineer, or the scientist, while the destructive daydreamer becomes a quiet, shy, oversensitive, retiring individual, too frightened to face life. All too often he becomes a mentally sick individual who has become so convinced that his daydreams are true that he behaves accordingly.

Another form of destructive daydream common in childhood is the suffering hero type of dream in which the individual feels very sorry for himself and phantasies himself as being the recipient of sympathy or pity.

The way in which the individual uses his daydreams is a matter of education. If he has used them destructively too long, re-education is difficult. Where does the teacher's responsibility lie in regard to this mechanism?

His first responsibility is to see that the child has an opportunity to succeed

in reality and that definite satisfaction is attached to his achievement. His second responsibility includes the first but is more comprehensive. He must provide the child with the opportunity for creative endeavor. Thus the child will not only be given the opportunity to express in a concrete form what he is feeling but thru his expression the teacher will be given a better opportunity to know the child.

A twelve-year-old girl handed the following poem to her teacher. [Quoted from "Illustrations of English Work in the Junior High School," by Caroline B. Zachry, published by Teachers College, Columbia University and "Creative Youth," by Hughes Mearns, published by Doubleday, Doran & Co.]:

TIRED WATER

I hear it
Playing on the roof
In April,
With a soft, sweet sound.

I hear it
Jumping down the rocks
Like silver,
With a long, glad bound.

I hear it,
The swelling, tossing ocean
In March,
Showing its fangs with a roar.

Rearing
In a high blue ridge,
White-capped,
And beating on the shore.

The brook,
So wise and so silly,
So musical,
Like cold crystal—at home.

Tired water,
Enslaved by man to work
In mills,
Struggling for freedom, cannot roam.

Achieving the poem in itself was satisfying to the child and thus it shifted the emphasis from the satisfaction of mere dreaming to the satisfaction of achievement. The poem is also of importance to the teacher because of the further insight into the girl's emotional life that it gives him.

Teachers must remember that different levels of creation are satisfying to children at different levels of intelligence and emotional maturity. A mud pie is as satisfying a creative endeavor at one level as is the poem just quoted at another.

Charles is using the mechanism of compensation. He has less intelligence than the rest of the group, has never felt

himself successful in academic work, and tries to compensate in physical strength for his lack of achievement on the intellectual level. Compensation is a mechanism that many people have to use and that may be used constructively. There are reality situations both biological and environmental that make compensation a necessity.

One of life's realities, the lack of sufficient intelligence to cope with the group, has made it necessary for Charles to compensate. Altho he is not conscious of his purpose he is trying to get his satisfactions in some field in which he hopes to succeed. His teacher's responsibility in regard to him is to help him to find some of the constructive things in which he can achieve. This achievement should be accompanied by satisfaction and the realization of the worthwhileness of what he is doing.

Often we find puny, physically undeveloped children with good intelligences compensating on the intellectual level for all of their physical shortcomings. One of the dangers here is that the compensation may become so satisfying and absorbing and the desire to excel intellectually be developed to such an extent that it is difficult to get the child to develop his physical body as fully as possible. The tendency to overcompensate often leads to very onesided personalities. It is a danger of which the teacher should be aware. He must know the cause of the child's overcompensation and be able to help him to want to make a more all round adjustment.

Only a few of the mechanisms of adjustment that the teacher meets daily have been discussed. We all use mechanisms for coping with our environment and the same mechanism may be used by us constructively or destructively depending upon the degree of the mechanism and the purpose for which we are using it. Guidance of these mechanisms along constructive rather than destructive lines is a definite role of the teacher in the development of the child's personality. To fulfill his obligations to children along these lines, he needs a clear understanding of the causes lying back of the child's behavior. The social history prepared by child guidance clinics sets forth these causal elements and its value for the teacher will be discussed in the December JOURNAL.

With the facts of his past experiences in mind the fundamental principle in the development of the child's personality is this: *Help him to form the habit of facing reality squarely.*

Putting the Children's Charter into Effect

THE WHITE HOUSE CONFERENCE has already accomplished a great work. Its findings are of untold value to the nation. In the form of reports of the many committees they are now coming from the press. But the greater task of putting these findings into practise lies ahead. In the words of President Hoover in his address to the November, 1930, Conference:

Greater than facts and judgments, more fundamental than all, we need the vision and inspired understanding to interpret these facts and put them into practise. . .

One of the biggest of all problems is to drive in this idea of the necessity of properly born, trained, educated, healthy, moral children to the voters and officials of America. This Conference on Child Health and Protection was a start—but only that. We must keep it alive and burning. This Conference was the aftermath of years of investigation and experience of the best and most devoted of Americans. It evolved a *Children's Charter* of nineteen points that needs to be in every household and every government office. We must follow this national Conference with a series of state conferences, then group, and finally individual town and city conferences, and the *Children's Charter* must be drawn into the activities of government and of social institutions.

The best ways of putting the findings into practise are now being sought in the states. The governors of many states have expressed a sincere wish to build a constructive child health program. Each state should examine its own activities in behalf of its children and compare them with the ideals expressed in the *Children's Charter*. The work already done in a few states may be briefly summarized here:

Indiana was the first state to have a White House Conference. Governor Leslie assumed the leadership. A conference was held January 15, 16, and 17. Plans were begun for county conferences to follow up the work of the state conference and carry the findings of the White House Conference into the rural districts and towns and to the people of the state. Several county conferences have been held.

Utah—Governor George H. Dern appointed a planning committee of about 25 men and women who represented Utah's public and private educational, health, and welfare agencies. Then committees which conformed to the organization of the Conference in Washington undertook one or more specific studies that fell within the work of their respective agencies. The results of their studies were presented at the Utah White House Conference on Child

Health and Protection held in Salt Lake City April 6 and 7. At the close of this conference a continuation committee was appointed to



GOVERNOR George H. Dern of Utah was a speaker at the Los Angeles Convention of the NEA. He is a leader in the White House Conference followup in Utah.

act as a consulting body and to assist the existing organizations of the state with their followup work.

Louisiana—The state teachers association has agreed to accept, in lieu of its usual convention, the general and departmental programs of the Louisiana White House Conference. The joint meeting will be held November 12-14.

Georgia considered the White House Conference findings on March 4, 5, and 6. The Georgia Child Health and Protection Council met with the Georgia Conference on Social Work for this purpose. Between eight hundred and one thousand people attended the conference and the group represented practically every type of organization in the state.

New Jersey—Governor Larson asked the New Jersey Conference on Social Work to arrange the White House Conference for the state which was held April 16-18 in New Brunswick. Forty or fifty of the most important civic and social organizations cooperated. New Jersey's present program was evaluated in light of the White House Conference recommendations. A continuation committee was formed to determine how weaknesses in the state program could be remedied. A report of the New Jersey conference has been published.

New Hampshire—A Conference on Child Health and Protection was held on April 30 and May 1. It was arranged under the direc-

tion of executives of the state departments of Health, Education, and Welfare. Every city and county was represented.

Florida's White House Conference was arranged by the Florida Health Council [now called the Florida Health, Welfare, and Education Council] which has undertaken the followup work in that state.

Mississippi held its White House Conference June 26-27 at Jackson. There were three conference sessions: education and training, the handicapped child, and medical service.

For those wishing to know the plans of these states in greater detail, a booklet called *The Followup Program in States and Counties* is available.

Future conferences—Dates for state and community conferences planned for the fall and winter are:

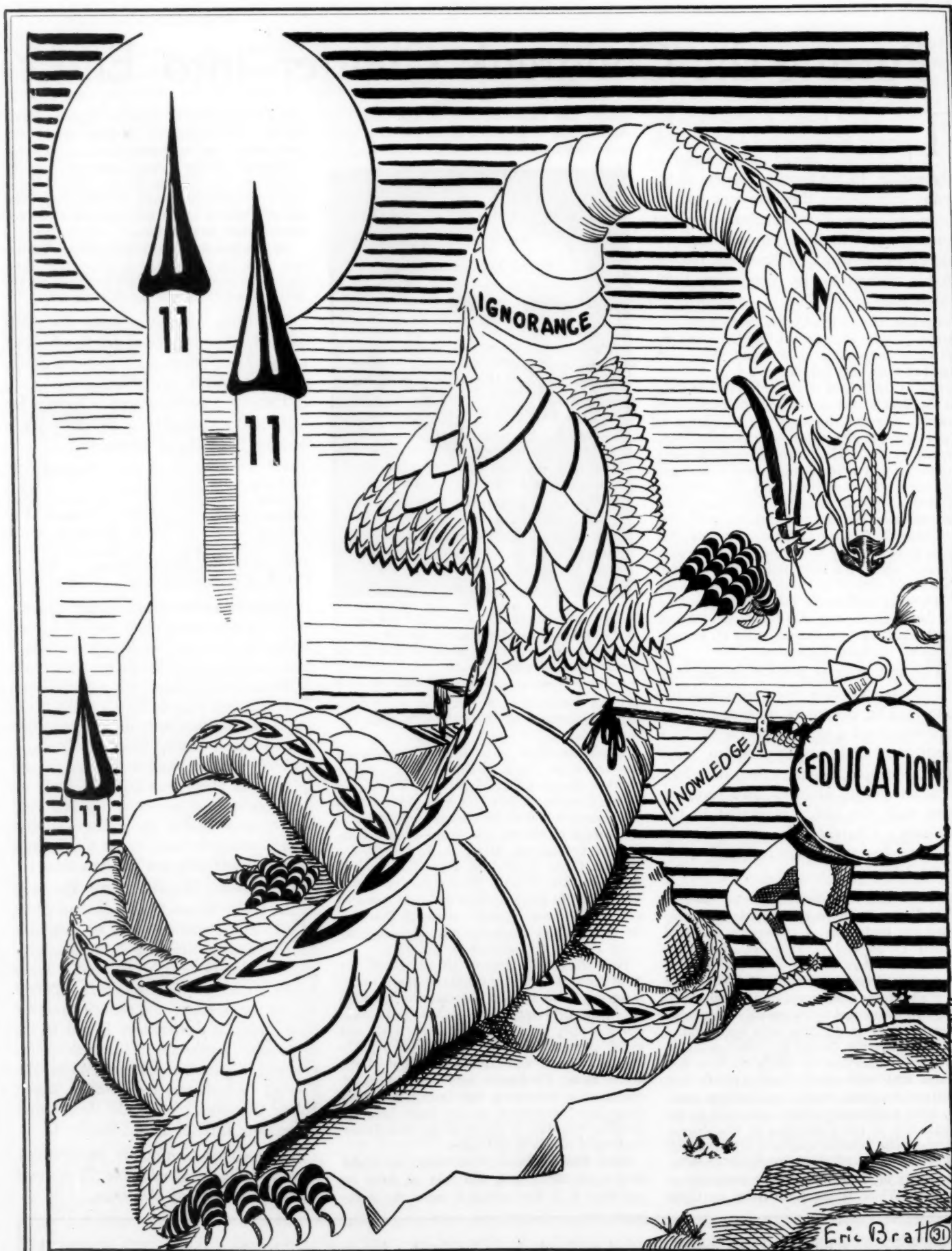
Maine	September 18
Michigan	November 9
Louisiana	November 12-14
Kentucky	November 18
Virginia	November 23-24
Ohio	Jan. 26-28, 1932
Montgomery Co., Dayton, Ohio	Sept. 24
Chicago Citywide Conference	Oct. 30-31

What has your state done?—Other states whose plans have not yet been formulated are just as keenly interested and planning to hold conferences as soon as they can complete their organization. Teachers and school officials will wish to inform themselves as to the status of this work in their states. They will wish to find out what steps have been taken and to assist in every way possible. Only by the cooperation of every person and agency interested in the welfare of children, can the findings of the Conference be most effectively put into practise.

Help from Washington—The staff of the White House Conference on Child Health and Protection will be available for consultation and help in building programs. It will supply without charge folder copies of the *Children's Charter* for the use of states and counties and for distribution at conferences. It will, so far as possible, cooperate in securing speakers and discussion leaders. Write the Central Administrative Office, White House Conference on Child Health and Protection, Interior Bldg., Wash., D. C.

White House Conference publications now available are listed in the "Notes and Announcements" of this issue.

IF WE COULD have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. . . Moreover, one good community nurse will save a dozen policemen.—President Hoover at the White House Conference in Washington, November, 1930.



THIS CARTOON was drawn by Eric Bratt of the Mission High School, San Francisco, California. It is one of the outstanding cartoons drawn in 1931 for the school cartoon project sponsored annually by the NEA. Enrolments are now being received for the 1932 project.

[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. 20294]

Liberal Education for Teachers

W. A. LEWIS

President, Fort Hays Kansas State College

THE LAST THIRTY YEARS represent a period of uncertainty and contention regarding the preparation of teachers. The old normal school in its preparation of teachers maintained courses in astronomy, advanced mathematics, logic, the dead languages, philosophy, and other subjects which attracted men of fine intellect but without systematic preparation. Many men are to be found today who tell with great delight of their experiences as students in classes of advanced subjects taken without prerequisites or sequence of courses. These men became leaders in the educational field and have left a reputation for specialized scholarship even superior to their reputation as public men. The outstanding characteristic of this period was the detached interests of the various instructors and their subjects taught. The chief purpose of the teaching was that one might have the opportunity of individual determination and have the excitement of projection into fields that were new and, to the student, nearly unknown.

As I look back over my personal acquaintance with these outstanding characters I find that my memory recalls very definite and colorful traits. Much time was not needed in conversation with an individual to discover his particular bent. If he were interested in literature, reams of poetry and striking prose were at his tongue's end. If he were a student of sacred writing, he quoted from the sacred Book. If he were interested in mathematics or logic, formulas were the basis of his conversation.

During this 30-year period there has been a constant struggle within the ranks of institutions preparing the teaching force of the country, over the essential elements in what might be termed an education. There are those who persist that devices and skills are the earmarks or the necessary requirements as a basis for successful leadership as teachers. There is another group which holds to the belief that richness of scholarship is the foundation and basis for teaching, for which all the skills and devices in the world cannot be substitutes.

We have had great controversies over the Ph.D. degree. The trouble has not been with the Ph.D. degree but with many of the samples who presented

themselves as possessed of the degree. Twenty years ago the demand for outstanding personality was so great that

A GOOD professional school for the education of teachers is an institution

Whose students do not expect to be graduated until they have demonstrated that they know how to cooperate with one another and that they are as willing to cooperate with children as with teacher associates and official superiors;

Whose faculty members are as willing to learn as they are to teach and who are effective counsellors because they are agreeable companions;

Whose administrative officers are young enough in spirit to find fellowship with children and youth and who are as much concerned to understand them as to instruct them;

Whose entire membership, including students, faculty, and administrative officers, are all practised and willing participants in the great game of human cooperation.—Ambrose L. Suhrie, president, Eastern States Association of Professional Schools for Teachers.

individuals were enticed away from college to accept responsible and lucrative positions. The individual who was colorless and lacked the driving personality was likely to continue on in college until the attainment of the doctorate because there was no particular demand for his services outside. This situation developed a bad taste in the mouths of the administrative officers of the educational institutions of the country and, as a result, there was much discussion as to whether it was not prima facie evidence that the possession of a doctor's degree marked the individual as not being of first quality. Many executives ranted against the possession of the doctor's degree, taking it for granted it was because of study that the possessors were second raters and not realizing the Lord had neglected to endow some of them prior to birth.

Now the demand for service is not so keen and men have time to devote to scholarship. The fact that men in great numbers are possessed with the ambition to acquire this depth of scholarship makes it about as easy to find a man with a doctor's degree who has fine personality, initiative, and broad scholarship, as

it used to be difficult. I think most executives are coming to the decision that the documentary evidence of scholarship sufficient for a standard university to confer the doctor's degree bears no relation to the personality, but does have a very definite relation to the standards of scholarship the individual is likely to represent and require later on the campus of the college.

All the foregoing leads me to the kernel of my subject, which is, that the basic requirement for undergraduate scholarship is the graduate scholarship of the faculty, that experience is a fine resource upon which people may call in time of emergency, but sound scholarship is the storehouse whose supplies have been garnered by systematic and thoro application. Scholarship should be preferred, first and foremost, to all the results of institutional training.

It seems to me we have been shortsighted in the profession of teaching. The teachers colleges and the men in schools of education have discovered devices by which the personal equation of the student may be determined somewhat, as well as his ability to accept a thoro scholarly development. Yet in the field of teaching we have not used these devices. We have left it to the American Medical Association, the engineering profession, and the law to adopt what we have discovered. These professions demand that a student demonstrate his aptitude for accepting their exacting training by showing a high type of scholarship in at least two years of preparation in college. This preparation is for the definite purpose of giving general scholarship and permitting the individual to determine whether he possesses the ability to go into more exacting fields where differentiation enters. Our trouble in the teaching profession is that we plunge into differentiations the first semester of the freshman enrolment without first establishing a basis of sound scholarship. I have a very definite conviction in my own mind that the day has come when the genuine teachers college is going to require a basis of two years of collegiate preparation which must precede all differentiated courses which are designed to professionalize the individual.

In consultation with three university deans of Class A schools of medicine, law, and engineering, I found there was very little, if any, difference in their requirements as to what the students do the first two years in college. Now if these professions, differing so widely, can reach and use such a common basis, it seems to me commonsense ought to dictate to the institutions that educate teachers that we have been exaggerating beyond all bounds the importance of what we are pleased to call our specialized courses leading to different certificates the first two years. We presented the foregoing case to the legislature of Kansas and asked them to take the word "teachers" out of our title, in order that we might build on this campus an atmosphere that would require first of all a foundation of general scholarship. To emphasize scholarship still further we added one year of graduate work. The results have been most satisfactory.

Usually the liberal arts college played up the importance of substance and belittled the idea that there might be a method of presentation employed. The old normal schools emphasized, and some of the presentday teachers colleges still emphasize, the importance of methods and devices and concern themselves little with substance. The modern state college must be scientific and experimental. Since the basis for successful laboratory achievement is always understanding, it naturally follows that the modern college must emphasize and must require scholarship.

The personal element in teaching is the important factor. The constant admonition to the graduate of this College is that they shall immediately upon graduation forget the specific things taught them in college, and when they go into the schoolroom become an individuality of their own building, and out of their own life and their own knowledge and their own ideas construct their method of procedure. It is invariably true that the teacher with background who depends upon herself for the program of the schoolroom succeeds far more than the teacher who depends upon the college classroom and her notebooks of devices and skills. To illustrate: probably one of the poorest taught subjects in the curriculum of the public school is geography. The reason is that geography has been accepted as a matter of data and if studied at all it has had no human relationship. The history, the sociology, and the economics which should be the

foundation of all studies in geography, have never been touched. Scholarship has not been a factor. Memory has been the only requirement. The result is a product of indifference, inaccuracies, and misunderstandings. Until we get a profound conviction abroad in the land that the basis of doing anything well is founded on the expanding and understanding mind, we will continue to have samples of public school disappointments which we now have. The surgeon, before he performs a major operation, determines and checks all factors involved in the operation. He uses the microscope, the test tube, and his years of experience and study to lead him in the operation. When these instrumentalities are not used, or indifferently used, serious consequences usually result. Teaching, unfortunately, is not checked up in so thorough a manner.

I am profoundly convinced that on the state college campus, where teachers are developed, there must be research for the purpose of stimulating individual scholarship and not necessarily to compete with the state university. There must be some exacting subjects offered and there must be a breadth of study under men of scholarship so that richness of life may be so constantly exemplified that selfpride will drive the student on to greater accomplishment.

The graduate degree is the hallmark of the individual for purposes of employment but the exemplified evidence of his scholarship, of course, must substantiate the meaning of the degree.

The stalking, haunting trouble-maker on the campus of the modern college is the individual "credit hour." How many credit hours have I in this and how many credit hours must I get in that, before the institution will grant me a certificate or a diploma? Not the rewards of personal scholarship but technical equipment and time-service are the criteria that enable teachers to draw public money. In the presentday world, with its swiftly traveling life, the college must produce scholarship because the individual has neither the leisure nor the opportunity of acquiring it after leaving college.

I am willing to admit I do not agree with the major portion of people engaged in the training of teachers. I have reached the conclusion expressed in this article after a period of 30 years, 12 years as a professor responsible for a division in a college and university and 18 years as the president of a college, watching the

boys and girls who caught the meaning and significance of scholarship and watching those who never became aware of its importance. No one needs scholarship more than does the teacher. No one has more opportunity for stimulation than the teacher. Stimulation comes thru exemplification of richness of mind and tongue and awakening of possibilities and desires.

The teachers college should have as its major concern the scholarship of the prospective teacher. I do not believe it is possible that one may get his scholarship on one campus and then go to another campus for his skills and devices. The atmosphere and attitude of mind of the campus are as much a part of the foundation of the teacher and his preparation as are the classes. The whole program, in my judgment, should be found on one campus. The atmosphere of scholarship with the ambition to succeed, the development of the understanding of life, and the acquiring of the capacity for doing things—all these are of contemporary growth and cannot be added to, one after another, as the placing of brick upon brick in a wall. It seems to me whenever we attempt to build an individual as we build a brick wall the individual will represent the type of his construction. Scholarship should be the foundation. Scholarship should be the aim and determination of the institution in establishing this sound preparation of the individual. The many fields of differentiation follow. Only thus is to be found an understanding of "what it is all about." Having once acquired such understanding, the future is a period of refinement and productive accomplishment.

We have been putting the accomplishments of the human race into textbooks and gathering these books together and calling them a curriculum. It is my thought that the first two years of college should not be clouded with anything which would detract from the possibilities of the student's rounded development as a whole-bodied and whole-souled human being, eager to grasp and use the riches of human life and record.

The individuality and differentiations of the human race should be put in the junior-senior years. Then having set up the program, having definitely established a basis for scholarship, our next step is *unswervingly to require it*. It seems to me in this day and age we have reached the place where we should take our stand and say that hereafter we are going to deal in truth.

Schools That Are Prophecies

IF I WERE starting to be any sort of superintendent of schools in any county or city, large or small, I should set up an *experiment* and keep it set up as long as I stayed there, dealing with one of the essential and important aspects of education in that county or city. I should keep myself and my staff working with that experiment and endeavoring to achieve something of my own of an original sort in which I should apply the most accurate methods of our times to the measurement and study of the procedure to discover whether we could not do it better. I should get other discovered knowledge and apply it to that situation. I should like for the children's parents to feel that my staff and I were capable of working out something for ourselves."—Bruce R. Payne, president, George Peabody College for Teachers.

This page of pioneering projects encourages schools to try new things, to use their resources and initiative. Write to the superintendents of city, county, or state departments of education, to presidents of colleges, and to principals of schools mentioned on this page for additional information. *Readers are invited to send material for this page.*

Elementary schools—Seattle now has a *three-year plan* for the extension of kindergarten opportunities to every five-year-old child in the city.

Child study groups of the Tower Hill School, Wilmington, Delaware, include a discussion group for fathers and one on personality adjustment and family relationships.

The purchase of library books by the elementary schools of Louisiana for the last half of the school year 1930-31 has shown more than 100 percent increase over corresponding purchases of last year.

High schools—The Marion C. Early High School, District No. 5, Morrisville, Missouri, for several years has been experimenting with an essay contest as a means of getting high-school pupils interested in college. The theme for the contest is "Why I should select some certain college or university for some particular course." The essays are judged by college faculty members. About 75 percent of graduates from this school have continued their studies thru college.

Highland Springs High School, Henrico County, Virginia, has an experimental building for boys in home building, including landscaping the home

grounds, accounting and budgeting personal accounts, furnishing a boy's room, making conveniences for the home, marketing, etiquette, and the like.



JAMES N. RULE, recently appointed superintendent of public instruction in Pennsylvania. Soon after taking office Superintendent Rule named a commission of educators to develop a ten-year program for public education in Pennsylvania.

Colleges and universities — Yale University's first summer conference for advanced students of education has been undertaken as a three-year experiment. Each student is expected to contribute to the success of the conference by making available the results of his reading, thinking, and general experience. Time is reserved for reading, group discussions, and personal meetings with faculty members.

Parker People's College was organized in December, 1929, to give people of Parker District, South Carolina, a comprehensive adult education program. Enrollment in the second session was nearly three times that in the first one.

Teachers colleges and normal schools—Beginning this fall all state teachers colleges in Oklahoma will make physical and medical examinations of all students. Since the colleges do not have infirmary buildings, arrangements have been made with local hospitals to provide this service.

The Fort Wayne, Indiana, State School has organized a summer school

for the training of teachers of subnormal and problem children.

City departments of education—The U. S. Bureau of Standards announces that within the past two years 95 new planning commissions have been appointed in the United States, bringing the total to 786. Many of these new commissions were appointed in small towns and villages where greater opportunity for community planning is possible than in great cities.

Miami, Oklahoma, schools offered free instrumental music instruction during the past vacation. This is the second year this plan has been offered.

County departments of education—As the result of a five-year campaign, every rural town and consolidated school in Polk County, Iowa, now has a parent-teacher association.

Rockland County, New York, has an itinerant vocational counselor who divides his services among schools that contribute to his salary.

State departments of education—Higher qualifications for new candidates for the office of county school commissioner [superintendent] have been set up by the Michigan legislature as follows: twenty-seven months experience as a teacher in the public schools of the state; a Michigan teacher's life certificate; and in counties with one hundred or more schoolrooms, a graduate of a college, university, or state normal school with a bachelor of arts or a science degree.

The state board of education of Connecticut voted that for a period of five years from July 1, 1931, character education research should be maintained as a regularly organized office activity.

Education associations—Five counties in South Carolina in 1930-31 were Class A counties because they met these requirements: 100 percent membership in county and state education associations, 25 percent in NEA, six meetings of the county association during the school year with 75 percent of the teachers in average attendance. These achievements were reached because of professional standards set by South Carolina teachers for county education ass'ns.

A new teachers' retirement fund law passed the Minnesota legislature in April, 1931. The Minnesota Education Ass'n, thru its legislative committee and other workers, has been working for this law for ten years.

Growth of Summer School Attendance

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

States and other units	Estimated number of teachers ¹	Summer school enrolment:				Total number of summer schools 1931 ²	Number of summer schools reporting 1931	Summer school enrolment in 1931		Percent that enrolment in courses in education in 1931 is of number of teachers	Rank of column 11
		1929		1930				All courses	Courses in education		
		All courses	Courses in education	All courses	Courses in education						
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	956,600	414,824	270,237	421,435	273,494	654	623	425,100	273,148	28.6	
Alabama.....	17,500	10,192	7,796	10,697	8,679	14	13	10,078	7,174	41.0	8
Arizona.....	3,300	990	962	1,192	719	2	2	1,211	919	27.8	26
Arkansas.....	13,700	3,629	3,288	3,638	2,966	11	9	4,369	3,189	23.3	32
California.....	43,500	23,094	11,167	20,225	10,268	20	20	19,114	6,616	15.2	42
Colorado.....	11,000	8,953	5,804	8,621	5,948	10	10	9,512	6,557	59.6	1
Connecticut.....	12,000	993	882	1,149	1,060	2	2	1,202	1,202	10.0	48
Delaware.....	1,600	332	257	338	231	1	1	440	365	22.8	33
District of Columbia.....	3,100	2,391	1,054	3,174	1,265	5	4	3,455	908	29.3	23
Florida.....	12,000	2,604	1,804	2,551	1,809	3	3	2,790	2,275	19.0	39
Georgia.....	19,500	8,305	5,107	7,979	4,163	16	16	7,884	4,259	21.8	35
Idaho.....	5,000	896	791	794	702	6	6	847	739	14.8	43
Illinois.....	48,000	24,690	13,499	25,585	16,426	34	31	24,951	13,762	28.7	24
Indiana.....	26,000	12,645	9,093	13,433	10,154	20	19	11,820	8,605	33.1	17
Iowa.....	27,000	11,930	6,695	10,071	6,286	20	16	10,025	6,783	25.1	30
Kansas.....	20,500	10,907	7,452	10,298	6,991	22	18	10,350	7,232	35.3	14
Kentucky.....	17,000	9,061	6,559	9,239	6,824	19	18	9,591	6,482	38.1	9
Louisiana.....	12,500	6,915	4,358	7,296	2,988	11	11	7,736	3,833	30.7	21
Maine.....	6,800	1,632	1,496	1,474	1,308	8	8	1,631	1,406	20.7	36
Maryland.....	9,000	2,405	1,590	2,251	1,590	5	5	2,907	1,999	22.2	34
Massachusetts.....	27,000	8,711	3,649	8,550	3,269	18	18	8,806	3,894	14.4	44
Michigan.....	35,000	14,328	7,876	15,938	9,547	21	19	18,047	11,696	33.4	16
Minnesota.....	23,000	9,122	4,833	9,438	4,402	10	10	8,931	6,221	27.0	27
Mississippi.....	21,000	3,382	2,590	3,589	2,577	9	9	2,731	2,262	10.8	47
Missouri.....	25,500	14,659	11,200	13,849	9,070	23	22	14,677	10,979	43.1	7
Montana.....	6,700	789	521	1,377	1,011	5	4	1,419	1,107	16.5	41
Nebraska.....	16,000	8,212	6,440	7,628	6,495	17	15	7,890	6,044	37.8	10
Nevada.....	950	132	111	149	116	1	1	118	73	7.7	50
New Hampshire.....	3,250	515	356	483	332	2	2	566	400	12.3	45
New Jersey.....	29,000	3,962	1,536	3,488	2,260	10	10	4,316	2,560	8.8	49
New Mexico.....	3,600	1,850	1,579	1,906	1,624	4	3	2,359	1,963	54.5	2
New York.....	76,000	41,079	21,403	42,463	22,678	34	34	43,663	22,776	30.0	22
North Carolina.....	25,000	9,960	8,100	10,580	8,011	19	19	8,614	6,601	26.4	28
North Dakota.....	10,000	3,880	3,232	4,263	3,567	8	8	4,752	3,752	37.5	11
Ohio.....	46,500	19,119	13,092	21,223	14,214	32	31	19,564	11,808	25.4	29
Oklahoma.....	20,500	16,500	12,607	17,089	10,790	14	12	16,871	10,023	48.9	4
Oregon.....	9,000	3,833	2,816	3,884	2,602	10	10	4,442	2,768	30.8	20
Pennsylvania.....	64,000	22,394	15,694	23,894	15,643	44	43	23,278	18,016	28.2	25
Rhode Island.....	5,000	224	215	225	210	1	1	217	44	9	52
South Carolina.....	13,500	3,429	2,737	3,299	2,510	7	7	3,087	2,423	17.9	40
South Dakota.....	9,500	2,612	2,066	2,333	1,734	11	10	2,716	1,958	20.6	37
Tennessee.....	18,500	12,519	11,326	12,241	10,473	19	19	11,336	10,037	54.3	3
Texas.....	44,000	32,857	21,575	29,475	19,290	40	40	30,266	21,307	48.4	5
Utah.....	5,000	1,572	1,014	1,691	1,109	4	4	1,649	588	11.8	46
Vermont.....	3,300	1,536	700	1,482	716	2	2	1,523	814	24.7	31
Virginia.....	17,500	7,706	6,036	7,988	5,760	15	14	8,128	6,107	34.9	15
Washington.....	13,000	6,476	4,049	6,740	4,774	9	9	10,046	5,957	45.8	6
West Virginia.....	16,300	7,220	5,513	7,409	5,251	16	16	8,046	5,822	35.7	13
Wisconsin.....	21,500	11,272	5,967	12,148	7,433	14	14	12,232	6,881	32.0	19
Wyoming.....	3,000	1,195	911	1,361	1,088	1	1	1,227	981	32.7	18
Hawaii.....	2,500	1,193	839	1,313	995	2	2	1,324	928	37.1	12
Philippine Islands.....	28,000			2,991	2,716	2	1	1,096	1,096	3.9	51
Porto Rico.....	5,000	22		943	850	1	1	1,250	957	19.1	38

READ TABLE as follows: In Alabama there are 17,500 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools. In this state 14 institutions conduct summer schools. A report was obtained from 13 of these institutions as to summer school enrolment in 1931. These 13 institutions reported a total summer school enrolment of 10,078. Of this total, 7,174 were enrolled in teacher-training or education courses. In Alabama the ratio of summer school enrolment in education courses to the number of teachers in the state is 41.0 percent. This percent gives Alabama a rank of 8 in this regard.

In interpreting the figures of this table it should be kept in mind that

some states offer fewer and less attractive opportunities for summer school work than others. Consequently, many teachers attend summer school outside the states of their service. For this reason columns 11 and 12 should not be interpreted as a measure of the number of teachers serving in any state who attended summer school. Furthermore, many teachers now gain their professional advance in extension courses during the regular year. This table takes no account of such work.

Considered as a whole the table indicates a strong desire on the part of teachers throughout the nation to improve their professional preparation.

¹ The figures as to number of teachers are estimates based upon the

latest and most reliable data available. They include teachers, principals, supervisors, and administrative officers.

² The number of institutions in this column is that reported in the Educational Directory for 1931, United States Office of Education, Bulletin, 1931, No. 1. All institutions listed in this Directory were given three opportunities to report. Of the 654 institutions conducting summer sessions, 623, or 95 percent, reported. A complete report was received from all institutions in 33 states and territories. The rank of a few is considerably lowered because one or more of their institutions failed to report. Such states may be identified by comparing columns 7 and 8.

A Neglected Educational Frontier

HARRY S. GANDERS

Dean, Teachers College, Syracuse University

PROFESSIONAL EDUCATION is making rapid gains in self-respect and lay esteem. Such results have come from the profession's insistence upon higher standards and the increases in salary which have followed. But the work done by more than one hundred thousand janitor-engineers employed in the schools has such a direct bearing upon the work of the profession itself that the lack of improvement in personnel of this supplementary division seems strangely inconsistent. The fact that janitor-engineers work in school buildings and that the efficiency of their service directly or indirectly affects all the work of the school, requires that these educational employees be dominated by the same fundamental ideals as motivate superintendents, principals, and teachers themselves. They should also be given adequate training for the service they perform.

The responsibility of the educational profession for guaranteeing the dominance of high educational ideals among the members of this allied group can be realized best by placing the services of the latter upon as high a level as possible. This goal likewise can be achieved by the establishment of higher standards. In the absence of leadership from the profession itself these employees are turning to trade unionism and politics for their standards and leadership. They are resorting to strikes to close schools and to political wire-pulling and log-rolling in order to hold their jobs or control the conditions of their service.

Not a few school administrators have actually lost their positions as a result of the influence of janitors working through questionable political channels. Every inexperienced teacher should be informed of the undue power exercised by janitors in determining her reputation in the com-

munity, both as an individual and as a teacher. Teachers of experience know how janitors and engineers can facilitate

THE PROPER ATTITUDE of all has much to do with the degree of pride which the janitor maintains toward his work and toward the school. Many cities have definite regulations regarding the duties of the school janitor. Printed rules indicate the frequency of sweeping, dusting, mopping, oiling, window-washing, setting the clocks, and the like. These regulations are doubtless desirable and even necessary, yet nothing can supplant a fine working spirit, a sense of pride, and a feeling of responsibility toward the success of the school.—From *The Administration of an Elementary School*, by Arthur S. Gist, one of the Sixty Educational Books of 1928.

their work or make teaching in the building intolerable. Thousands of teachers have felt impotent in the face of janitorial influence.

This unwarranted importance of janitors is partly due to a relatively long residence in the community, to the fact that they are taxpayers and members of long standing in local churches, lodges, and clubs. In smaller cities and villages it is not unusual to find the janitor an older man whose home is one of the best and whose relatives hold important positions in the community. Not infrequently, this power to array public opinion against the teacher emanates from the fact that

the janitor may be less restrained than the average professional worker from repeating malicious gossip. The fact that there are good janitors whose influence is exactly in the opposite direction supports rather than detracts from the argument that there should be marked improvement in this division of the school personnel.

It would be an error to place all the responsibility for maladjustment on one side. Thoughtless superintendents or principals have been supercilious or dictatorial. The reaction of the typical teacher to the term *janitor* is a meaningful shrug of the shoulder and too often a scornful glance. There is a hint that "the janitor is overpaid in comparison with the salaries of teachers." Even though in some instances justified, this attitude is unintelligent and will never lead to improvement. Nor will an attitude that the whole case is hopeless ever better the situation.

If school people feel that janitorial-engineering service is undignified, certainly that attitude cannot be based upon the unworthiness or unimportance of this service to education. The years of training required of men who qualify as school janitor-engineers in such cities as Minneapolis and Los Angeles, the training being given these employees in a half dozen leading institutions of higher learning, the amount of technical knowledge that necessarily must be possessed by the more able men in charge of modern school plants, and the high ideals of service to school children and to the profession of education which is witnessed in hundreds of school systems, all are characteristics which justify a rating of this service on the highest possible scale of skilled labor, if not on an actual semi-professional plane.

IMPORTANCE OF JANITORIAL-ENGINEERING SERVICE—Janitors are responsible school officials as well as workmen. The time has passed, with the passing of the little frame schoolhouse, when any unfortunate cripple, moron, or aged man whom industry cannot use can be expected adequately to fill the responsible position of janitor, or engineer, or even assistant to school officials. Involved in the janitor's responsibility are the health and safety of the children of the school. The sanitary condition of the classrooms, toilet rooms, and grounds; the maintenance of even temperatures at the best degrees in classrooms, gymnasiums, and dressingrooms; the supply of pure, tempered, and humidified air—all bear a definite relationship to the health of school children. Cubberley maintains that "Outside of the principal, no one has more influence over the physical wellbeing of the children in the school than has the janitor."—From *School Building Management*, by C. E. Reeves and H. S. Ganders, one of the Sixty Educational Books of 1928.

The major claim to excellence of school housing in thousands of school communities rests ultimately upon a school plant operated by efficient school janitor-engineers. Whether interiors of school structures are things of beauty as are the exteriors, depends upon the janitor. The operation of modern school plants requires a knowledge of the scientific principles involved in heating and ventilation, electricity, gas and steam engines, air pressure and vacuums, batteries, motors, and practical knowledge of certain phases of chemistry and physics. The health of school children is dependent upon sanitary conditions, even temperature, pure and humidified air. It is the janitor-engineer who in large measure prevents sickness, nervous disorders, colds, and fatigue which militate against successful school work.

In most six-year elementary schools the janitor-engineer is the only representative of American manhood with whom the children come in contact during the entire school day. He has much to do with their conduct in corridors, basements, and lavatories. He may share generously in their supervision on the playgrounds. By his example and functions he, more than anyone else, may teach ideals of cleanliness. The condition of his building has an important bearing upon school morale. Teaching and learning are directly affected by temperature, ventilation, amount of light admitted thru windows, and clean, cheerful, and inviting classrooms. In short, janitorial-engineering service is so much a part of the educational process, contributing directly to the learning and character development of the children, that only intelligent, specially educated, and

moral men and women of the highest ideals and competence should be tolerated inside a school.

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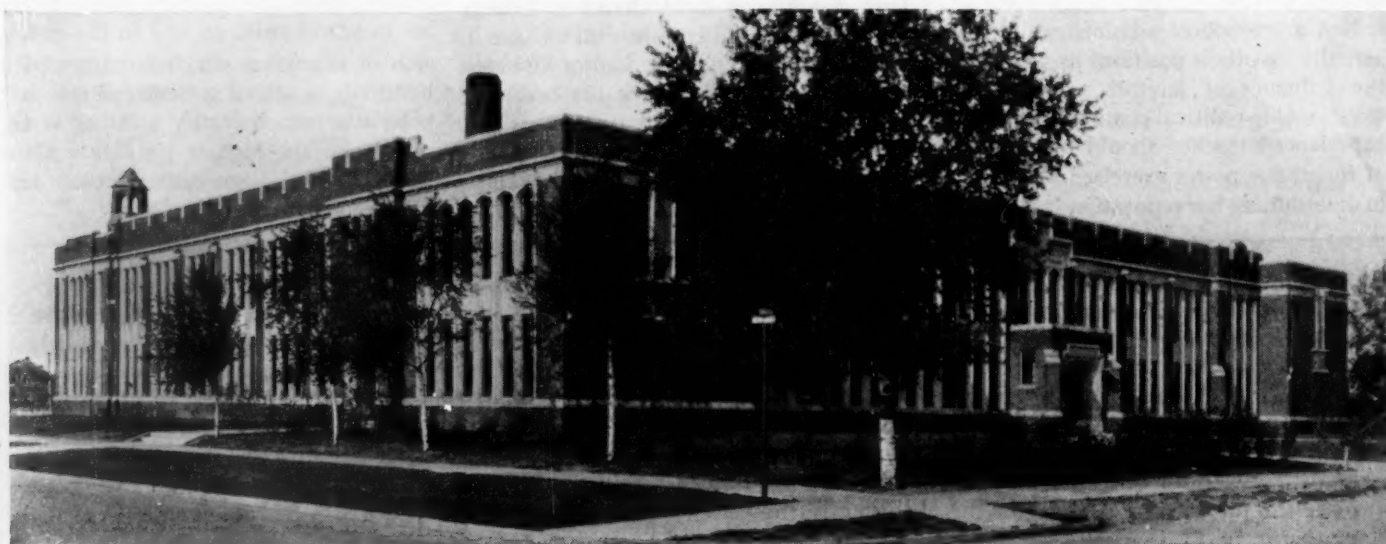
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The evolution of the profession of nursing may be suggestive of what can be done. There was not always a profession of nursing. Time was when any woman acquaintance or friend performed as best she could, the functions incident to bedside care. The profession of medicine at last saw that this untrained and relatively inefficient help was inadequate to the modern demands of medicine itself. Today schools for nurses are as common as schools for doctors. Candidates are carefully selected, prerequisite educational levels are established, and strict

certification under state supervision is the rule. Nursing has become a real subsidiary profession because of the importance and character of the service it renders to medicine. In like manner, janitorial-engineering personnel, because of the character and importance of its service to education, might well be placed on a much higher occupational level than it now enjoys. Citizens whose homes are kept sanitary, models of cleanliness and order, will support a movement to better janitorial-engineering service in the schools.

To accomplish the desired elevation of this service which now numbers many uneducated, unintelligent, untrained, and incompetent persons, an organization must be effected within the local school system to make possible intelligent selection and subsequent training of this group of educational workers. Only individuals of unimpeachable character should be employed. They should have had a high-school education, be well-mannered, of good disposition, and willing to work. They should be given a special education to fit them for the service, preferably thru formal training as well as thru wellplanned apprenticeship. Physical, mental, moral, and educational fitness must be made prerequisites for entrance upon such a regime. This group of school employees must be imbued with educational ideals as well as skill in technic.

The final result might well be the development of a semiprofession of school janitorial-engineering service whose members would be carefully selected, trained, and controlled by school authorities with certification being granted under state supervision.



AS FINE a school building as this one—and there are thousands of them in the country—deserves the best of janitorial-engineering service. Such service protects and beautifies the building and grounds and makes the work of teachers and pupils doubly effective.

Vitalized Group Study and Faculty Meetings

A TEACHER may be ever so intellectual and ingenious but his one brain will not be able to produce the progressive thoughts and experiments to which educational publications give space. He needs the reaction of others to pedagogical theories. Therefore he cannot afford to become self-sufficient in his methods. He should read professional magazines and books dealing with educational problems in general and give particular time to articles relating to his own field. You do not care to leave some personal physical disorder in the hands of a doctor who fails to keep abreast of the times in the field of medicine. The thinking parent does not desire that his child be taught by a teacher who fails to read professional literature. The professional-minded teacher is constantly seeking self-improvement—striving for a greater understanding of the human mind, searching for new methods of procedure, contributing to the general atmosphere of the school. The growth of the teacher means growth for the school and its pupils.”—D. L. McCormac in *South Carolina Education*.

In this month of November, when so many schools have completed enrolment in state and national education associations and many others are about to do the same thing, it is helpful to review the services of the National Education Association:

- It works for the youth of the nation.
- It advocates better salaries for better teachers.
- It stands for improved tenure regulations and retirement allowances; for fuller recognition of the work of teachers.
- It brings to the spotlight worthy school activities.
- It broadcasts progress and worthy achievements.
- It is a clearinghouse for local and state associations.
- It is the voice of those in service.
- It shapes the ideals of the profession.
- It is the power plant of educational progress.
- It holds annually two inspiring conventions which stimulate thought on educational problems.
- It has twenty departments studying problems in their special fields. It has a number of committees conducting important investigations.
- It issues a JOURNAL that carries to all members reports of its activities, accounts of educational progress, and material which every teacher needs for professional growth.
- It maintains headquarters in the national capital where a carefully selected staff collects, organizes, and disseminates information which furnishes a background for public support of education and for improved educational conditions.

It is focusing the attention of millions of citizens upon the basic needs of public education thru American Education Week.

It binds the teachers of the nation into one great professional organization with a common purpose, a common understanding, and common ideals.

The services of your state education association are indispensable. Your state journal of education is the only medium thru which you can keep in complete touch with the profession in your state. In the September, 1931, issue of the *Minnesota Journal of Education* is this statement: “Teachers—your state association saved you this year from \$2.50 to \$20 in refunds on the old retirement fund. The Minnesota Education Ass’n was your friend, spokesman, and protector. Result—the new retirement fund law.” An editorial in *Midland Schools*, the journal of the Iowa State Teachers Association, says:

Nearly every good school law upon the statute books of the state, nearly every important movement in education, nearly everything that is being done for the improvement of teachers and teaching has been accomplished either thru the initiation or the cooperation of your organization.

It is in the midst of such adverse situations as we now confront that we come to realize the importance of cooperation on the part of the school forces of the state. No one is wise enough to prophesy what is to happen in educational matters, what is to happen to schools in the next year. Therefore, no one can prophesy just what activities and attitudes teachers must assume. We must be prepared for anything and everything. The executive committee of your Association urges the importance of every teacher in Iowa being so closely related to the organization that he can keep in constant and active touch with what is going on over the state. Services such as these are perhaps the most important the Association renders.

As teachers and administrators use the publications of their state and national education associations for group study and faculty meetings, their professional growth is noticeable. Children benefit from improved instruction, fellow workers are influenced to professional growth, and the community attitude toward its schools is friendly when alert, well-informed teachers are giving service.

Page 261 of the October JOURNAL gives suggestions for planning and conducting group study; also a list of recent NEA publications.

Dr. A. E. Winship, nestor of American education, says that educational magazines should work for children, not for

teachers. Let’s examine this issue of the JOURNAL to see what articles would be of direct help to teachers in their work with young people.

Adjusting College Education to the Individual. Is the author considering students or institutions? Would this article guide you in advising students as to their selection of a college?

Democratic Spirit in the One-Room School. Here is a definite attempt by a state normal college to adapt individual instruction to rural children.

Children’s Joy in Design. Freedom and responsibility were given to children in this art project with happy results. Could you plan projects for children based on the ideas in this story?

The Problem of General Method. Does Leo J. Brueckner discuss the teaching of arithmetic for the sake of children or for the sake of the subject?

New Russia’s Primer. Here is a story of a nation that enlists the cooperation of all children in its nationwide planning. Are not American children capable of helping to build a finer society in our land? Can you use this article with your classes?

Personality Development in the Classroom. Does this article increase your understanding of children?

The Law of Sportsmanship. This is the fourth in a series of posters from the Children’s Prize Morality Code. They are published in the JOURNAL for classroom use.

Other articles than the ones noted above may be selected as the basis of constructive discussions about the teaching of young people. Such group study will vitalize the work of the schools.

A few comments from readers as to the practical help found in the JOURNAL:

We are following the topics discussed in the JOURNAL in our faculty meetings, except that we do a bit of branching off into related fields.—J. A. Howard, Jr., prin., Clarkdale, Ariz.

Never before have we derived so much real benefit from our JOURNAL as now, because we are reading with a definite purpose as well as interest.—Nellie V. Lind, Stedman School, Denver, Colo.

The NEA JOURNAL has not only given valuable suggestions for all phases of school life but it has provoked much thinking; teachers are thinking problems thru better than ever before. The JOURNAL is exceedingly helpful and gets better every year.—Olive Ferris, prin., Salt Lake City, Utah.

In doing graduate work this summer in the field of education, I have come to realize more than ever before the importance and usefulness of the JOURNAL.—Harold F. Wherley, prin., Colebrook, Ohio.

I open my JOURNAL each month with great anticipation; I have yet to close it without a sense of widened educational horizon and greater inspiration.—C. Francis Alter, High School, Oberlin, Ohio.

Looking Forward to Atlantic City for 1932

ATLANTIC CITY began with a shipwreck. When in 1854 the angry Atlantic waves cast a wooden-hulled sailing vessel on the barren sands of Absecon Island, Joshua Note cut a door in its side and converted it into a bathhouse. Eating places followed this construction and "beach parties," which since the '40's had danced on the hard sands at low tide to the soul-stirring strains of "Fisher's Hornpipe," began to find their sea food already cooked for them upon their arrival. From a humble beginning in which accident played a large part, Atlantic City has become a great playground as wellknown as that of Southern California in which the nation's teachers broke all-time attendance records at their 69th annual convention at Los Angeles last June.

In choosing Atlantic City for the convention which will be held June 26-July 1, 1932, the National Education Association follows its policy of varying its annual meeting places with consideration for the convenience of its entire membership. Many of those who could not attend at Los Angeles will go to Atlantic City next summer.

This popular eastern resort is easily accessible by rail, highway, and air. One hour by rail from Philadelphia, three from New York, four and one half from Washington, nineteen from Chicago, and twenty-four from St. Louis, Atlantic City is especially convenient for the 140,000

members of the Association who live east of the Mississippi.

As a place for both work and play Atlantic City is unexcelled. It boasts the world's largest auditorium and convention hall, built by the municipal government at a cost of \$15,000,000, occupying an entire block of seven acres fronting directly on the famous boardwalk.

In the main auditorium of this meeting place 41,000 persons can be comfortably seated. More than 5000 persons can be accommodated in the spacious ballroom when it is desired to use it for assembly purposes. There is an exhibit arena two and one half acres in extent beneath an arched ceiling 135 feet high. The convention hall contains scores of auxiliary meeting places affording ample room for departmental sessions. It offers every convenience for a great body of teachers assembled to participate in the notable convention programs being arranged by President Florence Hale.

Every NEA convention city is chosen with some regard for its opportunities for play, not only because of the need for relaxation from the strain and pressure of exacting work, but because teachers appreciate the value of play itself.

Atlantic City is wellearned for recreation as well as for the work of a great meeting. Essentially a city of entertainment, it attracts 12,000,000 visitors a year. The assembly of teachers will precede the great vacation crowds by just

enough time to take advantage of the preparations which have been made to care for the summer throngs.

The equipment and service of the 17 great hotels on the boardwalk will be at their best as the season opens. Architecturally beautiful, these hotels rise massively from the very ocean's edge, providing a setting for a great marine panorama. Their verandas and sun decks are points of vantage from which to watch the kaleidoscopic procession of promenaders, roller-chair riders, and bathers on beach and boardwalk. Beyond is the open Atlantic with ever a sail or funnel outlined against the horizon where blue sky and blue sea meet.

The boardwalk runs for eight miles, following the ocean around three sides of Absecon Island. It does not leave the beach for a foot of the way and nothing is allowed to interfere with the view of the ocean from the esplanade. Its vast extent of smooth-surfaced floor affords an ideal stroll or tempts one to enjoy the tang of salt air and the warmth of ocean-side sun in a roller-chair, a pleasure vehicle originating in this coast resort.

Deep sea and pier fishing, yachting, and beach parties are on the list of entertainments which the teachers of Atlantic City and New Jersey are planning as part of the local hospitality program which has done so much at NEA conventions to strengthen the bond of comradeship among the nation's teachers.



THE SUMMER CONVENTION will be held in this auditorium, the largest building of its kind in the world. From its ballroom balcony convention visitors overlook the boardwalk, the surf, and the open sea for many miles.

A College Experiment in Adult Education

ARLAND D. WEEKS

Dean, School of Education, North Dakota Agricultural College, Fargo

A PHYSICIAN leaves his office an hour every day for a week to attend college lectures on the atom and the electron; a clergyman joins a one-week radio class; a county superintendent of schools registers for a short course in salads; a superintendent of a children's home attends two periods a day for three days a course of lectures on mental hygiene; a proprietor of a chicken hatchery comes for a week of instruction on poultry production; a school principal attends four lectures on children's literature; a club woman hears several lectures on the League of Nations; bird observers trail for a week behind a bird study man; a one-week course is held for school janitors—who give a rising vote of thanks to the instructor; a score of "hard-boiled" insurance men come in from the field to become summer school students for a few days in a class in the mathematics of insurance.

These cases illustrate the response made to "unit" or layman's courses offered by the North Dakota State College in its 1930 summer school, which courses were an innovation and in some respects possibly unique.

The controlling idea of the management was that adults might wish to consult a college summer school as a sort of reference book by attending classes for a while, but without being expected to spend a full term.

Now when you consult an encyclopedia on a certain topic you close the book upon satisfying your need for such information; you are not committed to read on thru succeeding pages. And when one consults the unabridged, the massive encyclopedias, or the World Almanac, one asks questions, but the reference book itself does not spring into life and pin one with queries. If the books did anything like that we would leave them alone. The "unit course" teachers assumed that adult students, coming in from office and home, farm and fireside, might like to ask questions, but fear embarrassment from being questioned by the instructor. So in the layman's section of the summer school it was understood that even a tired housewife might register and relax.

As chapters in a living work of reference some ninety unit courses were organized and announced, the summer

school being divided into basic or full-time courses and special short courses for adult education. You see, regular

A DULT EDUCATION is a supreme and pressing need. Yesterday's education will not meet tomorrow's demands. The experiment here described suggests something which any college or high school, or even elementary school, can do. Why not use the educational resources we have in every school and library? There is no surer way to the hearts of the people than this immediate personal service in the enrichment of adult life.

college students are not "adults," which may be news to them.

It became evident that there was an interest in consulting the chapters of academic and scientific learning represented by the unit courses. By the close of the summer term the registration had exceeded by over 93 percent the total registration of the summer of 1929; the increase was largely if not wholly due to the presence of groups of registrants in unit courses.

The following is the offering of unit courses for one week:

Identification of Birds
Evening School Programs
Farm Shop Methods
Tool Sharpening and Handling
Insects
Farm Meats
Advanced Live Stock Judging
Judging Dairy Products
Poultry Exhibition
Applications of Chemistry to Domestic Science
U. S. Internal Economic Problems
Methods in Related Science
Flour Mixtures
Camp Fire Guardian Training
Smith-Hughes Program in Home Economics
Creative Problems in Art
Football Coaching
Spring Sports
Principles of the Radio
The American Constitution
Social Origins

Among the tentative conclusions from the venture of converting a college summer school, to the extent of about fifty

percent of its program, to adult education is this, that *the effects upon the college are vitalizing.*

The reaction of the unit courses upon the instructors themselves is positive; they judge their lectures more critically and with a keener sense of practical standards; they have the experience of carving out short units of subjectmatter from conventional courses of quarter or semester length; thus an instructor in mental tests selects topics to constitute a course of lectures for one week on mental tests for the layman. To give his listeners an understanding of the principal developments in the field of mental testing is a stimulus to the instructor. In cases where the unit course is developed wholly apart from any covering course and represents an out-and-out addition to existing subjectmatter, the instructor meets a real challenge.

Accentuating the idea of college contact with the layman is the allowance of college credit to all on all work taken regardless of whether the adult student is a high-school graduate or not, such credit to stand on the college books. And if ever the individual enters a degree course, he will find this credit awaiting him.

Curiously, the brief courses for laymen were seized upon by the regular college students. Right here one might suspect a discovery. Not only did the regulars willingly chink in their credit totals with single and fractional credit increments but seemed positively to regale themselves with subjectmatter unconventionally relevant and concise. From such outcome one might deduce that college and university programs of study would profit by deviating within the regular academic year from the rigidity of quarters and semesters and from even the traditional four years.

If the experience of the North Dakota State College summer school in 1930 is dependable, there exists in these United States an undeveloped market for portions and excerpts of higher education on the part of laymen and a quite unsuspected appreciation of unit subjectmatter on the part of regular college students. To those asking for bread, colleges have never given a stone; but they have often given a loaf to satisfy an appetite for a slice.

Evaluating Your Own Teaching

SOME OF THE BEST and most helpful material for teachers appears in the bulletins of local associations. These bulletins are close to the daily experience and needs of teachers. This chart by Roland Eberhart is from *El Padre*, official bulletin for the Santa Clara [California] County Teachers Association. Many teachers will wish to use it in making a personal inventory and in planning for further growth. This is a good time to take stock and set new goals.

Personal Qualities

[A] Characteristics:

- Cooperation—working with a friendly spirit.
- Enthusiastic—not half-hearted.
- Good humored—not subject to temper under annoying conditions.
- Fair-minded—tolerant toward all children.
- Sympathetic—understanding the problems of students.
- Tact.
- [1] Working smoothly with others.
- [2] Having a quick appreciation of the proper thing to say and do.
- [3] Putting people at their ease.
- [4] Adapting oneself to various situations.
- [5] Being persuasive and convincing.
- Vigorous—neither weak nor uncertain.
- Resourceful—having independent ideas.
- Progressive—using new ways of presenting the subject.
- Systematic—not disorderly or careless.
- Just—not too quick in judgments.
- Ability to keep order.
- [1] Are my students wellcontrolled?
- [2] Is my control impelling and democratic?
- [3] Are my students working through interest?

[B] More personal qualities:

- Do I dress in neat and not extreme style?
- Is my posture correct?
- What is my moral fitness and dependability?
- Do I use good diction?
- The voice:
- [a] Is my teaching voice clear and pleasant?
- [b] Am I eliminating complaining or nagging tones?

Social Qualities

- [A] Am I loyal to my superiors and to my co-workers?
- [B] Do I set up high ideals of conduct?
- [C] Am I aiding the community, outside of my school duties?
- [D] Am I getting acquainted with home conditions of students?
- [E] Do I train students in courtesy?
- [F] Am I a leader instead of a "boss"?

- [G] Do I take criticism from my superiors in the right spirit?

- [H] Do I promptly send in complete and accurate reports to my superiors when they request them?

The Recitation

- [A] Do I have the attention of the class before presenting the lessons?
- [B] Are physical conditions in the room favorable for good attention?
- [C] Questions:
 - Are my questions definite, or vague and irrelevant?
 - Do my questions arouse interest and alertness?
 - Are they definite, clear, and to the point?
- [D] Do my students answer fluently and in good sentences?
- [E] Do I use praise as well as criticism?
- [F] Do I arouse interest, independence, energy, and cooperation?

Professional Growth

- [A] Do I take summer school or extension work?
 - Am I doing this because I wish to do so, or because I am required to do this?
- [B] Am I doing professional reading?
- [C] Am I trying new methods of teaching?
- [D] Do I cooperate with other teachers or schools in investigational work?
- [E] In what ways am I a better teacher than I was last year?

Health

- [A] Am I trying to keep up or improve my health?
- [B] Do I encourage students to take care of their teeth, eyes, hands, etc.?
- [C] Do I suggest improvements concerning their posture?
- [D] Do I look after the ventilation and lighting of my room?
- [E] Do I try to remedy physical defects of my students?

In the Schoolroom

- [A] Do I see that blackboards and floors are kept clean?
- [B] Do I try to make the room attractive?
- [C] Do I guard against the waste of school materials?
- [D] Do I arouse in the children a sense of responsibility for the care of the room and the building?

The United States Office of Education

WHAT DO leading men of the United States really think about our schools?

Opportunity to answer this question came last month when 17 outstanding men drew their chairs up to the big oval mahogany council table in the office of the Secretary of the Interior—school men, tax men, a banker, experts on government, a prominent railroad president. They gathered for the initial meeting of the advisory board of the National Survey of School Finance.

"Education in the United States is guilty of wasting money."

Who said that, do you suppose? You are wrong. The school men said it.

"I know a school that paid \$4000 for a gold ball on top of its flagpole."

A school man said that, too.

"To compare expenditures for education with expenditures for tobacco or candy is spurious economics."

An educator also said that.

"I'm bullish on America. We must conduct this survey of school finance in terms of prosperous America."

An expert on government said that.

This meeting was electric with startling opinions. The school men led the criticism of education's extravagances. Some of those present questioned the wisdom of compulsory education up to 16 years. They agreed unanimously to seek a definition of the principles governing public education in the United States and that a survey of school finance could only be made in the light of such principles. They insisted on extending widely that section of the survey which calls for study of the elusive question: Do we get what we pay for in public education?

It is clear that the finance survey has been launched at a time when the questions it faces are "front page news."

Art and physical education gain ground—Changes in the emphasis which the junior high school has placed on 10 major subject fields are revealed in a 1920-30 contrast by Dr. E. S. Lide. Art and physical education have made sharp gains; commerce, foreign languages, and science show losses, according to preliminary findings of Doctor Lide's National Survey of Secondary Education study which are printed in October *School Life*.

Too many small rural high schools—Does the small rural high school trail behind the big city sister high school in its contribution to education? Recent studies

by the Office of Education of more than 14,000 rural high schools with 250 enrolment or less, indicate that the spread of



CLINE M. KOON, recently appointed specialist in education by radio, U. S. Office of Education.

weak secondary schools in country regions may have delayed progress toward better educational advantages in the United States.

Since the World War the idea of a high-school training for all of the country's children has been so thoroughly "sold" to rural taxpayers that a multitude of small high schools have sprung up in sparsely settled regions—many with 30 to 50 pupils and with as few as two teachers. Many of these institutions, lacking any intelligent idea of what a rural high school should be, are very poor imitations of the great city schools with a hundred times as many students and with elaborate equipment.

With a small teaching staff no teacher can be a specialist in his subject, the Office of Education study, *The Smallness of America's Rural High Schools*, by Walter H. Gaumnitz, rural school specialist, points out.

Remedies for the serious situation which have been suggested are mentioned by the study: first, the careful study by each state of its rural school situation; second, cooperation among all government and social agencies with a view to school consolidation and the conversion of some small senior high schools into

junior high schools; and third, the employment at good salaries of teachers who are experts in special subjects, to cover several schools in a district, or the wide use of correspondence courses under competent supervision.

New publications—Demand for a definite school health program by parent-teacher associations, women's clubs, and other organizations interested in the school child's health has prompted the revision and republishing by the Office of Education of *School Health Program*, Health Education No. 5, price 5¢. This publication also contains a bibliography of inexpensive publications bearing on school health work, as well as books on the subject.

Just what Uncle Sam is doing educationally for the Negro, the native of Alaska, the American Indian, and various other racial groups in the United States and territories of Hawaii, Porto Rico, and the Philippine Islands, is related in Office of Education Bulletin 1931, No. 20, Biennial Survey, Chapter XVII, price 10¢.

It is estimated that 1,000,000 adults in the United States are now engaged in educational work. Each one is concerned with at least one particular phase of education. Each teacher and administrator desires, as a point of professional pride, to keep abreast of the literature in his particular field. To meet this personal need the Office of Education has published the *Record of Current Educational Publications* for the last 19 years. The selection of outstanding articles in educational periodicals and important new books in the field of education for the period April-June, 1931, chosen by 13 education specialists, is now available, Bulletin 1931, No. 16, price 15¢. Every phase of learning, from the nursery thru the graduate school, is touched in the contents of this quarterly publication.

Three more *Career* leaflets, useful in guidance work, are ready: *Mechanical Engineering*, Leaflet No. 13, *Electrical Engineering*, Leaflet No. 12, and *Medicine*, Leaflet No. 6, 5¢ each.

For rural school administrators the Office of Education has compiled *Good References* on status and preparation of rural school teachers, price 5¢.

All publications mentioned on this page may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. Send check or money order.

The Law of Sportsmanship

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 play fair. Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

[1] I will not cheat. I will keep the rules but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair the loser would lose the fun of the game, the winner would lose his selfrespect, and the game itself would become a mean and often cruel business.

[2] I will treat my opponents with courtesy and trust them if they deserve it. I will be friendly.

[3] If I play in a group game I will play, not for my own glory, but for the success of my team.

[4] I will be a good loser or a generous winner.

[5] In my work as well as in my play I will be sportsmanlike—generous, fair, honorable.

[From the *Prize Morality Code* widely used in schools.]

The Selection of Classroom Motion Pictures

A NATIONWIDE experiment, the complete results of which have been published [Wood and Freeman, *Motion Pictures in the Classroom*] has demonstrated the effectiveness of the classroom film. Although this type of film has only recently been developed, there is little doubt but that it will play an important role at all educational levels. The suddenness of its appearance is responsible for the dearth of critical literature relative to its nature and function. The following criteria, gleaned from writers in this field and derived from experience in the production of such pictures, seem to be valid and may be used in judging the value of specific classroom films.

The primary purpose of the classroom film is to instruct and not to entertain. The typical theatrical motion picture is constructed to make people feel, not to make people think. The purpose of the classroom film, however, is to present to the child interesting factual material dealing with the world about him in such a way as to stimulate reflective thinking. The typical travel films, for example, show the striking, the wonderful, the dramatic in our own and other countries. This is commendable but it is not sufficient for classroom instruction. In addition to these things, we must present to children information about the way people live their lives day-by-day and meet their everyday problems. This type of presentation should be made as interesting and enjoyable as possible, but the result should always be a heightened understanding and appreciation of one's environment and a keener realization of the unsolved problems which surround us on every hand.

The distinctive function of the classroom motion picture is the portrayal of objects or events whose essential meaning is best understood when they are seen in motion. Rigid adherence to this criterion will mean that the prospective purchaser of a classroom film should have two questions foremost in his mind when viewing it.

The first question is this: Is it necessary in treating the subject in question to use any pictorial devices at all? Cannot words be satisfactorily substituted for the motion picture? A picture, we should remember, is the first stage in the abstraction of an object, person, or event. The picture is two-dimensional, lacking depth and frequently lacking the colors

that were present in the original. It is a symbol, however, which is quite easily recognized as a counterpart of the thing itself.

A word, on the other hand, is still more highly abstracted and bears no pictorial resemblance to the original object, person, or event. However, if we can get the essential meaning involved in the picture by merely substituting a word, then it is clear that it is unnecessary to use the picture. The teller at the bank does not need to have our picture affixed to our checks in order to know that they are made out by us. Our signature, a verbal symbol, is sufficient to convey the essential meaning to him. If a story told by the motion picture can be adequately presented in words which children understand, then the motion picture is unnecessary and, in such an instance, may be dispensed with.

A second question closely related to the above criterion which might well be asked is this: Would not still pictures convey these same meanings just as effectively or even more so than the motion pictures? The fundamental qualities of still and motion pictures determine which one should be used in a particular instance. The still picture is *static*; it shows products or results. The motion picture is *dynamic*; it shows processes, development, change. It, alone, can *portray* action. The still picture can only *suggest* action. An illustration should make these points clear. A junior-high-school geography book which I have at hand contains an excellent drawing titled, "Vertical Section of a Blast Furnace."

The coke, iron ore, and limestone are represented by little dots and are appropriately labeled. A statement below the drawing says, "The melted slag is lighter than the melted iron and floats upon it and runs off separately." I have asked several adults to study this drawing and then explain how a blast furnace works. They are unable to do so even after considerable study. However, when we turn to a classroom motion picture which presents the action of the blast furnace by means of animated drawings, we find that the action is shown so clearly that elementary school pupils have no difficulty in understanding it.

The action material presented should be relatively unfamiliar to the child and of such a nature that it cannot be taught more effectively by first-hand contact with the object or event. Although this

criterion is apparently a recounting of the obvious, nevertheless, it is frequently violated. For example, a group of elementary school pupils in a geography class view a motion picture on the baking of bread when a modern bakery which welcomes visitors is within walking distance from the school. Again, a city in an agricultural region purchases a film portraying typical farm activities with which nine tenths of the children in that city are familiar. On the other hand, the film producer may be at fault when he produces activities in motion pictures which can easily be performed or recalled by the pupils with a minimum of time and effort.

A caution should be borne in mind at this point. Under certain circumstances the viewing of a motion picture of an event may be more illuminating than first-hand observation. Several advantages may be recounted. First, it is more economical of time. Second, the scenario writer has made a careful study of the industry and includes only those crucial details necessary to understand the industry; he has made a careful selection in order to present a type form. Only under the most expert guidance could this same type of selection be secured when a group visits an industry. As a consequence the children may be surfeited with a vast amount of detail and fail to note or remember the most important facts. Third, distractions are at a maximum when visiting most factories. The children view the motion picture, however, under almost ideal conditions of attention. Fourth, the teacher can comment during the showing of the film to point out a significant fact. The noise of the machinery and the preoccupation of the children with new experiences often make such instruction on an excursion exceedingly difficult. Fifth, the motion picture can show by animated drawings certain actions that cannot be seen even by first-hand observation.

Provision should be made for individual differences by grading in respect to length, nature, and difficulty of material to be taught. It must be confessed that little scientific evidence has been gathered concerning provision in film education for individual differences. We must be content in the meanwhile to apply principles concerning individual differences that we have gained in other fields of educational effort. We know, for example, that the older child is able to sit

still and view a picture for a longer time than the younger child. We know, also, that the young child must be taught more largely in the realm of direct, concrete experience while the older child is better able to grasp relationships and make generalizations.

The typical film length for 16 millimeter classroom films is 400 feet, which takes about sixteen minutes to show on the screen. The exigencies of the present situation have made this length one which best fits into the needs of the producers and consumers of film. However, it would be unfortunate if this length became standardized and all films made to conform to it. There is clearly a place for films of shorter length. Such films would have much the same function as the drawings or pictures in textbooks. Short films could be used to portray the action of some machine or piece of equipment, illustrate a principle, or provide an example for something that is mentioned in the text. A fifty-foot length, for example, would take about two minutes to show. Some producers have offered a partial solution to the need for short length material by dividing their 400-foot reels into three, four, or five units, each complete in itself, nevertheless forming a composite part of the longer picture.

Skilful titling is absolutely essential in good classroom motion pictures. A title may be used to indicate a break in sequence, as a transition device, as a substitute for a picture, or to clarify scenes that follow. There are four common errors in the titling of teaching films. The first is the too frequent use of titles. As a result the finished picture is a *mere screen essay*. The second error is wordiness in titling. Too many words are used to convey the meaning desired. A third error is a lack of the proper titles. This is frequently due to the fact that the film editor was very familiar with content of the picture and failed to realize the difficulty that a spectator would have in understanding it the first time he viewed it. A fourth error is using words that children do not understand. While there is still a lack of scientific information regarding the difficulty of words for children of various grades, nevertheless, our present knowledge coupled with common-sense should be sufficient to solve most of the titling problems.

The attempt to include all explanatory material in the titles is unnecessary since this information can be more satisfactorily presented in a teacher's guide.

The film should present unmistakable evidence of excellent photography. This

is necessary not only from the standpoint of its relation to increased teaching effectiveness but also from the standpoint of eliminating eye strain on the part of the audience. The photography should be analyzed from the following points of view:

Sharp definition is essential. This means that sharp focus lenses should be used almost exclusively in making educational motion pictures. Devices which frame or soften the edges of pictures are useful in theatrical motion pictures to secure artistic effects but have little value in educational motion pictures.

Most scenes should be taken in close-up since the purpose of educational motion pictures is to show children what things look like and how they work. Doubt in the mind of the spectator as to what is occurring on the screen is evidence that the cameraman failed to get close enough to the action. The long shot should be used primarily to orient the spectator, the closeup to show the details of the action.

The acting of characters who are introduced into the picture must be effective. If it is an industrial picture, the workers should appear to be unaware of the camera and not look up at it. Other acting in the picture should be judged by the same standards that one judges a play or a theatrical motion picture by, namely, was it effectively done? Educational motion pictures have been particularly vulnerable at this point.

The photography should be steady. Lack of steadiness of the picture is due to motion caused by hand cranking or because the camera has not been securely placed upon a tripod, thus producing jerkiness. Scenes obtained by panoramizing [moving the camera on a pivot] are usually undesirable except where one wishes to follow the movement of a train or other object.

All scenes in the picture should reflect good composition. This means that there will be a balanced grouping of the objects in the picture, that no scene will contain objects unrelated to the action being depicted, and that the whole arrangement will tend to focus attention on the central idea.

The animated drawings used in the classroom films should show careful planning and skilful rendering. An animation is a drawing, or rather a series of drawings, made by an artist which when photographed one after the other shows such activities as the work of an internal combustion motor, the circulation of the blood, how knitting is done on a knitting

loom, and the like. Animations should be judged from the standpoint of their photography, the naturalness of the action of the machine or action, and the clarity of the labeled notes affixed. They make clear what cannot be registered in any other fashion and should only be used when this is the case.

The general organization of the film should be such that it tells the essential story in a simple, unified, coherent manner. Various types of sequence may be used. The most common, of course, is the chronological sequence. A typical workday is shown on the farm from the time the farmer gets up in the morning until he goes to bed at night. Again we may build up our sequence by going gradually from the familiar to the unfamiliar. A third type of sequence is that of development. We trace the latex from the rubber tree thru its fabrication into rubber sheets, follow it from Sumatra to Akron, Ohio, and see it made into tires. A fourth type of sequence is causal. A chain of events occurs as a result of some action. Vibrations of air are set up by some agency and an animated diagram illustrates the result step-by-step until at the end some person becomes conscious of a sound.

Smooth transitions from one idea to another are secured by three unique devices: the title, the dissolve, and the fade. The use of titles has been previously referred to. The dissolve is a device which makes one scene merge into the second. It is used to indicate that the two scenes are related and are both steps or stages in a continuous process. For example, we dissolve from a scene of a man's hands examining a calf-skin to the same hands examining the finished piece of leather made from it.

The fade is used to show either a lapse of time or a change in the subjectmatter being depicted. For example, a boat starts in Sumatra with a load of rubber for the United States. We do not want to show it on its journey so we fade it out just as it passes out of the harbor, then fade it in again as it reaches the Statue of Liberty.

The fadeout is secured by gradually decreasing the light on the scene until it is black and the fadein is secured by gradually decreasing this darkness until the scene is in full light again.

Use of these criteria—The critical use of the above criteria should prove of assistance to the teacher or administrator who wishes to select effective classroom motion pictures.—Edgar Dale, College of Education, Ohio State University.

American Education Week

The Challenge of a Great Ideal



WE CELEBRATE Christmas because it gave us a great religion. We observe the Fourth of July because it gave us a free nation. We magnify the schools during one week each year because through them we develop the finer values of our civilization. American Education Week is a permanent institution. The effort to make the observance of such a week world-wide should be encouraged. Religion, politics, and commerce may divide, but love of childhood expressed in education is a mighty force for unity. What greater contribution could America make to the world than the ideal—*a fair start in life for every boy and girl?* In the name of this ideal, let every teacher make careful plans for American Education Week and aid in its full and fitting observance.

Teachers Will Give Children a Happy Year

CLARA TAGG BREWER

Member, Board of Education, Cleveland, Ohio

THE FIRST AIM of the Cleveland public schools this year is to give to the children of the city the happiest and the most profitable year they have ever had.

"Has it not always been our aim to make the year profitable?" you ask.

It has, but conditions now will lay upon the schools an added responsibility to make the year count for the utmost, educationally. Many parents will be making the greatest struggle of their lives to keep their children clothed, fed, and in school. What marvels of self-sacrifice this involves we can never know. But every worker in the schools is in honor bound to see that such sacrifice is not made in vain and that these children have the very best instruction we know how to give.

Further, there will be many scholars whose presence in school is made possible because the generous people of Cleveland, in the role of foster-parents, have supplied their food, clothing, and shelter. How much the Community Fund and private agencies will have to do this year we do not yet know but any such outpouring of public and private liberality lays upon our organization a responsibility to see that this year of schooling, so dearly bought by the community, shall register the greatest possible gain in education.

What about happiness?—"Do we not always try to make the children happy?" you ask.

We do and beautifully, too, but this year there will be need of far greater effort on our part if children are to be contented and happy.

In too many of the families father and mother will not be able to do much to give their children joy. There will

THIS ARTICLE by a member of the Cleveland board of education is from *School Topics* [September 24, 1931] which is the official magazine of the public schools of Cleveland—one of the finest magazines of its kind. The sub-head of the article was "Board Member Has Faith in Teachers' Loyalty Despite Handicaps." There is no more significant service in the United States than the unselfish devotion of members of boards of education to the welfare of children. No other phase of government has been able to attract better men and women than those who share this heavy civic duty and opportunity.

be gloom and foreboding in the home, if not despair. Nerves will be taut and tempers turbulent. Just living in crowded quarters makes for irritability. How can the children escape a participation in family misfortune? There was never before such need that the schoolroom be a Port of Happiness, a place where these children may relax from strain.

What about discipline?—A little reflection will make it clear that the schools cannot reasonably expect much assistance in matters of discipline from

homes where fathers have been long out of work. At first thought one might suppose that because the father is idle he will have all the time in the world to give to such matters. On the other hand, when the problems of family existence loom so big and are so desperate, a child's infractions of school rules seem trivial to the parent and he is likely to feel only annoyance that any fresh trouble is brought to him. Tact, good humor, and generalship, always effective in the hands of skillful teachers to prevent matters of discipline getting to the acute stage, are needed doubly now.

Give a thought to the teachers—Someone says, "Why don't you give a thought to the teachers?" It is because I do think of them that I am writing.

I am thinking of that omitted automatic increase, of dividends cut and investments gone wrong, of relatives who formerly stood on their own feet but who now need assistance. I am thinking of obligations assumed that one must see thru. I am thinking of the absence of a beloved superintendent.

But not one of these things [unfortunate as they are], not all of them together can shake my confidence in the stability, the loyalty, and the resourcefulness of our executive and teaching body. Long years of association with them under varying conditions have built up a reliance that is prized.

I am not authorized to speak for the Board of Education but I feel justified in saying that at no time has confidence been stronger in the Cleveland teachers and in their determination to make this the best possible year for every child.

PUBLIC SCHOOLS and colleges thruout the country are cooperating with the President's Organization on Unemployment Relief by assisting in the movement to keep children in school this year. They are encouraging children and young people to continue their education because industry cannot absorb new recruits at the present time. They are also helping children whose parents are without funds to remain in school. The following quotation from a recent bulletin of the President's Organization on Unemployment Relief is indicative of what school systems are doing: "The city of Indianapolis has tried to make it possible for every child under 16 years of age to attend school, regardless of the economic condition of his family. Funds have been provided by the Indianapolis Federation of Parent-Teacher Clubs, the Indianapolis Foundation, the Altrusa Club, the Exchange Club, and a number of individuals. It was possible by this means to keep 346 additional students in school during the 1930-31 school year. High schools also furnished employment in cafeterias and other places for probably as many more students. During the last school year an emergency fund was provided to furnish milk and crackers each morning to children who came to school without sufficient food and for five months approximately 3000 children were fed daily."

MIGHTIER THAN THE SWORD AGAINST CRIME



THE MAKING OF GOOD CITIZENS

FOUR CONTRIBUTIONS to the 1931 NEA cartoon project. Upper and lower left, from West Side H. S., Newark, N. J. Upper right, Central H. S., Minneapolis, Minn. Lower right, Balboa H. S., San Francisco, Cal.

Builders of Our Profession

ANYONE who has followed education in the United States during recent years knows that it has made huge and inspiring gains. These advances are the fruits of hard, sustained work by individual teachers and school officers. To continue these gains new leaders must constantly develop to take the places of older members who have earned their reward. What an opportunity for the younger members of the profession!

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on October 1 was 4547. The following life members have been reported since the list was published in the October JOURNAL.

CALIFORNIA—Flora E. Baldwin.
IOWA—Roy F. Hannum.
KENTUCKY—Tullus Chambers.
MONTANA—Hiram Fry.
NEW JERSEY—Irvin E. Kline, Jennie O. Williams.
NEW YORK—Frank Astor, Ernest R. Bryan.
NORTH CAROLINA—Sarah Elizabeth Gustam.
NORTH DAKOTA—M. A. Tovey.
OKLAHOMA—J. Hamilton Green.
OREGON—Vera Jane Waltman.
WEST VIRGINIA—Ronald Farnsworth.
WISCONSIN—W. R. Davies.

Completed Enrolments

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

Twelve Years

MAINE—Chapman, Chapman Public Schools.

Ten Years

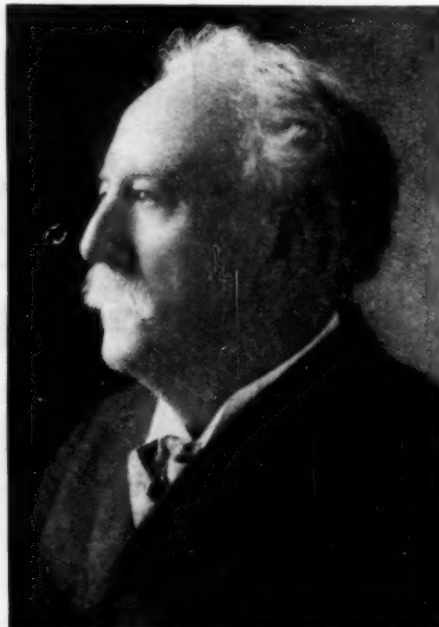
MASSACHUSETTS—Beverly, Centerville.

Nine Years

OHIO—Columbus, Eighth Avenue.
PENNSYLVANIA—Berlin, Berlin Public Schools.

Eight Years

ARKANSAS—Fort Smith, Fort Smith Public Schools, Administration Building, Belle Grove, Belle Point, Duval, Howard, Junior High, Lincoln High, Mill Creek, Parker, Peabody, Albert Pike, Rogers, Senior High, South Fort Smith, Spradling, Trusty, Washington.
CALIFORNIA—San Francisco, Paul Revere.
IDAHO—Boise, Garfield.
IOWA—Independence, Independence Public Schools, Hawthorne, High, Lincoln, Washington-Emerson.
MICHIGAN—Ironwood, Newport.
NEW HAMPSHIRE—Claremont, West Terrace.
NEW JERSEY—Fair Haven, Fisk Street, Willow Street.
OHIO—Warren, Roosevelt.
PENNSYLVANIA—Mahanoy Township, Mahanoy Township Public Schools.
SOUTH DAKOTA—Frederick, Frederick Public Schools.
WEST VIRGINIA—Clarksburg, Carlile.
WISCONSIN—Sheboygan, Jefferson.
WYOMING—Sheridan, Custer Street.



DAVID STARR JORDAN, president of the National Education Association 1915-16 and chancellor emeritus of Leland Stanford University, whose death on September 19, at the age of 80, concluded a life of outstanding scientific, educational, and social leadership.

Seven Years

ARKANSAS—Texarkana, Texarkana Public Schools, Central, College Hill, College Hill (Colored), Fairview, Junior High, Orr (Colored), Senior High, Union, Washington High (Colored).
IDAHO—Boise, Central.
MASSACHUSETTS—Gloucester, Forbes.
NEW JERSEY—Fair Haven, Fair Haven Public Schools, Fisk Street, Knollwood, Willow Street.
NORTH DAKOTA—Minot, Primary.
SOUTH CAROLINA—Walterboro, Walterboro Public Schools, Grammar, High.
SOUTH DAKOTA—Wilmot, High.
WYOMING—Rock Springs, Roosevelt.

Six Years

MINNESOTA—Minneapolis, Wendell Phillips Junior High.
WISCONSIN—Wauwatosa, Lincoln.
WYOMING—Rock Springs, Washington.

Five Years

ARIZONA—Holbrook, Holbrook Public.
IOWA—West Liberty, West Liberty Public Schools.
KANSAS—Girard, Girard Public Schools, Emerson, Junior High, Lowell, Senior High, Whittier.
MASSACHUSETTS—Athol, Main Street; Plymouth, Mt. Pleasant.
MISSISSIPPI—Brooklyn, Forest County Agricultural High.

NEW JERSEY—Brigantine, Brigantine Public.
NEW YORK—Rome, Thomas Street.
OKLAHOMA—McAlester, Eugene Field.
SOUTH CAROLINA—Blaney, Blaney Public Schools, Grade, High.
WYOMING—Rock Springs, Lowell.

Four Years

COLORADO—Canon City, Roosevelt Junior High.
FLORIDA—Pensacola, P. K. Yonge Grammar.
ILLINOIS—Charleston, Lincoln.
MAINE—Waterville, Myrtle Street.
MARYLAND—Western Port, Hammond Street.
MASSACHUSETTS—Harwich, High.
MICHIGAN—Muskegon Heights, Muskegon Heights Public Schools.
MISSOURI—Lexington, Junior-Senior High; Maryville, Eugene Field, Washington; St. Louis, Special Number 14.
PENNSYLVANIA—Chester County, Chester County Public Schools.
SOUTH DAKOTA—Pierre, Pierre Public Schools.

Three Years

CALIFORNIA—San Francisco, Garfield.
ILLINOIS—Cerro Gordo, Township High.
OHIO—Greenfield, Greenfield Public Schools, Elementary, Junior High, McLain High; South Euclid, Victory Park.
OKLAHOMA—Tulsa, John Burroughs.
SOUTH CAROLINA—Trenton, Trenton Public Schools.
SOUTH DAKOTA—Hecla, Hecla Public Schools.
WYOMING—Rock Springs, Lionkol.

Two Years

GEORGIA—Atlanta, Davis Street; New Holland, New Holland Public.
INDIANA—Rensselaer, Rensselaer Public Schools, High, Lincoln Grammar, Primary.
IOWA—Council Bluffs, Abraham Lincoln; Des Moines, Brooks.
KANSAS—Paola, South.
MAINE—Waterville, Brook Street.
MASSACHUSETTS—Islington, Islington Public; Wal-
tham, Thomas Hill.
NEW JERSEY—Gloucester, Highland Park.
NEW YORK—Mechanicville, Saratoga Avenue; One-
onta, Chestnut Street.
NORTH DAKOTA—Bismarck, Bismarck Public Schools,
High, William Moore, Richholt, Roosevelt, Wach-
ter, Will-Junior High; Kenmare, Kenmare Public
Schools.
OHIO—Homerville, Homer Township Schools;
Sharon Center, Sharon Township.
PENNSYLVANIA—Pike County, Pike County Public
Schools.
WEST VIRGINIA—Fairmont, Jayenne Junior High.

Current Year

GEORGIA—Griffin, Sam Bailey Junior High, Fourth
Ward, High, Northside, Third Ward, West Griffin.
IOWA—Mason City, Harding; Ottumwa, Ottumwa
Public Schools.
MAINE—Medford, Cradock; Solon, Solon Village
Schools.
MASSACHUSETTS—Winchendon, Woodcock.
MINNESOTA—Wells, Wells Public Schools.
MISSOURI—St. Louis, House of Detention School.
NEBRASKA—Hardy, Hardy Public Schools.
NORTH DAKOTA—Carrington, Lincoln High, Wash-
ington; Kindred, Kindred Public Schools.
OKLAHOMA—Bokchito, Bokchito Public Schools.
PENNSYLVANIA—Montgomery County, Hatfield Con-
solidated, West Norriton Township.
SOUTH CAROLINA—Prosperity, Prosperity Public.
SOUTH DAKOTA—Hermosa, Hermosa Public Schools,
High.
VIRGINIA—Gordonsville, High; Norfolk County, Col-
man Place.
WISCONSIN—Colby, Graded; Kenosha, Deming Un-
graded; Okankee, Okankee State Graded.

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.

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

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

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

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JOY ELMER MORGAN, Editor

Offices: 1201 Sixteenth Street N. W., Washington, D. C.

HAROLD A. ALLAN, Business Manager

The Man that Every Child Should KNOW



*Now motion pictures will unfold the inspiring drama
of his life so that pupils may remember it with all the vividness
of actual experience*

A REMARKABLE group of motion pictures is in preparation. It is the story of *George Washington—His Life and Times*, now being produced by Eastman Teaching Films, Inc., at the request and with the cooperation of the George Washington Bicentennial Commission. It is the only picture on Washington's life to be so produced.

The purpose of this series of films is to enable both children and adults to know Washington. The films will present, accurately and with dramatic power, the leading events in his life,

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engrave upon the minds of young and old alike a vivid, lasting impression of the beauty and heroism of Washington's life and character.

Four 15-minute reels, obtainable in both 16- and 35-millimeter widths, tell the story. They include many incidents never before shown on the screen.

The services of experts in every field have been utilized to make the story real and authentic. For complete information, address: Eastman Teaching Films, Inc. (Subsidiary of Eastman Kodak Company), Rochester, N. Y.



*On the screen: Governor Dinwiddie makes
Washington Commander of the
Virginia Regiment.*

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THE GEORGE WASHINGTON BICENTENNIAL COMMISSION

NOTES and ANNOUNCEMENTS

Combined staffs of NEA and Office of Education honor David Starr Jordan—A brief but impressive memorial service for one of its most distinguished presidents was held by the NEA staff together with members of the staff of the U. S. Office of Education in the auditorium of the new NEA headquarters on September 21.

The service opened with a prayer by S. D. Shankland, executive secretary of the Department of Superintendence. William G. Carr, director of the NEA Research Division, himself a graduate of Leland Stanford University, told of Dr. Jordan's personal influence on the individual student there. Commissioner Cooper then gave a fitting eulogy closing with these verses written by Dr. Jordan himself:

A darkening sky and a whitening sea,
And a wind in the palm trees tall;
Soon or late comes the call for me,
Down from the mountain or up from the sea,
Then let me lie where I fall.

And a friend may write, for friends there be,
On a stone from the dark sea-wall,
"Jungle and town and reef and sea,
I have loved God's earth, and God's earth loved me,
Take it for all in all!"

Commissioner Cooper better—The many friends of William John Cooper, United States Commissioner of Education, who were concerned by the newspaper announcement of his illness while on a speaking trip in October will be glad to know that he is making rapid improvement and is expected to be again at his desk in a few weeks.

True professional spirit—Where conditions are worst, where the fight is the hardest, there is where real teachers are showing their colors. The following is a paragraph from a letter sent by Secretary Crabtree to principals this fall:

We are now passing thru a period of depression when we need many times the funds that we have at our disposal. We ought to do work in research and we ought to promote measures

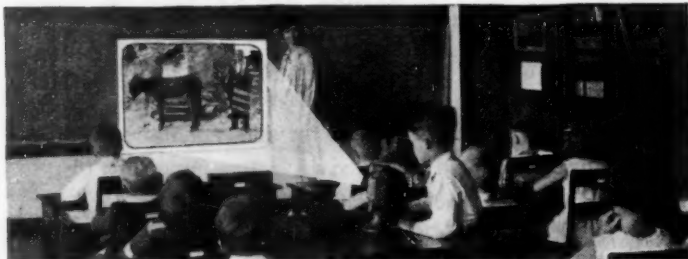
much more vigorously than we can do on available funds. We are fighting now to hold what has been gained since the war. We are losing in places. Conditions sometimes force regrettable changes but most reductions are due to the fact that our forces are not yet large enough and efficient enough in getting information before boards of education. The plan is to urge 100 percent enrolments in all cities where salary conditions are satisfactory. This is to make up for anticipated losses. St. Louis has just increased her membership to three times what it was last year and expects to make it a 100 percent enrolment within a few weeks. If a hundred other cities do this, the Association will continue its growth and defeat will have been turned into victory.

And this is a reply from the Middle West:

Never was there a country where people in general and schoolboards in particular would do more for the education of their children than in this Middle West. If we can keep one half of the schools running in 1932-33 and one fourth of them in 1933-34 we will be very fortunate and will need every penny of the tax money we can extract from the poor farmers.

[Continued on page A-188]

16mm. Films Now Available



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YEARBOOK LIST

Department of Superintendence

Third Yearbook, 1925, Research in Constructing the Elementary School Curriculum. 408 pp.

Fourth Yearbook, 1926, The Nation at Work on the Public School Curriculum; together with a reprint of Research Bulletin, Keeping Pace with the Advancing Curriculum. Reprinted under one cover, November, 1929. 560 pp.

Fifth Yearbook, 1927, The Junior High School Curriculum. 562 pp.

Sixth Yearbook, 1928, The Development of the High School Curriculum. 584 pp.

Seventh Yearbook, 1929, The Articulation of the Units of American Education. 616 pp.

Eighth Yearbook, 1930, The Superintendent Surveys Supervision. 472 pp.

Ninth Yearbook, 1931, Five Unifying Factors in American Education. 544 pp.

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The Check That Cheers!

When You Are Under the T. C. U. Umbrella

One teacher out of every five loses pay some time during each school year on account of sickness, accident or quarantine. Not only do they lose pay, but they have staggering expenses to meet, such as heavy doctor bills, hospital bills and nurse bills, that often wipe out their savings or run them deeply into debt. It also means worry, which is likely to prolong disability.

To those who have been thoughtful enough to provide themselves with adequate T. C. U. protection, sickness, accident or quarantine means the coming of the T. C. U. check and the freedom from worry. It means that extra expenses can be met without using up savings and without sacrificing a vacation trip or new clothes. The T. C. U. check helps to make pay day certain.

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Thelma G. Dillon, Alliance, Nebr., recently wrote: "I certainly do appreciate the check from the T. C. U. When a person is sick there's nothing like a T. C. U. check to put him back on his feet again."

Urges All to Join T. C. U.

Louise Welch, Mt. Pleasant, Mich. also writes: "I received the check for my recent illness before I realized that my claim had had time to reach the home office. I cannot say too much about how prompt and fair you are in all your dealings. I hope all my friends will become T. C. U. members. It pays!"

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You, too, can be sure of receiving "the check that cheers" by getting under the T. C. U. Umbrella (joining the T. C. U.). Then when sickness, accident or quarantine robs you of your salary, the T. C. U. check will come to help pay your bills. Fill out the coupon today and mail for complete information. Your inquiry places you under no obligation.

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[Continued from page A-186]

I expect we will all join or at least some will—anyhow I will—but it is doubtful if we get our salary this full year. We might as well face the facts of the case and not try to dodge them. If education is going to continue we will have to do something to remedy the cause and allow the farmers to live.

Louisiana welcomes NEA rural leadership—"There are many reasons why every teacher in Louisiana should join the National Education Association. Since we are largely an agricultural state, however, it is not unreasonable to urge that *every teacher in Louisiana* join this year for two special reasons: first, because we, with our very real advance in rural education in recent years, may be able to help Miss Hale to help the children of America; and second, Miss Hale, out of the wealth of her experience, can certainly, as president of the NEA, help us."—Amy H. Hinrichs, New Orleans, Louisiana.

Results of a JOURNAL service—The following is from a letter to the editor written by W. D. Boutwell, editor-in-chief of the U. S. Office of Education:

Letters received at this office indicate that the U. S. Office of Education page in the JOURNAL

of the National Education Association is having the salutary effect of interesting educators in the work of the federal government for education.

See page 298—Cultivate the habit of reading the JOURNAL statistical tables regularly. They contain as much information as several pages of text.

New state superintendents—In February, 1930, the JOURNAL published a centerspread of photos of all state superintendents. Beginning with this issue, in which the picture of Superintendent James N. Rule of Pennsylvania is shown on page 297, the JOURNAL will contain the photos of each of the state superintendents coming into office since February, 1930.

Annual cartoon project—Nearly eighty cartoons were drawn by high-school students in the second annual cartoon project sponsored by the Division of Publications of the National Education Association. Competent judges, including a nationally known newspaper cartoonist, helped select the more meritorious drawings from the large number submitted. The best of these cartoons will be widely used in educational magazines, newspapers, and school publications. Some of the drawings made last year

have already appeared in books. The original sketches will be sent for exhibit purposes to prominent schools and colleges. Some of them will be available for exhibit at the annual convention of the Columbia Scholastic Press Association next spring. Cartoons of last year's project were shown at the convention of the National Education Association at Los Angeles in June, 1931.

No awards are offered for these cartoons other than the recognition they receive by being printed in publications read by hundreds of thousands of people. In order to enable high-school students everywhere to appreciate them, the Division of Publications makes engravings of some of the best work. From these cuts, mats are made which may be obtained by any high-school publication at the cost of manufacture and distribution. Eight of them may be purchased for \$1.45.

The Division of Publications announces the third annual cartoon project. Students in any high school may submit drawings thru the high-school teacher of art or the school principal. Application blanks and other information will be sent by the Division of Publications of the National Education Association, 1201 Sixteenth Street N. W., Wash., D. C.

Life Membership in the N. E. A.

An Appeal to Professional Spirit

Opportunity is again knocking at your door and giving you the advantage of enrolling as a Life Member of the National Education Association on the ten-payment plan. One thousand members were added to this list of distinguished leaders last year. Our goal is set for a similar number this year.

"I am so proud to have my name appear in 'Who's who in the Profession'" has come to us many times since this leaflet was distributed. Life membership indicates a permanent interest in education. Such an interest has never been needed more than at the present time.

Educational advantages—the foundation stones of our life—are in grave danger, but, with an army of loyal members of the profession at work, defeat will be turned into victory. The sacrifice will not be too great and it will mean so much to the profession now.

----- Use this blank and enlist now -----

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

Dear Mr. Crabtree:

I wish to have a permanent part in the great work which you are doing and to become a life member, making my first payment of \$10.00 December 1. I understand the entire amount of \$100.00 can be paid in equal annual installments of \$10.00 each.

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(Fill out, return at once and receive the life membership certificate, card and gold pin or button.)

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White House Conference publications now available—The following are now off the press and may be secured from the Century Company, 353 Fourth Avenue, New York City: *White House Conference, 1930.* 365p. Board edition, 50 cents; cloth edition, \$2; *The Home and the Child.* 65p. Cloth bound, illustrated, \$2; *Pediatric Education.* 109p. Paper bound, 50 cents; *Communicable Disease Control.* 238p. Cloth bound, \$2.25; *Nursery Education.* Cloth bound, \$2.

In the hands of the printer are two more volumes: *Special Education—The Handicapped and the Gifted*; *Health Protection for the Preschool Child*, to be published in November.

Other volumes will appear thru the fall and winter months as rapidly as possible. The sales price of the Conference books is based on the cost of production and distribution. In every case they are sold at a price one third to one half of what a similar book in a specialized field would cost if commercially produced.

In addition to the published reports of the Conference a series of pamphlets has been issued, utilizing the information of the committee reports to suggest solutions to parental problems. These leaflets, which will be followed by others from time to time, consist of three series:

Series on growth—Responsibilities of the presentday family; How children grow physically; How children differ mentally; Learning to talk; The changing drama of behavior.

Series on personality—Mental health begins at home; Home and school: Partners in a common venture; How communities influence their children; Vacation—profit or loss?; The uses of leisure time.

Series on habits—What do parents need to know?; Habits that make or mar; Habits of sleep and repose; Habits of eating; Habits of independence.

Prices: Single copy, 10¢; complete set of 15, \$1.25. Quantity price upon application.

The Farmer's Wife reprinted these leaflets in 3 booklets, one on each of the three series. The three may be purchased for 45 cents. Address *The Farmer's Wife* at St. Paul, Minnesota.

Red-letter dates on November's school calendar—November offers varied opportunities for enriching the curriculum thru its many special observances:

American Education Week: Nov. 9-15—There is still time to order material for your program from the NEA Division of Publications. *Things To Do*, an outline of plans and programs, will help solve your particular problems. A collection of fifteen posters, specially selected, will add to your school exhibit for that week. *Children First*, a four-page leaflet in three

[Continued on page A-190]

To make the "common cold" less common

The microbe that causes the common cold is a world's champion "hitch-hiker." He catches rides on towels and cups and pennies and dimes — and travels from sick to well by human aid.



A soap-and-water "fence"

If the public refused to give this microbe unnecessary rides, the common cold would be less common. We can't build a barbed-wire fence around the man-with-a-cold; but we can help protect ourselves with a "fence" that is even more effective — cleanliness.



Handwashing plays an important part

Hands touch door-knobs that have been touched by other hands; they touch clothes and books and trolley straps. Then they touch our mouths—and the hitch-hiker has reached his goal. More frequent handwashing with soap and warm water would often prevent the completion of his journey. Especially before meals.



Clean, individual towels

Clean, individual towels, too, make hitch-hiking harder. For when Mrs. Smith uses her own

clean towel she's less likely to pick up Mr. Smith's microbes. Frequent changes of linens and bed-clothes are important, too. And above all, clean, fresh handkerchiefs to muffle coughs and sneezes!

Clean dishes, clean food

Avoid "community" drinking glasses. And "community" dishes are almost as bad. Wash them thoroughly in hot soapy water—for hitch-hikers down the drain never hurt anyone.



Helping prevent "epidemics"

Impress upon the public's mind the importance of these precautions. Do your share to make the common cold less common.

Send for this FREE BOOK

The complete story of hitch-hiking microbes is in this interesting book. Free to teachers, health-workers, and other public leaders. Address all requests to Cleanliness Institute, Dept. 8K, 45 East 17th St., New York.



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[Continued from page A-189]

colors, is an excellent piece of material to go into homes with report cards.

Armistice Day: Nov. 11—The World Peace Foundation, 40 Mt. Vernon St., Boston, Mass., will supply helpful material. A study of the World Court is appropriate in this connection and the American Foundation, 565 Fifth Ave., New York, N. Y., will supply without charge a complete history of this undertaking.

Book Week: Nov. 15-21—For information and help write to the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

Plan your Bicentennial program now—Every school will want to take an active part in the nationwide celebration of the George Washington Bicentennial. A wide selection of material, both text and pictorial, together with suggested plans, is available to every teacher, mostly free of charge, from the George Washington Bicentennial Commission, Washington Building, Washington, D. C.

Eliminate rivalry—This is the title of a forceful editorial by A. E. Winship in the *Journal of Education* from which the following paragraphs are quoted:

Civilization is in jeopardy. There is no continent or country that is adequately stable. The United States appears to be economically, socially, and civically as safe as any country on the globe, but there is a restless element here.

American education appears to have responsibility for stabilizing civilization.

Our expectation is that civilization will be saved by the elimination of rivalries of various kinds. It is evident that there will be no civic stability where there is intense rivalry between aristocracy, autocracy, and democracy.

It is equally hopeless to expect peace and prosperity where races or creeds are at war.

The tragedy of civilization from India and China thru Africa and South America, the islands of the southern and northern seas is the rivalry of ages.

Veterans of the profession—Recognition is here given to two remarkable teaching records. The *JOURNAL* would be glad to hear if there is any other teacher now in service who has a longer record in one position than the following:

Patrick H. McQuade, eighty-seven years of age, who last May began his sixty-seventh year as a principal in Albany, N. Y., his native city.

William H. Hall, eighty-five years of age, who begins, this September, his sixtieth year of continuous teaching in West Hartford, Conn., his native town.

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President Hoover to head liberal arts college broadcast—Thru the cooperation of the National Broadcasting Company and a group of educators interested in the future of the liberal arts college as a vital unit in our American educational system, a national radio program on the general theme of *The Liberal Arts College* has been arranged for Saturday, November 14, 1931. One part will consist of a half hour given over to talks by President Hoover, Dr. Robert L. Kelly, Mrs. Thomas J. Preston, Jr., Dr. John H. Finley, and Dr. A. N. Ward, broadcast from the National Broadcasting Company studios, 8:30-9 P.M., Eastern Standard Time. The other part of the program is being left to the initiative of the college presidents in each community under the leadership of the regional directors. A local program for a half hour or longer immediately following or immediately preceding the national broadcast will be a very effective way of focusing attention and thought locally.

Schedule of weekly broadcasts of the Ohio School of the Air 1931-32—These broadcasts are sent out every school day between 2 and 3 P.M., Eastern Standard Time, over station WLW, Cincinnati, Ohio.

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2-2:20—Current events for upper grades and high school

2:20-2:40—Civil government by those who govern for upper grades

2:40-3—Nature study for grades 4-6

Tuesday

2-2:30—Literature and English for high school [Tentative]

2:30-3—Travelog for grades 6-8 [Tentative]

Wednesday

2-2:20—Series in physics, botany, and chemistry for high schools [Tentative]

2:20-2:40—History dramalogs for grades 5-8

2:40-3—Art appreciation for lower grades

Thursday

2-2:20—Geography of our own country for grades 5 and 6

2:20-2:40—Geography of foreign countries for grades 7 and 8

2:40-3—Stories for the lower grades

Friday

2-2:20—Know Ohio [later Kentucky and Indiana] for upper grades

2:20-2:40—Health for grades 5-8

2:40-3—Stories, plays, and rhythmic for lower grades

Superintendent of Camden, N. J., schools retires after long service—Dr. James E. Bryan, superintendent of Camden City schools for the past thirty-two years, retired on pension October 1. He has always been active in educational affairs and has acted as president of the New Jersey State Teachers Association. Dr. Leon N. Neulen succeeds him.

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