

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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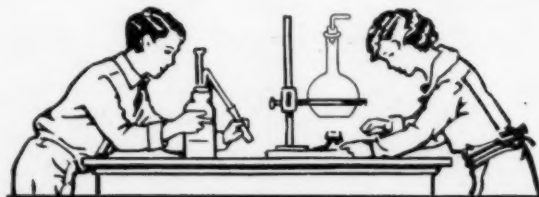
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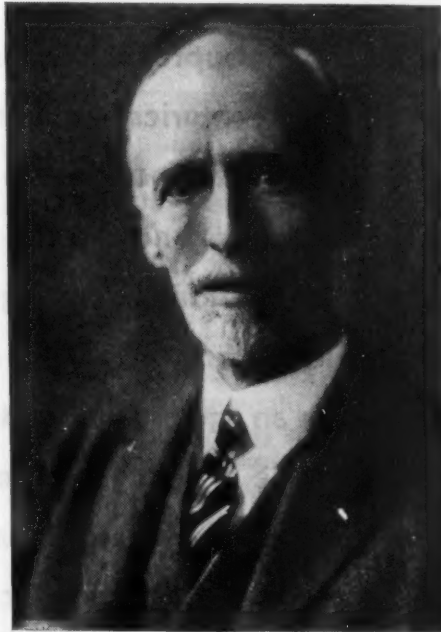
FOR TEXTBOOKS

Federal Relations to Education

PRESIDENT HOOVER released on November 16 the report of the National Advisory Committee on Education which since May 1929 has been working on the problem of federal relations to education. This report is one of the most careful, informative, and statesmanlike documents ever issued in America in any field. Like the epoch-making reports of Horace Mann it lays a foundation in basic principle and fact which will serve to guide our educational growth for many decades. The committee was organized by Secretary Ray Lyman Wilbur of the Department of the Interior, acting for the President with instructions to prepare a chart by which the American people should steer their educational course. The committee consisted of fifty-two leading educators and citizens. Four two-day sessions were held under the general chairmanship of Charles R. Mann, director of the American Council on Education, with Secretary J. W. Crabtree of the National Education Association, serving as secretary of the committee. President Henry Suzzallo of the Carnegie Foundation for the advancement of teaching, formerly president of the University of Washington, a renowned scholar and social philosopher, served as director of studies and is largely responsible for the final form of the report and for the comprehensive presentation of supporting facts in Part II of the document. The studies of the committee were made possible by a grant of \$100,000 by the Julius Rosenwald Fund.

The action of this great committee, representing all phases of the situation and all parties who have been interested in any way in this problem of federal relations to education, should do much to clear up a situation which is inherently complex and difficult. The meetings of the committee have been wellattended. The discussions have been frank and searching. The investigations of present

practices have been sympathetic and fair. The facts on which to base conclusions have been available to all. While it is



CHARLES RIBORG MANN, chairman of the National Advisory Committee on Education, whose report to President Hoover should lay the foundation for a new period of educational advance.

the feeling of members of the committee that in its early meetings perhaps a majority were not in favor of a Department of Education or federal aid, as the discussions continued it became increasingly apparent that these two steps are fundamentally necessary to the realization of our American ideals and aspirations in education; that they can be undertaken and carried forward while at the same time we seek to preserve and intensify state and local management and responsibility. The committee therefore in its final conclusions came together in an almost unanimous recommendation for a Department of Education with a Secretary in the President's Cabinet and for

federal aid in support of state programs of education. A basic purpose of federal aid is to equalize, in a measure, educational opportunity. The greatest emphasis in the report is placed on conserving local autonomy and local responsibility by working, both in legislation and in administration, away from recent tendencies toward centralization in Washington.

The report is issued in two parts. Part I—a volume of 140 pages—presents the committee findings and recommendations, a list of the members of the committee with the official position of each, and the names of staff members, advisory groups, cooperating committees, research collaborators, regional and special consultants. The ten chapters of the report deal with:

- The educational situation in the federal government
- Fields of federal responsibility for education
- Federal relations to education in the states
- Education in special federal areas
- Education of the Indians and other indigenous peoples
- Education in the territories and outlying possessions
- The training of government personnel
- Research and information service
- International intellectual relations
- General policies and administrative procedures

A second section includes:

- Governmental organization
- Minority reports
- Addenda

Part II—a volume of 448 pages—contains the same chapter headings as Part I, presenting under each "a compilation of facts from widely scattered legal, historical, and statistical sources, bearing upon public education particularly with reference to the direct and indirect participation of the federal government in education throughout the diverse and far-reaching domains of our nation."

Copies of the report may be had from the office of the committee, C. R. Mann, chairman, 744 Jackson Place, Washington, D. C.

THIS COMMITTEE believes the time has come to ordain and establish a federal headquarters for education that shall be competent to meet the increasing national responsibility for education in ways that are consistent with the policies and procedures recommended in the first section of this report. ¶To realize the policies presented in this report, there must be in the government, close to its head coordinator, the Chief Executive, a spokesman for the American spirit and method in education, who may on all occasions express that enlightened public opinion upon educational matters which is our surest guide in formulating public policy. We therefore recommend that a Department of Education with a Secretary of Education at its head be established in the federal government, in accordance with the following specifications.—p93-95, Part I of the Report of the National Advisory Committee on Education.

Idealism: The Need of the Hour

A Christmas Editorial

IN TIMES of darkness and confusion the supreme need is light. The light of great ideals has been the saving force thru all the centuries—richer in vitality than any race, more abiding than empires, more enduring than monuments of stone. Ideals are practical. Like the beacons that guide men thru the seas and the air, they are most needed in times of storm and difficulty. ¶ Some nineteen hundred years ago Jesus Christ gave to mankind the greatest body of idealism the world has known. With none of the trappings of classroom, curriculum, grades, or degrees; in an age crushed with ignorance, superstition, brutality, and corruption—by the mere force of living and teaching—Christ started a new epoch; an epoch so significant that the calendar dates from his birth, so powerful that it has changed the whole course of human events, so beneficent that untold millions of men have been lifted higher in the scale of life. ¶ Is it not plain that what the world needs just now is a new devotion to great ideals? In statecraft, in business, in industry, in law, in the church, in science, or in teaching can anything be more intensely fruitful and practical than a renewed faith in the higher and finer things? Hour after hour, day after day, we are all facing situations where there is choice between the higher and the lower. It takes but a little commonsense and a will to choose the higher path—to change the whole course of a life, a school, a nation, or an age. A little more faith, a little more idealism and the confusion of today may give way to the fairest dawn the world has seen. ¶ Teachers inspired by the living example of The Great Teacher are prepared to work and sacrifice as never before. Thousands of them in America where banks are bursting with gold have taught for many, many months without pay—proving in the hour of need the sustaining power of a great devotion. As we celebrate this Christmas, let us dedicate ourselves anew to those lofty ideals that are the fruit of untold centuries of aspiration and hope, of sacrifice and struggle, of heroism and courage. In the faith that teaching is the surest way, let us highly resolve—as we celebrate this birthday of The Great Teacher—to teach better than we have ever taught before, to teach as tho the whole structure of civilization rested upon our teaching. That is the supreme need of this hour.—J. E. M.

The Abolition of Economic Illiteracy

H. G. SHIELDS

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THE ABOLITION of economic illiteracy is a task for all teachers from the early grades thru the university levels. There are so many economic misconceptions and forms of misinformation to which children are subjected that the teaching of economic concepts on the upper levels is difficult because of the strong impressions formed in the early years. Economic illiteracy is common enough; much of the economic thinking of business men, of teachers, of professional people, of working people, is in quite sharp disagreement with the findings of professional economists.

Our economic knowledge is hampered because in this day of specialization it is difficult for people to see the economic process as a whole. Most of us for the most part see only small segments of it. Many bank employees, for example, know little or nothing about the operation of fundamental banking principles and much less about the federal reserve system. Workers and managers in grocery stores rarely know the part they are playing in the great marketing system with which they are concerned. Many teachers know but little about the taxing system which is such an important determinant of their own welfare. It is small wonder, then, since our major activities take such a large part of our attention that we are unable to see the economic world as a whole and that economic illiteracy is so common as a result.

An understanding of the economic order in all its details would be an impossible task for anyone. Economists themselves are mystified and uncertain concerning many of the details but the larger outlines are fairly discernible and an appreciation of the workings of the economic system is easily within the comprehension of all. Primarily the abolition of economic illiteracy among all groups is a question of seeing the relationships. A bank clerk, or anyone else, does not need to know all the details concerning the federal reserve system but an awareness and an understanding of the relationship of the system to banking as a whole and the individual's bank in particular would make him a more intelligent employee and citizen. The same is true of the teacher, the doctor, the

average citizen in any walk of life, with respect to the relationship of their task to economic life in its entirety.

ASSUME for a moment all schools closing for a school generation—six to twenty-six—a period of twenty years. There would be little, if any, modern education and training; because, where millions of learners need to be educated, only organized and systematized education could possibly do the work. How would uneducated and untrained people fit into the business man's scheme of producer or buyer? Even the mailorder houses would have to organize picture classes in order to explain their catalogs to prospective buyers. As producers these people would react no better. Such a crash in business would follow that past panics would seem like a quarter-point fluctuation in the securities market, by comparison. In short, schools perpetuate a continually up-keeping and upgrading process in our American life. If the schools were closed for one generation, the golden chain of economic success would be broken, and it would take several generations to recover the loss because their great power lies in their perpetuity and continuity.—Committee on School Revenues, Wisconsin Teachers Association, Report 1930.

Much of the trouble in connection with the teaching of economics is due to the limitations of the learner's economic experience and the difficulty of divorcing this experience from the broad general principles involved in a study of this field. The attitudes and emotions one brings to economic problems are always colored by previous experiences as a result of such things as the social class or the occupational status of the learner or his family. It is extremely difficult to

change prejudices, emotions, and attitudes. The field of economics, unlike many other fields of learning, is full of such. Hence the importance of early instruction in the field. A steelworker's son has quite a different outlook on economic life than does a banker's son.

Economic illiteracy is common enough because school organizations, especially on the elementary and secondary level, have done but little to eliminate it. Rapid strides have been made in getting rid of the reading and writing type of illiteracy but economic illiteracy prevails. Health education of a particular kind has made splendid gains but that form of education which would make possible continued health in adult life has received meager attention. Economic education is concerned with the problem of aiding the individual in the making of a livelihood without which adequate health is well nigh impossible.

That economic illiteracy is common is evidenced from the number of fallacies frequently revealed in conversation, speeches, writing, and thinking generally. It is not confined to any particular group—day laborers, doctors, even college graduates who have had formal courses in economics frequently reveal in their discourse that their economic knowledge is superficial and fundamentally unsound. A list of characteristic common fallacies, by no means complete, is given below:

1. That chain stores are detrimental to local communities.
2. That advertising increases total demand.
3. That big businesses are always more efficient than small concerns.
4. That demand may be increased without increasing purchasing power.
5. Money wages and real wages are the same.
6. That putting money in savings banks is always the best form of thrift.
7. That women workers undermine the wages of men.
8. That anything which will make more work for people is desirable.
9. That machinery reduces the demand for labor.
10. That importing commodities which can be made here impoverishes us.

As indicated before, this is by no means a complete listing of economic fallacies. No comprehensive study of economic myths is available and would not be practicable but if such study

were made, undoubtedly many more would be revealed. Nor do these fallacies always occur in the form given in the list above. Many variants of the list of ten constantly crop out in ordinary discussions of economic problems.

Many of the fallacies, for example, the chainstore controversy, the tariff fallacy, arise essentially out of a constant confusion of money and the real nature of wealth. In a highly specialized society such as ours, people fail to see the whole productive process. Their contributions to production are usually rewarded in money and the constant emphasis is upon money. Money becomes an end and not the means. On all sides money is emphasized and children, especially urban children, recognize money as the be-all and end-all which will give them what they want at the drug or grocery store. Their thinking does not go beyond the drug or grocery store and the question as to how the constant flow of goods and services comes to them is not of any real concern. Money becomes not a handmaiden of the productive process, which it really is, but an end in itself. Hence when adulthood is reached such ideas as "the chain store is undesirable because all the money goes to big cities" or "buy products which are produced in X town or Y state because it increases the circulation of funds in those immediate communities" find immediate and uncritical acceptance. We fail to see that such an attitude overlooks the benefits of specialization and expenditures for products from out-of-community or out-of-state firms may provide extra purchasing power for other things.

The advantages of specialization can be seen in small situations or in individual cases but it is common to overlook the same application to communities, states, or nations. We can all see that it pays a lawyer, even though he be the best stenographer in the state, to spend his money to hire a stenographer while he works at his law but we fail to see that the same concept applies to city, state, or national situations.

Why are these fallacies so prevalent? Part of the difficulty is due to the fact that professional economists have been but little concerned with economic education during the early years. Part of the difficulty is due to the failure to see the economic process as a whole. Part of the difficulty is due to a constant confusion of money and wealth.

The teaching of elementary economics on the lower levels has been hampered because economic problems are rarely

considered from the standpoint of the learner and when the teacher does introduce economic material, he or she has been prone to adopt the jargon of the professional economist. The ideas and concepts connected with the field are essentially simple and failure to make the necessary language adaptation has often made economics abstruse and unreal. The teaching difficulties are largely verbal rather than conceptual.

How can economic illiteracy be abolished? There are several steps: [1] economic education should be extended to all levels of education, [2] recognition of the fact that economic education constantly goes on outside the classroom should be made, [3] language adapted to the pupil's understanding must be developed, [4] teachers must have a working knowledge of the economic system.

Economic education must not be confined to the upper levels. At the present time instruction in economics is given to relatively few. In 1928 the Bureau of Education reported 147,035 students taking the elementary course in economics on the secondary school level, a small fraction compared to the total secondary school enrolment. Economic education is particularly needed by those groups which leave school at the earliest period because dropping out is most always a result of economic pressure. Economic education is, of course, needed by all groups but the environment of the lower income group which leaves school at the early period is such that their economic education from nonschool forces is meager. Another reason for giving economic education early is that the first impressions are strongest; hence the difficulty of eliminating economic fallacies acquired in early youth.

Much economic education goes on outside the classroom. All advertising is a form of economic education. The classroom teacher's most formidable competitor is the writer of advertisements. Advertising is colorful, emotional and subtle. Frequently it is prepared by persons better paid and more highly trained

for their work than are teachers. Some types of advertising are socially desirable and serve the individual's welfare. On the other hand, many advertising appeals contain only half truths which guide the student into paths neither socially desirable nor individually wise. That the student be taught to be a skillful and discriminating reader of advertising is one of the teacher's important responsibilities in the matter of economic education.

Advertising is, of course, not the only source of outofschool economic education. The parents' discussion of the rent problem, contacts at the corner grocery, getting an afterschool job, are all examples of the type of thing which results in economic education of a realistic nature. Much of the outofschool economic education may be enriched and made more worthwhile if it is fortified by training which will enable the student to see himself in relationship to the economic world and its processes as a whole. Whether the learner likes it or not, he is pushed into an intensely competitive economic world and the school's main contribution is to aid in the adjustments which he must necessarily make.

Much of the difficulty of classroom work in economics has been the result of inadequately prepared materials. The usual text in economics is poorly adapted, from the point of view of language, to the understanding level of the learner. Economic theory, with its technical jargon, has too often found its way into the elementary texts with the result that the student consumer of such books may get a linguistic and verbal knowledge of economics with no real appreciation that results in behavior change. Pictures, cartoons, graphical presentations, and most important of all, an interesting and exciting language are all too rare in such books. In the absence of such materials, the problem presents a challenge to the ingenuity of the teacher who is keen enough to recognize the problem.

Economic illiteracy has not been abolished, in spite of the great increases in school attendance, because teachers themselves need to be informed concerning economic affairs. It is rather apparent that teachers themselves need economic education when one finds that they are frequently the victims of stock-selling schemes and the like. The first step in abolishing economic illiteracy is that the teachers of every level of education become interested and observant students of American and international economic life.

DOES your school teach family economics? Do you have each child analyze the budget, the income, and expenditures of his family? Do you teach automobile accounting including the cost of depreciation and interest as well as upkeep? Every school is surrounded by a living textbook of economics in the experiences of the family and the community.

The Lost Radiance of the Christian Religion

OF ALL the interpretations of the Christian Religion there are few so false and none so worthless as those which reduce it to a wash of rose colour spread over the dark realities of the world, or to a group of fancies in which the soul of man, knowing them to be untrue, takes a deceitful holiday from the burden and the tragedy of life.

But while it is needful to guard ourselves against these sentimental perversions, of which there have been many, it is yet true that *Christianity is the most encouraging, the most joyous, the least repressive and the least forbidding of all the religions of mankind*. There is no religion which throws off the burden of life so completely, which escapes so swiftly from sad moods, which gives so large a scope for the high spirits of the soul, and welcomes to its bosom with so warm an embrace those things of beauty which are joys for ever. The Christian Religion has arduous phases; there are points on its onward path where it enters the deepest of shadows, and may even be said to descend into hell. But the end of it all is a resurrection and not a burial, a festival and not a funeral, an ascent into the heights and not a lingering in the depths. Nowhere else is the genius of the Christian Religion more poignantly revealed than in the Parable of the Prodigal Son, which begins in the minor key and gradually rises to the major, until it culminates in a great merrymaking, to the surprise of the Elder Son, who thinks the majesty of the moral law will be compromised by the music and the dancing, and has to be reminded that these joyous sounds are the keynotes of the spiritual world.

In our discussions of the religious needs of young people we are often tempted to regard Christianity as a religion of the old, which has by some means or other to be adapted to the minds of the young. I think we should be nearer the truth if we were to regard it as originally a religion of the young which has lost some of its savour by being adapted to the minds of the old.

In thus describing Christianity, I am thinking of its original genius; and not of the forms or the atmosphere it has acquired in the course of its chequered history, and in which it still survives.

A reprint of L. P. Jacks' book, "The Lost Radiance," copyrighted by George H. Doran Co., 1924. Used by permission of the author.

The chief difference [as it seems to me] between the original as we find it in the New Testament, and the forms with

MY EDUCATIONAL philosophy is in this book." Thus spoke L. P. Jacks of this essay on *The Lost Radiance* during a personal conversation with the Editor at the International Recreation Congress in Toronto. This essay is peculiarly timely at the present moment in American life when amid the difficulties of disillusionment we are struggling to recapture the abiding values of life. There runs thru this essay like a golden thread a conviction without which no teacher is ever at his best—an inspiring faith in the improbability of man, a faith so deep and so triumphant as to overcome all obstacles. Such an essay is worth many rereadings.

which we are familiar in our time, is that the modern version has lost the note of encouragement, and acquired again that very note of repression which has no place in the good news of Jesus Christ. There have been many corruptions of Christianity, and some of these, as we know, have damaged the innermost substance of its teaching. But perhaps the most serious corruption of all is not to be found in any list of the doctrines that have gone wrong. We find it rather in a change of the atmosphere, in a loss of brightness and radiant energy, in a tendency to revert in spirit, if not in terminology, to much colder conceptions of God, of man, and of the universe.

Indeed it is no uncommon thing to meet with persons of authority who openly avow that they are unable to sustain themselves in the atmosphere of the New Testament, that the only portions of it which appeal to them are those which fall into line with the stern obligations and straightforward moralities of the Hebrew religion, that all the rest is fantastic and artificial, and that they for their part are more at home in the Old Testament than in the New. To these persons it is matter of no moment when you tell them, in the language of

St. Paul, that they are returning to the beggarly elements of the law; they attach little importance to what St. Paul says about these things; and their withers are unwrung. If you add that they are losing the radiance of Christianity, they answer "Let it go; it is more dazzling than useful; and we shall see better where we are when it is gone." Such an avowal is entitled to respect, if only for its honesty. But there is another attitude of mind, far more common, which one can hardly respect quite as much. It belongs to those who have reverted without knowing it; who adopt the phrases distinctive of the Gospel, but miss the radiant energy that transfigures their meaning and makes them effectual; so that in the long run their Christianity reduces itself to the pursuit of moral excellence under a system of inviolable law, like the religion of the book of Deuteronomy.

The radiance of the Christian religion is a subtle and elusive thing which no definition can capture and no eloquence describe. It is not attached to any particular mode of presenting the doctrinal side. Christianity in its simplest and most intelligible form may be as deficient in radiance as any other. No doubt the simpler forms ought to retain it more easily than the complex. But that has not always happened. All that need be said is, that a simple Christianity which has lost its radiance is no more effectual than a complex Christianity under similar conditions. The simple like the complex may easily overlook the presence of a thing so subtle. In religion, as in art, the difference between the best and the second best is a difference that cannot be verbally formulated—"it is the matter of a hair, a shade, an inward quiver"—and yet what a difference it is! We recognize it in persons, though perhaps without knowing exactly what it is.

Indeed it was in the form of a person that the radiance of Christianity made its first appearance and its first impression on the world. It has a kinship with Beauty, but it stands for a Beauty so different from any other with which we are familiar that even that pregnant word does not carry us very far. And yet it is no travesty of our religion to say that its power to move us lies in the vision it brings of a hidden beauty in the world, present even in the depths of pain and sorrow, and nowhere else so

poignantly present as there, the sight of which is so encouraging, so invigorating, so exhilarating, that life and conduct are immediately raised to its own levels, and we ourselves become dispensers of it, with a new mastery over fate and circumstance, conquerors and more than conquerors over these light afflictions that are but for a moment. Christianity did more than tell us something new and refreshing about the nature of God. It told us something new and refreshing about the nature of the universe of which we are living parts. "A light came *into the world*"—so the Fourth Gospel puts it—not a light shed from without, but a light that burns within the heart of the world itself, transfiguring the whole length and breadth of existence, from what it seems to be to the eye of sense into the fullness of its reality—the fitting abode of immortal and rejoicing spirits, the Father's house of many mansions, where music and dancing await the regenerated soul, not only the music, to which we listen, but the dancing which reproduces the music in the total movement of our lives. This is what I mean, and nothing less than this, when I speak of the radiance of the Christian religion—not an adventitious quality, nor a mere alleviation or adornment of an otherwise stern and uncompromising code of duty, but an essential and all-pervading energy, in which duty itself becomes a new creation along with everything else, forgotten as duty because it has been transformed into love, so that the poet could say:

Flowers laugh before thee on their beds,
And fragrance in thy footing treads.

There are many ways in which we may read the New Testament; many moods in which we may respond to its appeal; many angles of vision from which we may interpret its teachings. Mostly we place it in an atmosphere which is certainly not its native air, and which it can hardly breathe without some loss of its essential radiance. How shall we describe the setting in which we most commonly place it? I am not using a veiled term of contempt when I call it the atmosphere of our churches and

chapels. We read it in close connexion with the solemn exercises of religion and with the gravity of theological studies. We read it with the memory of endless controversies in the background of our minds. We read it as men who are anxious for the safeguarding of morality, though the Gospel of Christ is indeed no more anxious about morality than it is about the morrow. We read it as a portentous document which brings us into the presence of dread alternatives and bids us choose between life and death. In such associations we naturally become pensive and our spirits apt to droop; the light grows dim; the tone subdued; the temper inelastic and sometimes perhaps a little cowed. That is not a favourable state of mind for penetrating the secret of Christ. Our minds should be undisturbed by controversial interests. There is that in the Gospel which is more akin to the song of the skylark and the babbling of brooks.

And yet I am far from saying that in all this pensiveness we are utterly mistaken. There is room in Christianity for our pensive moods. The compass of its theme is wide enough to allow of many a passage in the minor key, and perhaps even for a discord here and there. There are moments indeed, or phases when the whole meaning of our religion seems to turn on the dark tragedy of human existence; when Christ himself comes before us a Man of Sorrows, and the Cross overshadows everything else. But these things are not dwelt upon in a heavy-hearted way. Christianity does not brood upon the sorrows of mankind. It is always music that you hear, and sometimes dancing as well; and if at times the melody dies out in a sad cadence, or even a cry of despair, it is never final, but only the prelude to a greater song. The mistake arises, where we pitch upon the minor key as though it were the characteristic note. This I am afraid is what many of us have done; or shall I say what the church and chapel atmosphere has done for us; in spite of our knowledge that it is a misfortune. And the danger of it is great.

By approaching our religion exclusively from that point of view, by set-

ting it exclusively in that atmosphere, we lose sight of the qualities which make it a *religion of encouragement*, until little by little it slips back to the very thing it was intended to supersede, becoming a system of repression, directed against a race of men who cannot be trusted, and who need the terrors of the law, veiled perhaps under a new terminology, to coerce them into obedience. Whenever that happens Christianity fails. It fails through the loss of its radiant energy. It sinks to the level of a philosophy of life piping to a world that will not dance.

It is strange, after the Christian religion has been studied and practised for so many ages, though it has been studied far more than it has been practised, that we need to remind ourselves so often that Christianity is essentially the religion of the spirit. It was so to Jesus; it was so to St. Paul; and it should be so to us. The final object of a spiritual religion must always be the Spirit, that and nothing else. "God," said Jesus, "is Spirit," and it is a definition of God which goes behind and beneath all the other names that are applied to Him. And not only the object of it but the source; the well-spring of all motives, as well as the goal of all desires. The fruit of the Spirit, says St. Paul, is *love, joy, peace*, and the rest, all the great virtues following in the train of these three. These are the fruits of the spirit, because they are the nature of the spirit. The spirit is love! it is peace; it is joy; and perhaps joy most of all. It is a joyous energy, having a centre in the soul of man. It is not a foreign principle which has to be introduced into a man from without; it belongs to the substance and structure of his nature; it needs only to be liberated there; and when once that is done it takes possession of all the forces of his being, repressing nothing, but transfiguring everything till all his motives and desires are akindled and aglow with the fires and energy of that central flame with its love, its peace, its joy.

We are introduced to a conception of man which represents him as a vast reservoir of spiritual force, unused, undeveloped, perhaps even unborn, but

THE FORMATION of a human mind—of your mind—is not so much an individual as a social affair. It is the product of many, many influences. People's minds are broad today because they see more, hear more, travel more. We need to make a special effort to get depth of mind—to meditate, to seek abiding values, to have a few great books that we read over and over until the flaming truth of them has burned itself deeply into our lives. The mind and the spirit require food and exercise for their growth.—J. E. M.

waiting for liberation, and destined when liberated to clothe him with splendid virtues, to expand his being over an enormous range, to make his garments whiter than any fuller on earth can white them, and his countenance to shine as the sun.

Over against this conception of man the Religion of the Spirit furnishes a conception of the world, of the universe, of reality, to correspond. As man in his innermost nature is a far higher being than he seems, so the world in its innermost nature is a far nobler fabric than it seems, precisely the kind of place, or of home, where the liberated spirit can find a never ending field for its activities, and a never ending theme for its joy. Man and his world are transfigured together; how could it be otherwise, seeing that both are of one substance? It is not man alone, but the whole creation, groaning and travailing in pain together until now, that stands to be delivered by the Spirit, delivered from the vision that is incomplete into the vision that is complete, delivered from the bondage of corruption into the glorious liberty of the children of God. Such is the compass and depth of the Christian religion—the Religion of the Spirit. Such are the qualities which make it pre-eminently a religion of encouragement, and throw it into sharp contrast with that other type of religion, which preceded it and has often usurped its place—the religion whose keynote is *domination*, whose method is repression, whose atmosphere is gloom and whose end is failure.

With these conceptions in mind let us read our New Testaments again, asking ourselves whether it really is the portentous document the churches and chapels have made of it, or rather whether the portentous elements, which are assuredly there, are not themselves so transfigured in the general transfiguration that they change their character and become radiant things along with all the rest.

Almost the first thing to greet us is an angel's song. To what is that the prelude? What does it lead us to expect? What is to be the nature of the symphony when the music begins in a theme so light hearted and jubilant? A new

system of ethics, a corrected theology, an improved version of the Hebrew conception of God? Surely it is to be something more. And these weary and heavy laden souls whom Jesus invites into the haven of his rest. Who are they? Are they not chiefly ourselves, bowed down with moral anxieties, oppressed by the burden of a world whose nature we have thoroughly mistaken, blind to the eternal values of which it is the home, and sadly thinking that we were born to set it right. The glory he saw in the flowers of the field, the infinite importance of the sparrow's fall, of the hairs of our head, of the two mites thrown into the treasury and of all the minute particulars of existence, the elemental joyousness that he loved in little children, the father's face which their angels rejoice to behold, the feast that crowns the turmoil of the Prodigal's life, the fruit of the vine that he will drink no more till he drinks it new in his father's kingdom, the paradise promised to the dying thief, the light come into the world of which the Fourth Gospel tells the story, the exuberant high spirits of the farewell discourses, the house of many mansions, the waving aside of death and tribulation as things that are overcome, the glory seen by St. Paul in the face of Jesus Christ and reflected in the liberty of the children of God, and finally the New Jerusalem coming down out of heaven from God, made ready like a bride adorned for her husband—all these, and much else of the same kind have a deeper significance than our pensive theologies have dared to find in them. They are more than incidental—more than pleasant resting places in a painful life of moral endeavour, more than the bright moments of a severe and sombre pedagogy. They belong not to the fringe of Christianity but to its essence. Their meaning is cosmic and universal. They are the keys to the riddle of life, prophecies of the end of all things, revelations of the reality that abides beyond the shadows, insights into the nature of that spirit whom unless men worship, they worship not the God of Jesus Christ. And the life of loving service, of imperishable good cheer, of high-hearted fel-

lowship and generosity, which blends with all this as the words of a song blend with the music to which they are set, is neither an introduction nor an appendix, but a natural response which the soul makes and cannot help making to a world built on the same heavenly pattern with itself and aglow with the same immortal fire.

I cannot but think that we are never further from the genius of the Christian religion than when we treat this luminous atmosphere as though it were a foreign envelope, of little account so long as the substance it enshrines is retained intact. Without it, the substance, no matter how simple or how complex, becomes a dry formula, dead as the moon. Losing the radiance we lose at the same time the central light from which the radiance springs, and our religion, instead of transforming the corruptible world into its incorruptible equivalents, reverts to the type it was intended to supersede and becomes a mere safeguard to the moral law.

Can a religion of this nature be translated into the homely terms of human conduct? Can it become the driving power of a noble life? Can it be applied to solving the concrete problems of our civilization? Can it be used as a master principle for building up the form of human society?

That the Christian religion has influenced our social life at many important points cannot be denied. That it has ever been used as the master principle of construction I greatly doubt. Indeed we have grown so accustomed to guiding our conduct by other ideals, and to solving our problems by other methods, and the mental habits that go with these have become so embedded into the structure of our thought that to many minds the Christian method appears to be no real method at all. Nay more. Convinced as most of us now seem to be that human progress is mainly to be won through the medium of political action, we often imagine that we are appealing to Christian principles when, as a matter of fact, we are yielding to the very obsession from which Christ lived and died to deliver the world.

LOVE, joy, peace, faith, hope, humility: these are the characteristic Christian ideas. Whenever these words threaten to drop out of our vocabulary, or are used with an unpleasant suspicion of unreality, cant, or affectation, we may be sure that we are losing the essence of the Christian spirit, and are falling back into paganism. It is an absolutely sure and scientific test. If we do not want the words which Christianity had to coin to express its new ideas, the reason must be that we have lost the ideas themselves.—*Personal Religion and the Life of Devotion*, W. R. Inge, Dean of St. Paul's.

At all events, *no one can view the pass to which we are now come, the dreadful confusion bordering on anarchy in which the fortunes of mankind have become involved, without suspecting that great illusions have been at work, and feeling himself challenged to think out the causes of these things in the light of first principles.* Such an effort will not be in vain. It will be rewarded by a threefold discovery; first, that the Christian principle still awaits its application at the central point; second, that the opportunity for applying it exists at the present moment; third, that nothing can allay these discords short of those radiant conceptions of God, of man, of the universe, which are the life and essence of Christianity.

Look at them once more. On the one hand there is the idea of man as a being of vast potentialities; from which it follows that the first need of man is not limitation but expansion, not repression but encouragement. Corresponding to this is the idea of the world as a storehouse of inexhaustible riches which man's nature befits him to appropriate and entitles him to enjoy. Suppose now that civilization, starting with the impulse given to it by those ideas, had followed them out step by step through the ages—what direction would the course of history have taken? Clearly the chief concentration of energy would have been on the "development" of this wonderful being, on what we may call the "education" of man's spirit in the largest sense of the term. All those methods, whether religious or political, would have been avoided which start from the assumption that man is either depraved or dangerous, and which, by assuming that he is depraved or dangerous, end by making him so. That is to say, many features which are now deeply characteristic of the social structure as we know it would never have come into existence. The schools would still be there, but the prisons would not. Equally impossible would have been the rise of a large number of powerful political States standing in perilous and warlike relationships to one another.

Negatively we can say this and a great deal more, ruling out, one by one, institutions and characteristics so closely linked with what we know as civilization that we can hardly think of civilization without them. This leaves it the more difficult to say positively what form society would have taken, had the aim throughout been the development of man. Power and domination, which are

now the outstanding features, would certainly have become subsidiary, and might possibly have disappeared alto-

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

gether. I have sometimes thought that we get a more positive hint, faint but significant, from existing groups and communities where education or development is the avowed object of the association. In the best of our schools and colleges, in certain aspects of University life, in the societies which exist for promoting the arts and sciences we have a type of human relationship which the imagination can easily extend to a worldwide scale. I do not suggest that the mission of Christianity was to turn the whole world into a school or college; but I do suggest that the spirit of fellowship and goodwill that is to be found in the best of these institutions is capable of producing a rich and varied type of social structure in the world at large. Conceivably it might have furnished the evolution of the west with its main motive and line of direction, with the result that we should be living in a world as unlike to the present as two things could possibly be.

But, as we know, civilization launched out in another direction. Instead of concentrating on development, as Christianity was inviting it to do, it concentrated on *government*. Unable or unwilling to grasp the truth that the first need of man is to be taught, the western world reverted to the legalist notion that man is a dangerous being, whose first need is to be governed—a being with whom you can do nothing till you have put a bridle

in his teeth. Under the malign obsession of this belief everything was gradually pushed back to the point from which the religion of the spirit had pushed it forward—religion, theology, morals and politics—so that western civilization, hardly knowing what it did, again fell under the sway of ideas which were nothing more nor less than the old leaven of legalism under a new disguise. The universe itself was conceived as founded on a system of iron law which it is death to disobey, a conception which empties the world immediately of everything that makes it a home for the creative spirit. So deeply has this idea entered into the structure of our thought that to this day it is no uncommon thing to hear the laws of nature spoken of as though they were legal enactments—to which they present not the least analogy.

In all this there was naturally involved a parallel degeneration in the idea of God. Men still spoke of him as the Father, following the terminology of Christ, but missing altogether its spirit. Under the stress of the surrounding ideas nothing could prevent the popular imagination from translating this term into the vision of a venerable potentate, a grandfather rather than a father, a patriarch rather than a companion, administering rewards and penalties under fixed statutes, and listening to the petitions of his subjects for their mitigation. *God is light, God is love, God is Spirit*—these phrases were still repeated, but for the multitudes of mankind the life and the meaning were gone out of them.

The reaction on human conduct, on the structure of society, on the form of education was disastrous. Conduct took the form of submission to a law imposed from without, with the result that virtue lost its creativeness, while the mass of mankind became recalcitrant on the spot, government became domination, with the result that the dominating few became corrupt and the dominated many rebellious; education became the process of *breaking in* the spirit, with the result that only exceptional men could obey the call of their Maker by *breaking out*. Belief passed into dogma; the mind of man was put in fetters as well as his body; the Church built one prison and the State built another—the earthly counterpart of that eternal prison where the monarch of the universe tormented the souls of his disobedient subjects for ever and ever. All this was closely connected with the idea of the *potentate God* which Church and State, in consequence of their political alliance had restored,

against the martyr protest of Jesus Christ. Thinking of God in these degenerate terms, and hearing that they themselves had been made in his image, what more natural than that men should often think of themselves as little potentates.

The ex-Kaiser of Germany is by no means a solitary instance of a man who fancied himself most like God when he was giving an order to his troops, that is to say, when he was least like God. In subtler but not less mischievous forms the same illusion has been at work for thousands of years, not only in the few who possessed authority, but in the multitudes who were anxious to possess it, and so turn the tables on their oppressors. *I doubt if we have fully realized to what a degree the current ideas of God, of the world, and of the Divine Government have been moulded by habits of thought which have their origin in the peculiar needs of conquering races and war-making empires; nor do we see how these same ideas, reacting on the social conditions from which they spring intensify misunderstandings at every point and fill the world with ill-will, bad blood, inhuman delusions, and perpetual strife. Is it not a strange thing that century after century the history of our civilization in large affairs as in small, has turned on that forbidden question, "Who shall be greatest?"; a question which assumes Protean forms, but which, in its newest forms, as in its oldest, is utterly alien to the Christian conceptions of man, and has no place whatever in the religion of the spirit. Hence that hideous struggle for power, that moves for ever in a vicious circle, now breaking out into terrific conflicts between nation and nation, now into class wars that are hardly less destructive, strewing calamity at every stage of its futile progress, until at last it brings the world to the verge of social and political anarchy.*

The Dean of St. Paul's has recently stated that *the problem of human government still remains unsolved. It remains unsolved because in and by itself it is insoluble. It becomes soluble only when placed in strict subordination to other questions that are far more vital than itself. Treat man, after the mind of Christ, as a being whose first need is for light, and whose second need is for government, and you will find that as his need for light is progressively satisfied, his need for government will progressively diminish.* That is the only solution of the problem of government. Reverse the order, treat him as primarily a subject, whether of God or king, or demos,

and what happens? The politics of the world will tend towards chaos, as they now are doing, while religion will decline

WHAT IS IT in our souls that makes us unwilling to have a right relationship to God and other people? Two things — selfcenteredness and insincerity. You will find that modern medical psychology regards these as two primal evils, just as religion does. For a man or woman to have their interests turned in upon themselves and not out upon others is to have a man or woman who is not likely to be healthy for long. And when the psychologist finds a man is insincere—that, seeing the facts, he will not face them, he shows him the door—there is nothing more to be done.—From "Man's Need" by Rev. W. Fearon Halliday in *Religion and Life*.

step by step until it becomes indistinguishable from the moral pedagogy, whose impotence has been demonstrated by innumerable failures. The struggle for power has now involved the whole fabric of our civilization, and each new phase of it leaves the final solution more remote and unattainable. It is the inevitable consequence of reverting to the idea of *domination*, as the key of God's relation to man and of man's relation to his fellows. On that ground the doom of mankind is perpetual strife. There is nothing for it but to fight it out, and to go on fighting it out, phase after phase, till civilization has spent its resources and the higher energies of the race are exhausted.

But there are many hopeful signs; and the chief of them all in my judgment is the growing recognition, all over the world, that man's primary need is for light. If the Churches should be led by the Spirit of God to ally themselves with this, the lost radiance of the Christian religion will return, and the Church will become the foremost teacher of mankind. If not, the spiritual revival will take place all the same; but it will take place not in the churches but in the schools. In the next generation there will grow up, there is growing up even now, in this country and in many others, a vast unordained ministry of religion who will find their mission at the teacher's desk. Along with this, there is a hunger for light in every class of the community

which exceeds all existing means of satisfying it. Is it not a significant fact that while the churches are complaining of emptiness, the schools, the colleges, the universities, are packed to overflowing? Within the last few weeks I have met a Frenchman, a Swede, a Dutchman, an American, a Chinaman, and a Japanese. To each I put the same question: "What is the leading interest in your country? What do your people really believe in?" And in each case the answer given was the same—Education. When I varied the question, and asked: "What have you learnt from the war?" the answer was: "We have learnt our need of education." Some would prefer them to have said: "We have learnt our need of Christianity." But is it not the same thing? In grasping the vast potentialities of the human spirit, and that is what this hunger for education means, have they not grasped an essential characteristic of the Christian religion, and placed themselves at its very growing point? Unless the signs are wholly misleading—and I cannot believe that they are—a movement has already begun, on the surface but more beneath the surface, which, if it develops according to promise, will grow into the most impassioned enterprise so far undertaken by man.

The struggle for *light*, with its wide fellowships and high enthusiasms, will displace the struggle for *power*, with its mean passions, its monstrous illusions, and its contemptible ideals. Instead of Education being a department of Government as now, Government will become a department of Education. The struggle for power will end, not as some predict, in universal revolutions, which would merely set it going again in another form, but by being submerged, lost sight of, snowed under by the greater interests that centre round the struggle for light. I say these things will happen. But *they will not happen unless men are sufficiently resolved that they shall.* Already thousands are so resolved. Let us add our resolution to theirs, thereby taking the first step towards the recovery of the lost radiance of the Christian religion. For of one thing we may be assured. The struggle for light will not stop at a first series of discoveries. It will go on and on, from point to point, from position to position, from insight to insight, until the fruits of the Spirit are possessed, the eternal values revealed, the unsearchable riches laid bare, the many mansions fully opened, and the turmoil of life transfigured and explained in the music and dancing of an immortal world.

The United States Office of Education

WHY SHOULD I pay for educating other people's children?

This is a question which taxpayers—particularly taxpayers with large tax bills—sometimes ask. True, they do not ask it often. Selfinterest has been tempered by the strength of American ideals.

In a western school district enrolling 8000 children one single corporation pays from its income 60 percent of the cost of operating the schools. Heads of this business might reasonably ask why they should pay such a large share for the education of other people's children.

Superintendents have brought forth some answers to the question of community responsibility for support of education. They have used Thomas Jefferson, the preamble to the Constitution, and the philosophy of democracy. They have relied on generalities and laws. Hard convincing facts have been wanting.

At the Los Angeles meeting of the National Education Association, United States Commissioner of Education, William John Cooper, presented some sound fact answers to the question: Why should I pay for the education of other people's children?

"I believe I could pile up an array of facts," declared Dr. Cooper, "which would convince the most skeptical business man that every dollar invested in education brings returns to American business.

"Only 5 percent of the illiterates deposit money in banks, and only 10 percent of them pay any taxes other than the poll tax. Iowa, the least illiterate state, has more farmers who own their farms than any other state. . . . Of the five states which showed the highest average per capita wealth in 1922, only one, Rhode Island, had an illiteracy in 1920 of more than the national average of 6 percent. . . . These five states showed an average per capita wealth ranging from \$3086 in Rhode Island to \$4007 in California."

Newspaper circulation figures and sale of books also show the same trend, Commissioner Cooper reveals in his statement, which is printed in full under the title, *Purchasing Power: Education Creates It*, in September *School Life*, official monthly journal of the Federal Office of Education.

Progress, he points out, depends on

increasing secondary or cultural wants. Education creates these wants. If you wish to live in a progressive community,



LEONARD V. KOOS, *University of Chicago, director in charge of the National Survey of Secondary Education now being conducted by the Federal Office of Education.*

therefore, you must pay for the education of other people's children as well as your own.

For school administrators—Twelve selected publications of the Office of Education which present the latest available information and statistics on school administration in general, finances, legislation, school boards, per capita school costs, consolidation, etc., are offered in *Dollar Educational Packet No. 10*. School administrators, teachers, school business managers, research specialists, and other persons interested in "keeping up" with the latest school facts and figures may find this packet of publications useful.

Junior colleges—The junior college movement is growing in America. According to federal statistics, there are now approximately 450 junior colleges in the 48 states, 272 private and 178 public. The *Status of the Junior College Instructor*, an Office of Education Pamphlet, No. 20 (price 5 cents), which just came from the press, points out that the typical junior college instructor is an American born man, 35 years of age,

who possesses an M. A. degree. His annual salary is \$2294. More than 1200 junior college instructors furnished the data for this study which was prepared by John T. Wahlquist, University of Utah.

Elementary and high-school enrolment—Advance reports of school enrolment received by the federal Office of Education statistical division show that in 1930 American high schools housed 11 percent more boys and girls than they did in 1928, while elementary school enrolment dropped .2 of 1 percent.

Supervised correspondence courses in public high schools—One hundred and thirty schools in the United States are attempting four years of high-school work with but one teacher. A multitude of other small high schools with from 30 to 50 pupils have as few as two teachers. Use of supervised correspondence courses in many schools of this type has been found very helpful. The Office of Education is endeavoring to learn how many high schools in the United States allow credit toward graduation for supervised correspondence courses, and would appreciate receiving names of schools offering such courses to students. [Address Dr. Victor Noll, Office of Education, Department of the Interior, Washington, D. C.]

New publications—*Radio and Education*, Bulletin 1931 No. 20, Chapter 18, price 5 cents; *Industrial Education*, Bulletin 1931 No. 20, Chapter 4, price 10 cents; *Career Guidance Leaflets*; *Civil Engineering*, No. 11, price 5 cents; *Librarianship*, No. 9, price 5 cents; *Journalism*, No. 8, price 5 cents; *Dentistry*, No. 7, price 5 cents; *Architecture*, No. 10, price 5 cents; *Pharmacy*, No. 14, price 5 cents; *Bibliography Series: Good references on teachers of rural schools: Status and preparation*, Bibliography No. 1, price 5 cents; *Good references on vocational guidance*, Bibliography No. 2, price 5 cents; *Good references on supervision of instruction in rural schools*, Bibliography No. 3, price 5 cents; *Current practise in the construction of state courses of study*, Bulletin 1931, No. 4, price 15 cents.

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.

Values of the Social History for the Teacher

CAROLINE B. ZACHRY

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

IN PRESENTING the philosophy of progressive education to teachers, Dr. Kilpatrick makes the statement that the teacher should begin with the child where he is in reference to what he may become. In order that the progressive teacher may begin with the child where he is, she must base her work with him on a knowledge of his past experiences at home and in school. For the majority of the children in the class she will find that her knowledge of the neighborhood, of the school experiences which the group has had in previous years, as well as her observation of each child's reactions to the new classroom environment, gives her a fair enough picture of the past experience of her group to help her in guiding their new experiences at the beginning of the term. As she lives with the children from day to day, talks with them and meets their parents, her knowledge of them and their past experiences rapidly increases. She becomes aware of their needs, emotional and intellectual, and can soon form a fairly good estimate of what they may become during that school year. On her knowledge of their past experiences and of the place to which she hopes to lead them, she should base her class work.

However normal her group may be, there are always a few children who show behavior which needs more careful study. From her study of mental hygiene she realizes that she will find the causal elements of their present behavior in their total environmental background and in the facts of their biological inheritances. This, of course, involves the type of study which should be made by a child guidance department, not a study which could be handled by the teacher alone. The task of getting this social history should be undertaken by a specially trained worker, an expert in the field of mental hygiene case work. Even if the teacher had the necessary training to do this work herself, the time element would make it prohibitive. She then must rely on the report given her by the child guidance department. It is of utmost importance, however, that the teacher should understand thoroughly the significance of this report and that she should have such an objective and professional attitude toward the report itself that it is

quite as ethical for her to see it as it is for the psychiatrist, psychologist, and the visiting teacher to be familiar with it.

Those Other Things

THERE IS such talk of this and that, phonetics, a,b,c's; Arithmetic and projects, drills and activities; But there are many other things that I would like to know; I ponder how to teach a child to meet the unjust blow; To give his best and see it scorned, nor yield to bitterness; To wring from grudging circumstances a measure of success. ¶There is such talk of this and that but Life slips by so fast! I look from schoolroom windows visioning many things—last Crimson leaves; the glory of the world outside; the joy Of youth in action; warm sunlight; a strolling girl and boy; And my heart misgives me. How can I recompense these young For golden hours? For things they might have done? For songs unsung? ¶There is such talk of this and that; the needful things we do; Yet I keep thinking of the bubbles' gay and changing hue, Ardent Youth believes in. How can I make these young ones strong? Attuned to things that are, yet save the lilting of their song? Save their joy in rainbows; their faith in Love? What words of mine, Or deeds, can make a drab schoolroom a place supremely fine?—*Gracia Bryan Bolfig.*

In the course of child guidance many difficulties have arisen from the fact that the teacher has not understood the treatment plan prescribed by the child guidance department. Only too often she has been asked to accept decisions without any understanding of how they have been reached. The teacher ought to be, and usually is, a welltrained person with technics and plans of her own. She should not be expected to throw over all that she has attempted to do for a child without understanding why she should make the change; nor should she be expected to accept a new method of procedure whole-heartedly when she does not understand the reasons underlying it. Because of her own philosophy, the progressive teacher has already accepted the point of view that it is necessary to study the whole environmental background of the child in order to plan for him effectively. The child guidance department may tell us that the teacher has

not had sufficient mental hygiene training to understand the diagnosis and treatment plan. Unfortunately this is only too true and must be remedied by giving the teachers of our country at least sufficient mental hygiene training to be able to interpret reports presented to him by the child guidance department so that they may take an intelligent part in treatment. Teachers are not expert psychologists but enough of the technics of tests are given to them in their training to enable them to interpret the psychological report and be guided by the findings. The same situation should be true of the reports prepared by the psychiatrist and visiting teacher. Mental hygiene training in normal schools, teachers colleges, summer schools, and extension courses for teachers in service is increasing rapidly. Until sufficient courses have been provided for the classroom teacher to give her a background in mental hygiene, she must depend on her reading and the help of the visiting teacher.

Thruout this series of articles an attempt has been made to make clear some of the significant facts of mental hygiene in the classroom. In this article we wish to point out some of the values of the social history for teachers. What are some of the facts about a social history which should be made clear?

The social history as it is prepared by a child guidance department includes the record of the child's physical examination and psychological tests. School hygiene has given the teacher some conception of the part his physical condition plays in the total adjustment of the child. A study of intelligence is an accepted part of the teacher's training and thus she realizes the significance of intellectual equipment in his total adjustment. That with which she is least familiar is the significance of the emotional factors in the family background and their influence upon the total personality of the child. This is, of course, adequately depicted in the social history.

Since it is with the child and his behavior in the classroom and school that the teacher is primarily concerned, it may be as well to start our discussion with the school history. This phase of the history is prefaced by a statement of the

child's problem as revealed at the time of study. The school history attempts to show his teacher the type of progress he has made thruout other grades; intelligence and achievement tests are significant but should not outweigh in importance the description of his classroom behavior in each situation, and his teacher's opinion of his behavior. The teacher will be interested to note possible similarities in his behavior as observed in various classrooms. It is a grave mistake to have this history include only a description of his behavior since he was considered a problem. It is quite as significant that the teacher should know how he behaved prior to the time that he was considered a problem and what was going on in the classroom situation at the time that his difficulties began. In reading this history the teacher should be able objectively to take into account the reactions of the other teacher personalities which have come in contact with the child. She should try at this point, in as fair a way as possible, to evaluate the effect of her own personality on him. She must keep in mind the possibility that the origin of the child's difficulty may not be in the school situation but that all of his school behavior may be symptomatic of conditions entirely outside of school. Changes in the school procedure may be necessary for the child in an effort to balance some of the conditions of the home and neighborhood.

This brings us to the study of the home and family background. The history at this point reveals the emotional factors in the home to which the child must adjust. The teacher may wonder why she must read a fairly detailed account of the grandparents. After all, the child's behavior is not hereditary and the grandparents may not be in the present picture. The significant point here is that it is they and the home which they set up which have influenced the parents' behavior and the parents' attitudes to-

ward homemaking. The occupation of the grandparents gives some clue as to the intellectual status of the family and must

Problem Children

CLARA BASSETT in *The World Tomorrow* listed the following as problem children:

The child who is abnormally timid, fearful, and shrinking.

The child who is jealous of attention to or achievement by other children.

The child who habitually bullies or annoys other children.

The child who flies into temper tantrums whenever thwarted in any desire.

The child who demands constant attention by showing off.

The child who is too dependent on its mother and cannot take its own part in a group.

The child who is sullen, resentful, feeling itself "picked on," discriminated against, or shut out.

The child who does not distinguish between phantasy and fact.

The child who takes refuge in physical symptoms or complaints when confronted with difficult or unpleasant situations, or for the purpose of getting attention.

The child who shows unusual interest and curiosity in sex matters or participates in sex activities.

The child who takes things which do not belong to it.

The child who is inactive and day-dreams all the time.

be recognized as a clue to, but not a final test of the family's intellectual equipment. Nationality unquestionably influences the ideals, social standards, and customs of the family. The customs may be causing active conflict in the present family situation. If the grandparents live with the family or see the child often their effect on his adjustment may be quite apparent.

The child's emotional reactions to people have their origin in his earliest relations with his parents or parent-substi-

tutes. The history gives the teacher in a concise way the personality makeup and background of the parents. It reveals situations that will indicate whether, thru these parents, the child is likely to feel security and gradually achieve normal independence. Obviously the parents' own feeling of security and success will influence the child's emotions in these respects. As Dr. William A. White says: "The child senses these things when their expression is very subtle. My illustration is that the child picks up the emotional flavor of the environment as effectively as a glass of milk in the ice-chest acquires the flavor of the onions that might be lying nearby." So much for the emotional flavor of the environment, but added to it we have methods of handling children that are the direct results of the parents' emotional needs. We have all seen examples of the mother who, unsatisfied in her own love life, ties her child to her, gaining all her love outlets thru him, thus causing him to be overdependent. Many examples occur of the father who has been deprived of an education, giving his child educational advantages and attempting to work out his own frustrations thru identification with his child, whose insecurity may be constantly increasing with his inability to measure up to his father's need for his success.

A good history reveals far more of the emotional picture of the home and the parents' childhoods and past experiences than there is space to indicate here. The teacher must bear in mind that the over-protected child or the insecure child may show the same symptomatic behavior in order to get the teacher's attention. Intelligent treatment would depend on a knowledge of the causes. The interpretation of causes should be in the hands of experts but the total picture with its interpretation must be presented to the teacher in order that she may meet the child's needs intelligently and guide the development of his personality.

Teaching: The Way to Peace

THE World Federation of Education Associations is of the opinion that as a basis for an understanding of the principles of cooperation underlying governmental movements toward international goodwill which should be taught during school life, it is wise for all children in schools to gain knowledge of those historic experiences where peoples have carried out joint projects demonstrating international goodwill and confidence.

(2) The W.F.E.A. recommends to educators in all lands that the machinery of peace be studied with increasing emphasis thruout school life.

(3) The W.F.E.A. urges all institutions for the training of teachers to make the study of international relations and world peace a required subject in the curriculum.—Resolutions adopted by the W.F.E.A., Denver, Colorado, August 1, 1931.

To Atlantic City on Highways of History

GOOD NEWS from the Jerseys," was the label headline that frequently thrilled the readers of the *New York Gazette* and the *Philadelphia Evening Post* as redcoat and "ragged continental" marched and countermarched across what has been called the "war-path of the Revolution," in determined struggle for the possession or capture of the two largest cities of the colonies. During the War for Independence, New Jersey was practically an armed camp. Its roads were virtually military highways. More than ninety major and minor engagements were fought in its towns and pine-forested sandy fields.

Thousands of the teachers who will cross this historic ground on their way to the seventieth annual convention of the National Education Association at Atlantic City next summer will take advantage of the opportunity to review the stirring events of '75 to '81 and to vitalize their classroom teaching of America's fight for freedom.

The highways that converge at Philadelphia and other points on the Delaware pass thru many a sacred spot where the leaders of today's youth will devote themselves anew to service in fulfillment of the vision which there inspired our country's heroes to endure discomfort, pain, and death.

Convention visitors who come by automobile from the west over the National Old Trail will pass thru or near old battlegrounds from Braddock's grave and Fort Mifflin on Laurel Ridge in western Pennsylvania to any one of a score of places which may with short detours be included in the journey to Atlantic City.

The autoist on the National Old Trail will vary both his history and his route

by including such brief sidetrips as Gettysburg and Harpers Ferry. He may be interested in detours which will take him past old Maryland manors and early iron furnaces. At Frederick, Maryland, he



Washington at the Battle of Princeton

may elect to go thru the Capital City with its wealth of historic associations; or he may travel straight to Baltimore and include such points as Annapolis, Fort Mifflin, and the Brandywine in his tour.

Other visitors from the west will follow the Lincoln highway thru Pittsburgh and Gettysburg and approach Philadelphia thru the historic towns of York and Lancaster. All who have not done so will visit Valley Forge. These two great highways come close together near Phila-

delphia where Independence Hall, the Betsy Ross Home, the old Friends Meeting House, and the home of the Penns are only a few of the places familiarity with which is a part of native American culture.

Every route which leads to Atlantic City from north or south or west offers similar possibilities which a highway map and an elementary text in American history will disclose. Auto clubs will give additional information.

New Jersey itself will delight the traveler who broadens his understanding as he goes. A new marker next summer will be erected on the Delaware eight miles above Trenton where, in weather of arctic severity with the wind-driven sleet cutting his men like fine birdshot, George Washington spent Christmas night in 1776 ferrying his army across the Delaware to surprise the Hessians at Trenton—a master stroke after a disheartening retreat across New Jersey before General Howe and Lord Cornwallis.

In some respects the battle of Trenton was the most important of the Revolution. The first glow of American patriotism had given way to indifference and despair. The ragged troops of Washington were weak from hunger and fatigue. The brilliant coup at Trenton brought new hope. Every school boy knows the clever ruse that followed it.

Returning to New Jersey on December 30, this time marching his men across the solid ice on the Delaware, Washington drew up on the south side of the bridge over the Assanpink, where he repulsed with some difficulty three charges of the British. Then the situation became critical to the last degree. Cornwallis was hurrying from Princeton



Left: Washington Crossing the Delaware; Right: Signing the Declaration of Independence.

with a large, well-disciplined force. A thaw caused the breakup of the river ice, and no boat ever made could withstand the tumbling, crushing ice floes. There was no refuge behind. The only way out was forward, and the road in that direction was blocked by the regiments of Lord Cornwallis, massing for the attack.

Thru the still, cold night of January, 2, the British sentinels, pacing to and fro on their side of the Assanpink, watched the American sentinels doing the same on the other bank. The British outposts could see that the patriot guard had been increased. By the flickering light of campfires they caught glimpses of shadowy figures throwing up intrenchments. For a certainty the Continentals were getting ready for the last stand.

But when the first streaks of dawn lit up the eastern sky, the reveille of drum fire that greeted the ears of Cornwallis came not from across the Assanpink, but from behind at Princeton. The "fox" had eluded the trap again. Before Cornwallis were empty trenches and the dying embers of campfires. Behind him was Washington's army. When Cornwallis got his panting regulars back to Princeton he found his post surrendered and the patriot army already on its way.

After the battle of Princeton Washington made his headquarters at Morristown in Arnold Tavern, which is now a museum containing hundreds of interesting souvenirs of George Washington, including his original commission as commander of the American army.

Teachers will be interested in the battleground of Monmouth. Here the tide was turned at the climax of the fight in favor of the patriots when the Royal Grenadiers were repulsed by "Mad Anthony" Wayne. Washington, Lafayette, Lee, all led troops in this engagement

which was one of the most hotly contested of the entire war.

No battle of the Revolution is marked by more interesting incidents than Monmouth Courthouse, which is now called Freehold, and which autoists may reach on Route 33 from Trenton to Asbury Park. The story of Mollie Pitcher is a part of the account of this battle. Sunday, June 28, the day upon which it was fought, was one of the hottest days recorded in the history of New Jersey



Artist, John Ward Dunsmore.

Mollie Pitcher at the Battle of Monmouth

weather. The temperature at times passed above 100 degrees. The suffering was intense and more than a hundred American soldiers died from the heat. In the choking dust and smiting sun, Mary McCauly carried water from Wenrock Brook to quench the insufferable thirst of the soldiers, earning the nickname "Mollie Pitcher". Mollie married first, John Hays, a Pennsylvania artilleryman, and insisted upon going with him to the war. After the death of Hays she married Sergeant McCauly, another gunner. When McCauly fell with his sponge staff in his hand at Monmouth, Mollie took his place and, forgetting her pitcher, continued her husband's work thruout the battle. George Washington complimented her for her bravery, and legend

says he made her an "honorary" officer. She was granted a pension by the state of Pennsylvania. The site of her courageous act is marked at Freehold, and a bronze and stone monument of Mollie beside her cannon may be seen at Carlisle, Pennsylvania, subscribed with the legend "Mollie McCauly, Renowned in History as Mollie Pitcher, the Heroine of Monmouth."

Two years after Monmouth, Clinton was again on a campaign thru New Jersey when he was met near Springfield by General Greene. In this engagement Greene was forced to retire, but not before an incident occurred which well-illustrates the resourcefulness and courage of the defenders of the new flag.

Among the buildings burned at Union on the route to Springfield, by a Hessian officer under Clinton's command, were the village church and parsonage. Rev. James Caldwell was the pastor. It was during this fight that some of the militia ran short of wadding. Reverend Caldwell gathered an armful of Bibles and hymn books, tore out the leaves, and passed them among the soldiers, crying "Give 'em Watts, boys! Give 'em Watts!" This incident has been memorialized in the painting of John Ward Dunsmore, two of whose Revolutionary paintings are herein reproduced.

The fight at Springfield in June, 1780, was practically the last on New Jersey soil during the Revolution.

With a little careful study in advance, teachers who choose the highways of history to the 70th annual convention of the NEA will find in the tour increased appreciation for the courage and sacrifice of those who long ago began the democratic form of government, the survival of which was made possible by good schools.—B. F.



Artist, John Ward Dunsmore.

Left: Washington at Trenton; Right: The Battle of Springfield, N. J. [Give 'em Watts, boys].

More Valid Measurements of College Work

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THE IMPORTANCE of developing measurements of student achievement which are more valid than those commonly used is increasingly recognized in colleges as in elementary and secondary schools. A valid measurement is one which truly measures the important results of teaching and learning. If we were trying to teach elementary school pupils to develop habits contributing to health, a valid measurement of achievement would show us to what degree they had acquired these health habits. Similarly, if we were trying to teach college students to apply certain principles of science to new problems which arise, a valid measurement of achievement would show how well these students could actually apply these principles to new problems confronting them.

Viewed in this way it is apparent that we have no evidence that many of the measurements commonly used to judge the achievement of learners have been valid. In place of finding out to what degree pupils have developed desirable health habits, we have usually tested them to find out how much they remembered of the facts about hygiene and the rules of health. Instead of discovering how well college students can apply scientific principles to new problems we have commonly used examinations merely to find out how many of these principles they remembered or how well they remembered the solution of problems which had already been taken up in class. These are just two illustrations of the fact that many of the tests or examinations commonly used have probably not been valid. Stating the problem in general terms, the results of learning are evidenced in a change in the learner's behavior, that is, in his thinking, feeling, or acting and a valid measurement gives an estimate of the degree to which these changes in behavior have taken place. In the past instead of measuring the changes in the various kinds of behavior which we have been teaching, we have depended almost entirely upon examinations which have tested only limited aspects of the learner's behavior such as his memory of facts or his skill in mathematical computation. To develop more valid measurements we must test those types of behavior which we are try-

ing to teach which have not heretofore been measured.

The first step in improving validity is to define clearly the types of behavior which we are trying to teach. This is just as necessary in college as in the elementary or secondary schools. The attempt to define these types of behavior raises many significant questions. For example, in the English literature courses are we trying to teach students merely to remember the biographies of the authors and the types of writing for which each is known, or are we also trying to teach them to gain deeper enjoyment from selected types of literature? In the philosophy courses are we striving only to teach students to remember the important facts about the more significant philosophical systems of the ages or are we also trying to teach them to analyze issues in their own lives in order to recognize the conflicting values which are at stake? In the natural science courses are we striving only to teach students to remember the important facts or are we also trying to teach them how to interpret for themselves data from current experiments? These are but a few examples of questions met in setting up objectives for college courses, that is, in defining the types of student behavior which we shall attempt to develop in these courses.

As soon as we begin to define these goals of college instruction we discover that we are attempting to teach a wide variety of behavior. We also find that we are not measuring in any valid fashion the results of much of this instruction. For example, the sixteen departments with which we have been working in improving examinations are trying to teach at least nine major varieties of behavior. These include remembering information, terms, facts, and principles; appreciating literature, art, and music; skill in finding essential information; laboratory skills of various sorts; making use of scientific method when meeting new problems; and others. When the instructors of a department work together in formulating these objectives for their courses they find this task alone of real value in improving instruction. The clarification of the goals to be reached is of real assistance to instructor and student since it helps both

to direct their efforts more effectively.

When the tests and examinations in use are compared with this wide range of behavior it is evident that most of our measurements are really of the information, facts, and principles which the students remember. But the students who do best on information tests are not always those who are best in thinking or in laboratory skill or in some other type of behavior. In zoology, we found the coefficient of correlation between the students' scores on information and on application of principles to be .40, between information and interpretation of experiments to be .35, between information and laboratory skill to be .02. This means that a student who did well in one type of behavior might very well do poorly in another. The correlations are so low that an information test cannot give a valid indication of the student's achievement in other types of behavior. Hence, we must have measures of each type of behavior which we are trying to teach.

Many instructors say that they do measure thinking as well as memory of information but many of the "thought questions" included in these tests are found on investigation not to require thinking from many students who have previously heard the question discussed. For example, the question "Show how the rapid settlement of the west affected immigration" was classed by the instructor as a thought question since he thought a good answer required considerable thinking. However, an interview with several students who had written excellent answers to this question revealed the fact that they had found the question treated in a reference book and they had written the answer which was given in this book. A real "thought question" must be one which is new to the student so that he cannot depend upon his memory of an answer heard before. Similarly every valid measurement of a given type of behavior must actually require that behavior on the part of the students.

In essence a test is simply a device for obtaining and evaluating a sample of a student's behavior of a given sort. If, for example, we are testing a child's skill in adding seven or more numbers

of three or more digits each we do not try him out on every conceivable set of such numbers. Instead we give him several such sets to add and judge his skill in such addition from his skill with these several sets. If we wish to test a college student's ability to interpret botanical experiments we do not try him on every conceivable experiment but instead we present him with several experiments and ask him to interpret each of these, that is, to draw a reasonable generalization which might explain the facts obtained in each experiment. We judge his ability to interpret botanical experiments from his interpretation of these several which were presented.

The crucial problem in testing is to obtain an adequate sample of the student's behavior. This demands a great deal of ingenuity for many types of behavior require testing procedures very different from those used in memory examinations. Thus, to measure a student's skill in using a microscope we set him to work finding objects under the microscope and have an observer by means of a checklist record the student's actions. To measure in home economics, a student's skill in selecting clothing for different occasions and for different types of women, we have women of different types and wearing different costumes appear before the class and have each student judge these costumes, selecting those most effective. To measure a student's taste in the selection of literature we discover the character of the books and periodicals which he reads as a part of his voluntary reading. To measure a student's ability to apply principles of a given subject to new problems we present the student with new problems. Whatever the nature of the behavior desired we are trying to devise testing procedures which will sample that behavior.

This wide variety of testing procedures raises another problem. How can the student responses to the tests be

evaluated accurately enough to give reasonably exact measurements? For mathematical computations, information, and certain types of skills many test exercises are constructed so that answers are either right or wrong. In these cases the student responses can be quickly graded by means of scoring keys. For exercises, in which the responses represent many grades of quality we are dependent in grading upon the judgments of teachers and other persons trained in this field. At Ohio State University we have found that standards which define the qualities to be considered help to make these judgments more exact. Having several persons grade the responses independently gives us an evaluation which is quite free from individual variations or bias. [This method is described in Tylei, R. W., *Measuring the Ability to Infer*, Educational Research Bulletin, IX, Nov. 19, 1930, p475-480.] Thus far, in the work with these various departments, we have been able to devise a method for exact grading for every type of test used.

After getting valid measurements by sampling directly those aspects of behavior which we are trying to teach, a final problem is encountered. Sampling some types of behavior and making an exact evaluation of this sample is oftentimes too expensive of time to use frequently. For example, the use of an observer to record the laboratory technics followed by each student is obviously expensive in large classes. For several instructors independently to judge the quality of the generalizations which students have drawn from a series of specific facts is also time consuming. Hence, when any method of testing is found to be impracticable for extensive use we seek to devise a more practicable testing procedure which will give similar results. To assure validity these more practicable examination methods are not used unless they really do give the same results as the less practicable methods

which furnish a sample of the desired behavior of the students.

To illustrate the development of more practicable testing methods the following is typical. We found the tests of interpretation of experiments in zoology, which required the students to write down their interpretations of new experiments presented to them, was time consuming for the several instructors who graded the responses independently. Some easier methods to test this ability were proposed and each was tried by having the students write out their own interpretations as before, then collecting these papers and trying out one of the easier methods using the same set of experiments. One method tried was a multiple response type of test in which the student checked the interpretation which he thought best from a set of five given below each exercise. However, this did not give the same results as when the student made his own interpretation. Those who checked the best interpretations often did not make excellent interpretations of their own and those who were poor in one were not always poor in the other. However, we finally used a test in which five interpretations were given after each exercise and the student was asked to rate the five from best to poorest. This test gave results almost identical with those obtained from the student's own interpretations. Those who did well in one did well in the other and those who did poorly in one did poorly in the other. This rating can be quickly scored with a key so it is much more practicable.

There may be several practicable methods of measuring each type of behavior so that we can have several valid tests using different testing procedures for the same type of behavior. There is, however, one common element which should characterize every valid test. It should give us directly or indirectly an evaluation of the types of student behavior which we are trying to teach.



The campus of Leland Stanford University, where the spirit of David Starr Jordan continues to inspire both students and faculty.

My Shack and I

CONDITIONS such as described in this article would repeat themselves generation after generation were there not teachers willing to sacrifice and school leaders willing to champion reforms in the interests of children.

THE LITTLE one-room shack had once been new but time had changed that. It had once been clean but several years' use by slovenly negro workmen had changed that, too.

But what was a person to do? In this isolated community, houses in which a teacher could live with a bit of comfort and some degree of privacy were few and far between. It was an impossibility for me to walk three miles during all kinds of weather and teach seven hours with any sort of efficiency. It was still more of an impossibility for me to live cooped up in a three-room rent house with a family of six, sharing my fireless room with two or three children, and sitting in the family bedroom when the cold became unbearable. In spite of years of experience in rural school teaching in various parts of the country, this was not what I had expected to find in this rich farming district in which I knew several prosperous families lived.

When the daughter of one of these farmers wrote me that they lived in a story-and-half bungalow, had acetylene lights, a player piano, and a large sedan, and that her father owned several hundred acres of land in the community, I was delighted to make arrangements for boarding with them during the school term. I thought my accommodations might be as comfortable and likely much more pleasant than the city apartment I was giving up at the end of the summer. So with a truck filled with boxes of books, pictures, pillows, and other paraphernalia for making my room into a home and with a trunk of bed linen and blankets for additional comfort, I drove contentedly out from the little city nearby. To my surprise the truck driver unceremoniously dumped my belongings into the weeds in front of the house and drove away without offering to help me in with them.

Nothing was left for me to do but knock on the door. A shy little girl came to the door and invited me in. The door was closed behind me. Before my eyes had adapted themselves to the gloom of the hallway, I found myself

clutched around the knees by two strong arms. At my feet an imbecile boy of fifteen sat and grinned idiotically as he



held me tight until three members of his family unloosed his grip. I have always been extremely sensitive to such afflictions and this reception left me so shaken that I was glad to be shown immediately to my room. That is, I was glad until I had seen the room. Dirt from the last sandstorm lay thick over floor and furniture. The walls were covered with cheap, fly-specked calendars and magazine covers. At the window grimy curtains hung limply. The bed, unmade from the sleep of two workmen, was a sight which made my hands itch to get at it.

All this I took in while the child waited for me to remove my hat before she took me to the kitchen to meet her mother. Here a droop-shouldered, lanky woman with arms coated with flour was lifting a heavy milk crock from the shelf behind the stove. She greeted me in a lifeless voice and turned back to her task. With one weazened finger she scraped the thick cream from the edge of the crock and let it fall in lumps into the churn. A sad-eyed, flop-eared hound pup hungrily watched for his mistress to turn her back. Flies swarmed over all. More than one dropped to a milky death before I stumbled back to my room.

Days passed into weeks. And still I had not found, in my quiet searching,

any other place to move. A broom, dust-pan, and mop ridded my room of some of its filth. My own linen and blankets changed the appearance of the bed. After taking down the faded wall decorations I found room for a few colorful prints. With these and my cretonne curtains and pillows I made the dark little hole more cheerful. As the only table in the room was piled high with old newspapers and church and lodge periodicals, my books had to be lined up on the floor next the wall. Since the acetylene lights to which I had looked forward failed to work, I was given a kerosene lamp whose smoky chimney and flickering light responded nobly to a bit of cleaning.

During all this time the family made no move to take their personal belongings from my room. Dirty overalls and old coats hung on convenient nails. The dresser drawers were full of their clothing. Even the top of the dresser was loaded with knick-knacks, leaving no room for my toilet articles.

The worst feature about this was not the loss of space, which I needed myself, but the lack of privacy. As I had no key to the door and not enough moral courage to push a heavy piece of furniture against it, there was no hour, day or night, when I was safe from intrusion. Nobody in the family dreamed of knocking before opening the door. One and all they would have sniffed as disdainfully at the idea as they did when I asked for a wash basin for my room.

Even the afflicted boy, whom infantile paralysis had left with a deformed body and a twisted brain, could and did open the door when he pleased. The afternoon I came home to find some of my most treasured books and most valuable pottery a mass of ruins, I realized the value of having institutions for certain such cases.

But all of this might have been endured if I could have eaten. The imbecile dragged himself anywhere he wished to go with his strong arms. And there were not many places on the farm where he did not wish to go. From hog pen to barnyard he lurched himself and then came to the table. Without the preliminary of washing either herself or the boy, the mother helped him into his highchair and went on serving the meal. Things were incredibly filthy both in the diningroom and the kitchen. The mother's near-sightedness prevented her see-

ing much of what went on the table. Whether from having become accustomed to things, or because of the sharpness of the mother's tongue, the family had learned to eat without comment what was set before them. I could not.

For six weeks I managed to live here because I could not find anywhere else to go. On Saturdays I went to town and had one satisfying meal at the hotel. Sacks of fruit, cakes, and small cans of food were smuggled back to be stored in my desk drawer at school. These took the place of the lunch I consistently threw away as soon as I was out of sight of my boarding house.

But for "the straw which broke the camel's back," this would likely have continued until I became ill. I would have been only one more of the teachers who suffer a "nervous breakdown." After a hard day's work, I went to the supper table to find the imbecile in a terrible temper. Throwing dishes with uncanny aim, jabbering incessantly, he went into a convulsion of rage. That was more than enough! I pushed back my chair, went to my room, and began packing.

To be sure I suffered the consequences of my rash act. The furious mother swished into my room. With arms akimbo, she glared at me with snapping eyes. What did I think I was that I couldn't live like other folks? Wasn't it the boy's own home? And why couldn't I use the family washpan which had been good enough for them for twenty years? And, besides, what was I doing in my room with my door closed all the time? Looked mighty funny to her! So on, and on, and on. I continued packing; but how I wished that I had not been taught that one of the prime requisites of the teacher is her ability to hold her tongue, if not her temper, in trying times!

The next morning I moved. Of course I had no place to go. What of that? If worse came to worse, I could always go home. So I took my tooth brush and bowl of daffodils to school with me and left the other things packed ready to be sent for.

That night I spent in a beautiful farm home. Because the family was large there was no place for me to stay permanently. Immediately after supper, without asking any questions, the father set out in search of a place for me to stay.

Next morning four of the patrons of the school came over to see me. They had tried vainly to find me a room. Hesitantly they mentioned that there was a

little shack about a quarter of a mile from school to which I was welcome if I could use it. It is true that it had been recently used by negro workmen but it could be cleaned and papered. To their astonishment I accepted their offer.

When I got back from town next day with a load of furniture, the house was as clean as work could make it. Never before had I realized the full blessedness of cleanliness as I did when I stepped into the little hut to light a formaldehyde candle for fumigating it.

My little house had only one room. Its roof sloped one way. There was only one window, half of which was in each end of the house. The window sashes slid to one side when they opened; however, the ventilation was sufficient without opening them often.

In such a small room, finding space for the necessary articles of furniture was a problem. I could not have both a heater and a cook stove. "Northers" sent the mercury dropping to sub-zero levels, so a heater was a necessity. But the healthy appetite which weeks of starving had given me made a cookstove a necessity, too. An old ranchman loaned me a "bachelor heater" which furnished a solution of the problem. An opening in its pipe was the oven. If the fire was just right—which it seldom was—I could cook biscuits without burning them to a crisp before the middle was ready to eat.

After everything was arranged I was contented. People thought I would be lonely but they did not know that most of all I longed to be lonely a while. My family, however, was not so wellpleased. Individually and collectively they stormed. When my brother found out that I was near a highway frequented by roustabouts from nearby oil fields and by Indians from a reservation over the river, he insisted that I keep his revolver under my pillow. I kept my promise, but the hatchet on the chair by the bed gave me more comfort than the pistol did.

My landlord, finding out that I had a gun but not much knowledge of the use of it, put a wire fence around the hut. In his judgment a person just frightened out of a sound sleep might not be a

good judge of noises. A curious cow or a friendly pony might stop my bullet instead of a drunken man.

The winter was a severe one. I woke many mornings to find that the blizzard which had come up in the night had sifted snow over my pillow. Crawling out of bed to crouch over a stubborn stove while the sleet sizzled down the pipe; working for thirty minutes to get my door, which had frozen to, open so I could get out to gather fuel; chopping the coating of ice from the top of the coal pile before I could fill my bucket, made me wish that I had decided to work in the "five and ten."

When the fury of the last "norther" had spent itself, a rainy spring began. Snow, I found, was not nearly the wettest thing there was. There were times when the only dry spot in the room was where the bed stood. I got to be quite adept at sleeping with all my belongings on my feet.

One night a terrific wind woke me. I rushed across the room in the glare of the lightning just in time to keep the window from being blown out. The little house rocked and creaked as the wind twisted it but still I held on. At last the rain came down in sheets. It blew in around the window until it ran from my soaked clothing to pools at my feet. When the wind at last quieted so that there was no longer danger of the window coming out, I crawled shivering between damp blankets to wonder what might come next.

In the bright sunlight of the following morning, I stared with surprise and horror at the neighboring shack, standing a few hundred yards from my house. It was on its roof. Off across the prairie, I could see the wreckage of barns and houses. The wind with which I had tussled had been the edge of a tornado!

After the last snowstorm had melted away, the last twister had taken its toll of my strength, the last rain had soaked my things, and the last sandstorm had covered them with a heavy layer of red dust, I was more than willing to pack my belongings into my trunk and my memories into a corner of my mind, and leave the community. *And yet it is of similar things with which a country school teacher's life is filled in many sections of our nation today. The winter may pass thru her and leave her exhausted but autumn always finds her or one of her sisters back at the task of trying to give equal advantages to all the children of all the people.*—UNA PIERCE KILPATRICK.

NOT what we gain, but what
we give,
Measures the worth of the life
we live."

The Schools and International Goodwill

FLOYD T. GOODIER

Superintendent of Schools, Chicago Heights, Illinois

MUCH INTERNATIONAL TROUBLE comes from intellectual rather than economic or political difficulties. . . . We need to cultivate each other in order to clear away misunderstandings. Ignorance causes misunderstandings. Misunderstandings cause hatreds and hatreds cause war. War, therefore, becomes an intellectual problem. Our schools can do more than any other influence to break down the wall of prejudice. . . . If the schools have a worldwide mission, it is to clear up the idea that some are the chosen people and that some are born superior to others in human rights. The Declaration of American Independence that all men are created free and equal in certain inalienable rights should be a worldwide principle, the teaching of which will do much to enhance the value of the Golden Rule at home and abroad.—A. O. THOMAS.

THE SCHOOLS are partly to blame. They overemphasize the glories and the heroes of war. A generation that has actually experienced war is not anxious for a second one. But when that generation has passed from the scene, a new one appears that gains its knowledge of war from its study of history. Not until the public schools learn to teach a history that pictures the bloodshed, the suffering, the heartaches, and horrors as well as the glories of war, can we hope to rid the world of this awful scourge."

The speaker was Private Peat; the occasion, a district conference of Rotary International. Since the sixth object of Rotary is "the advancement of understanding, goodwill, and international peace," and its members are pledged to support all legitimate means for increasing and developing friendly relations among the nations of the world, it is no wonder that these ringing words of Private Peat, delivered with all the force and enthusiasm of a gifted speaker, brought loud cheers from the audience. The writer joined in the cheering and, as one engaged in public school work, asked himself to what degree the speaker's in-

dictment of the schools was true. He was not surprised when another delegate to the conference challenged him with this



THE PEACE PRAYER—This group of statuary, "The Peace Prayer", executed by Joseph B. Jenkins in his Oklahoma City studio in the interest of world peace, depicts God holding in His mighty hand the nations of the earth. They are exhausted, bankrupt from their constant warring strife. In their misery and despair they have at last turned each to his own God, who, regardless of name, is one and the same.

remark, "Why don't you school people take Private Peat's statements seriously and do something about the situation?"

This article is a report of some of the concrete ways in which the teachers of one school system are trying to give their pupils a foundation for thinking about and admiring international peace. Some weeks ago the teachers of the elementary schools of Chicago Heights were asked to put down in outline form the activities of their respective rooms which would tend toward the development of international understanding and friendship. The quotations following are from the reports of individual teachers.

As Chicago Heights is an industrial center with a cosmopolitan population,

most of the teachers emphasize the importance of developing kindly feelings of goodwill among the pupils of their own rooms. Opportunities for encouraging this friendly relationship abound as the boys and girls live together day after day in the classroom and on the playground. Racial antipathies are bound to appear, frequently intensified by remarks made in the home or in various adult groups where pupils are "listening in."

To quote from the reports: "Sometimes an American child hurts a foreign-born child by making fun of his dress, speech, or mannerisms. Time is taken to help the American child understand that these things are not important. The important things are kindness, honesty, and helpfulness. If the American child were in a foreign country, he would be considered strange or queer." "A little boy direct from Italy entered my room a short time ago. The other children were led to take a personal interest in him and to help him learn our language and our customs." "In our school we certainly learn to be tolerant of those of other races. A Polish boy shares his song book with a Mexican or a Greek with a Negro. At recess they play happily together. I believe the fact that I can speak another language helps. I try to make a child proud of the fact that he can speak another language besides English."

Teachers in geography and history classes consciously bring out the attractive side of life in other countries as a basis for a friendly attitude toward the inhabitants of those countries, as the following quotations show.

"We have learned much about the home life, work, play, and customs of our neighbors across the sea. Pupils whose parents came from Europe have told us many interesting facts about the life of their relatives in their native homes."

"In reading about children of other lands we try to create sympathy for them. We emphasize similarities, not differences, in nations and customs."

"We explain in class that the people of the United States ought to respect the

PUBLIC LIFE is a situation of power and energy. He trespasses against his duty who sleeps on his watch, as well as he that goes over to the enemy.—From *Constructive Citizenship* by L. P. Jacks.

customs of other peoples even though they seem strange because American customs would seem just as strange to the peoples in other countries."

Not only do teachers present the attractive side of life in other countries, they also teach the interdependence of nations and the obligation the United States ought to feel for the contributions of other peoples. In the words of the teachers: "We teach that nations are dependent upon each other for food, raw materials, and markets. War interrupts world trade." "We show that each nation studied in our history course has contributed some knowledge or experience that has helped the United States. We try to develop an appreciation for other peoples and a friendliness for them."

Especially do teachers point out the debt we owe the great artists, scientists, and writers of other lands. The paintings of Millet and Rosa Bonheur, the Italian song "O Sole Mio" and "The Volga Boatman" from Russia, together with many foreign folk tales which have been translated into English illustrate this point. In the arithmetic classes of the upper grades, the pupils study the metric system of weights and measures. This gives the teachers an opportunity to stress the contribution of France to all civilized peoples in the creation of this scientific measuring table.

Contrary to the implication of Private Peat as mentioned at the beginning of this article, teachers, at least some of them, do picture war accurately. They say: "In our study of the war-torn nations of Europe, we stress the sorrow, waste, and misery that war caused and the struggle necessary for new nations as Poland and Czechoslovakia to secure a place among the nations of the world." "We strip war of its false glitter and glory. We try to lead children to see beyond the uniformed ranks to the real horrors tied up in the word 'war.' We seek to inculcate into the very fibre of a child's thinking the idea that war is a barbaric remnant in our Christian civilization. We endeavor to lead children to see that men's fighting and killing each other does not settle any problem. Might does not make right."

School textbooks in history have changed much in character during the past quarter-century. In place of long drawn-out discussions of wars, giving the causes, campaigns, descriptions of battles, etc., we have the emphasis shifted to periods of progress and development along governmental, economic, industrial, and educational lines. This has

brought a corresponding change in the space given to different characters in our national life. With no lessening or weak-

CONSTRUCTIVE CITIZENSHIP is the citizenship that constructs; or, if I must pick my words carefully, the citizenship that creates. It creates out of things as they are with all their imperfections. It looks round on social life and picks out the promising elements, leaving the unpromising ones aside for the time being, for the pessimists to enlarge upon. It pitches, for example, on the capacity for skilful work lying undeveloped in the millions of the people, and says: "Here is a grand asset; here is an element we can make something of. Let us see what can be done." It observes certain beneficent methods in operation, and says: "Let us extend the beneficence of those methods. Let us make their operation worldwide and world-deep." — From *Constructive Citizenship*, by L. P. Jacks.

ening in the teaching of genuine Americanism and patriotism the texts of today give increased attention to the heroes of peace. The same tendency is seen in the modern texts in literature dealing with biography. The scientist, inventor, educator, social worker, religious worker, industrial genius, and successful business man are given first place as builders of our nation, rather than those who have distinguished themselves only in time of war. Teachers mention as "Heroes of Peace" such names as Columbus, Livingston, William Penn, Daniel Boone, Jacob Riis, Louis Pasteur, Edison, Father Damien, Henry Ford, Madame Curie, Sir Thomas Lipton, Frances Willard, Clara Barton, Jane Addams.

Teachers are quick to utilize concrete situations for illustrative purposes. The experience of Canada and the United States, with a boundary line of more than three thousand miles without forts or other forms of military protection, shows how neighboring nations may live at peace over long periods of time. The use of arbitration as a method of settling international misunderstandings is another case in point. Such examples as that of the settlement of the "Alabama Claims" in 1871, the Bering Sea Fish-

eries Case, the boundary line between Canada and Alaska, the Venezuela controversy in President Cleveland's administration are pointed out by history teachers as examples of the better way to solve international problems. As one teacher says: "We try to develop the idea that war, which formerly seemed necessary as the only agency for attempting to settle disputes between nations, is now being supplemented by the League of Nations, arbitration boards, and peace conferences."

The work in current events brings many excellent opportunities for helping boys and girls to become "peace-minded," to use an expression that is fast becoming hackneyed. When such men as Paderewski and Einstein visit this country, the pupils are given accurate information about them, are led to understand their greatness, and to appreciate their services to the world. The recent broadcast of Pope Pius XI was utilized as the words of one who is a great lover of world peace. The goodwill flights of Colonel Lindbergh, the visit of Premier MacDonald of England, the splendid work of Dwight W. Morrow while he was Ambassador to Mexico, are all discussed in class and used to show that the great men of all countries wish the nations of the world to live together in peace and are using their efforts to promote friendly relationships. Other illustrations are the proposed building of the International Highway from Fairbanks, Alaska, to Buenos Aires, Argentina, and the Olympic Games with participants from leading countries of the world.

Perhaps the greatest single event fraught with peace influence within the last few years was the signing of the Kellogg-Briand Peace Pact. Thanks to various educational publications, this pact was available in a form such that it could be easily displayed in the school room. In those grades where the pupils were of sufficient maturity this memorable document was read and discussed.

Speaking in Chicago recently, Miss Jane Addams told a conference of Y. W. C. A. workers that the greatest problem in the world today is the abolition of war. Many agree with that statement. Miss Addams dared to predict that the abolition of war would come in the generation of those who are now the youth of our land. May the prediction come true, and in the meantime, may the teachers in our schools take Private Peat's words seriously and do their part toward preparing our boys and girls for international peace!—From the *Illinois Teacher*.

The Schools and the Bicentennial

THE SUPREMELY important thing in the life of a nation as in the life of an individual is the purpose which animates it. This purpose for America shines forth with peculiar brightness from the lives of the pioneer founders. The democracy which they founded at the time when they set it going was a hopeless dream with no background of experience or success to justify the blind faith in their fellows which they wove into the very warp and woof of our American system. Their faith was genuine because it grew out of the everyday relations of one people living together on a new continent struggling against forces which furnished daily tests of wisdom, courage, foresight, and cooperation.

The life of Washington is unusually rich in these fine qualities which are the inalienable heritage of every boy and girl and which constitute for America a wealth far greater than all material accumulations and achievements.

In this spirit let us teach to all the children the greatness of Washington and his associates, not forgetting to add a prophetic note; not forgetting that America is entering a new period of pioneering which calls anew for the noble qualities which have endeared Washington to the entire world.

This is the purpose in setting aside one year when the whole nation shall meditate on the life of its first citizen. This is the challenge of the Bicentennial to the schools of the nation. In our zest to glorify a national hero we have presented Washington to our boys and girls as a military idol and a paragon of virtue, neglecting to stress the human struggles, temptations, and disappointments of his life which give the real value to his achievements.

If America is to fulfill the hopes of her founders, if she is to continue to point the way to light in a world of darkness

NO BETTER way of dispelling discontent, of meeting the various ingenious but unsound political panaceas that are daily offered as curealls for our troubles, or of counteracting paid propaganda for the subversion of our government, can be found than to fill our hearts and minds with the inspiration that may be derived from the political principles and practise of George Washington and the few other great men who collaborated with him in his great work. It is therefore with the firm conviction that this coming Bicentennial year offers a special and rarely recurring occasion for the education of our nation in the sound political and civic principles which will lift it to a higher moral plane and set it on its road safely for another two centuries, that I come to you on behalf of the United States Commission for the Celebration of the Two Hundredth Anniversary of the Birth of George Washington to ask your cooperation in making this celebration mean the most possible to the American people, and particularly to give it the full educational value it can have for our young citizens now being educated in the schools and colleges of the country."—Lt. Col. U.S. Grant, before the NEA convention at Columbus, Ohio, July 2, 1930.

she must recapture the gleam which led her forefathers to a seemingly impossible victory, and gave her birth. She must overcome greater odds today than those

they encountered because her enemies lie within herself—selfishness, avarice, loss of ideals, and their resulting crimes. Her hope lies in the education of the new generation.

The spirit in which our American Republic was founded was voiced by Washington, himself, in the following paragraph taken from his writings.

"The foundation of our empire was not laid in the gloomy age of ignorance and superstition; but at an epoch, when the rights of mankind were better understood and more clearly defined than at any former period. The researches of the human mind after social happiness, have been carried to a great extent; the treasures of knowledge, acquired by the labors of philosophers, sages, and legislators, thru a long succession of years, are laid open for our use, and their collected wisdom may be happily applied, in the establishment of our forms of government. The free cultivation of letters, the unbounded extension of commerce, the progressive refinement of manners, the growing liberality of sentiment, and, above all, the pure and benign light of Revelation, have had a meliorating influence on mankind, and increased the blessings of society. At this auspicious period, the United States came into existence as a nation; and, if their citizens should not be completely free and happy, the fault will be entirely their own."

Let the schools make the most of the opportunities offered by this Bicentennial year for inspiring America's youth with the real purpose for which our government was founded. Nations of power and greed were already too many in Washington's time. To have so greatly sacrificed that another such should reach out a grasping hand would not have been worthwhile. Let a rising generation, believing that America's is a new kind of government, lead on.

GEORGE WASHINGTON was greatly interested in education, as is shown by the way in which he spent money, time, and thought upon the education of the young people for whom he was responsible, among them being the children and grandchildren of Martha Washington. He was a pioneer in the interests of universal education, primary, secondary, and collegiate. It engaged his attention and constructive thought even in his will, fully six pages of that historic document being devoted to setting forth his ideas in regard to it. ¶The first free school in the state of Virginia was founded by him and some other public spirited men in Alexandria, Va. This school was known as the Alexandria Academy and was for the education of orphaned or poor children of that city. This building still stands and is at present included in the school system of the state. In his will, among other gifts, for educational purposes, he left a bequest to Liberty Hall Academy, now Washington and Lee University, thus showing that he was a patron of education in a material way.

Teaching the Life of George Wash

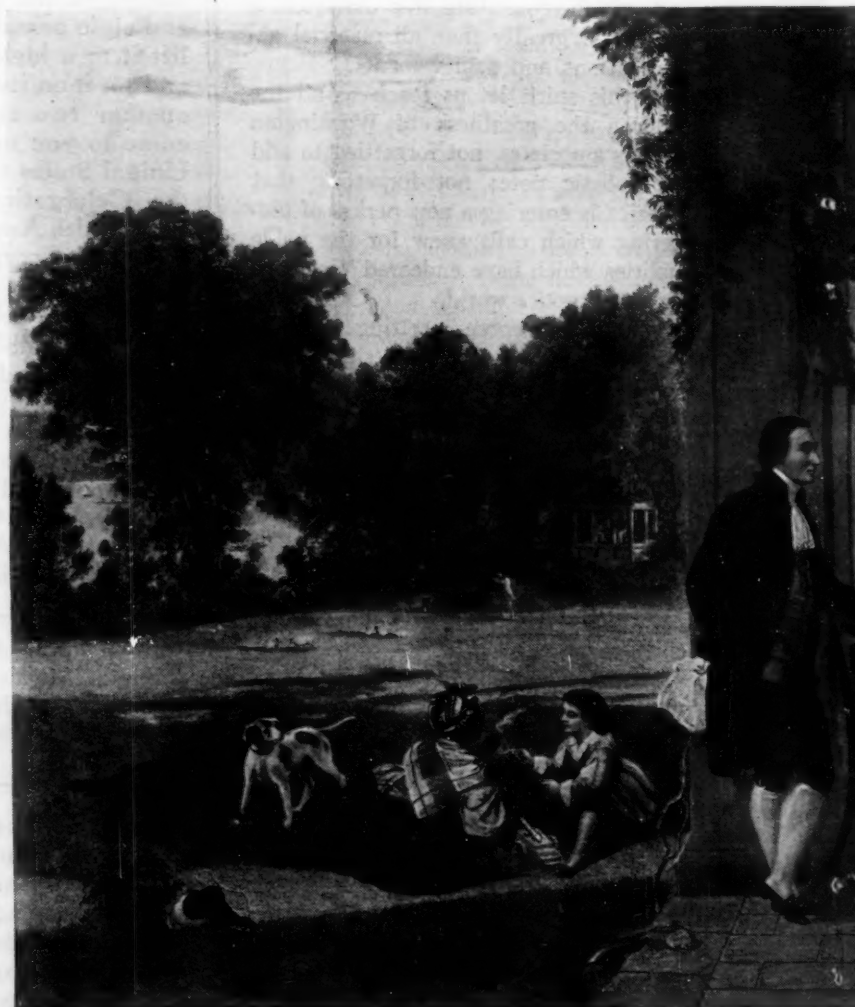


IT SHOULD BE the highest ambition of every American to extend his views beyond himself, and to bear in mind that his conduct will not only affect himself, his country, and his immediate posterity, but that its influence may be co-extensive with the world, and stamp political happiness or misery on ages yet unborn. To establish this desirable end, and to establish the government of laws, the Union of these States is absolutely necessary. Therefore, in every proceeding, this great, this important object should ever be kept in view; and, so long as our measures tend to this, and are marked with the wisdom of a well-informed and enlightened people, we may reasonably hope, under the smiles of Heaven, to convince the world that the happiness of nations can be accomplished by pacific revolutions in their political systems, without the destructive intervention of the sword.

Let the reins of Government be braced, and held with a steady hand, and every violation of the Constitution be reprehended. If defective, let it be amended, but not suffered to be trampled upon, whilst it has an existence.—
GEORGE WASHINGTON.

THE HEROIC QUALITIES of George Washington have been youth. Because he lived, mankind achieved a new world.

His life stands out in the great sea of human progress. His character fire the imagination of youth. To dream and to act is remade with each generation. The supreme opportunity of youth, to free energy, to arouse worthy imitation. The purpose of this purpose. He was generously human, homeloving, studious, his selfishness won him the confidence of people. His devoted life which it is particularly fitting to emphasize at this time. Washington's homelife in the formation of his character. It is Washington's devotion to education was inspired by his devoted and intelligent and enlightened cooperation. America stands on the threshold of a new world known before in a thousand years. Thru the processes of education inspiring to the youth of today as the future of Washington.



George and Martha Washington loved their home and were noted for their hospitality.

Washington, the Man and the Citizen

...ve been a moving force in the lives of untold numbers of
 ...ew measure of selfrespect, of courage, and of aspiration.
 ...progress as a beacon and a lighthouse. The qualities of his
 ...nd to do are as natural for a child as to eat. The world
 ...nity of the teacher is to keep the standards high, to quicken
 ...The life of Washington provides a wealth of material for
 ...studious, farsighted, devoted to the common good. His un-
 ...otion to home, to peace, and to education are phases of his
 ...his time. A visit to Mt. Vernon suggests the significance of
 ...r. It is a pilgrimage that should be made by every American.
 ...his desire to lift citizenship to an entirely new level of in-
 ...on the threshold of great changes such as civilization has not
 ...ses of education the future of America must be made as
 ...ashington's America was to him.



...for their generous and gracious hospitality. Their guest here is General Lafayette.

KNOWLEDGE IS, in every country, the surest basis of public happiness. In one, in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential.

To the security of a free constitution it contributes, in various ways: by convincing those who are intrusted with the public administration, that every valuable end of government is best answered, by the enlightened confidence of the people; and by teaching the people themselves to know and to value their own rights, to discern and provide against the invasions of them, to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society, to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy and temperate vigilance against encroachments, with an inviolable respect to the laws.

Whether this desirable object will be best promoted by affording aids to Seminaries of Learning already established, by the institution of a National University, or by any other expedients, will be worthy of a place in the deliberations of the legislature. — GEORGE WASHINGTON.

Planning Your Program

TO TEACHERS everywhere the JOURNAL makes two suggestions for planning a Bicentennial program: First, *begin now* and Second, *write to the United States George Washington Bicentennial Commission, Washington Building, Washington, D. C., explaining your particular needs, and get from their vast collection of materials, gathered thru the most careful research by experts, references, program suggestions, and other helpful literature.*

This page is not intended in any way to substitute for the material which may be obtained by writing to the Commission, but only to indicate the kind of material they have available and the nature of plans which are already underway.

The photographs used on the center-spread preceding this page were loaned by the Commission from their vast collection of over two thousand prints.

Study material—The following is some of the material which has been prepared specially for teachers by the Commission:

Honor to George Washington. Sixteen booklets presenting authentic facts about George Washington, prepared under the direction of Professor Albert Bushnell Hart of Harvard University, historian of the Commission. The titles are:

Frontier Background of Washington's Career, Washington The Man of Mind, Tributes to Washington, Washington the Farmer, Washington as a Religious Man, Washington the Colonial and National Statesman, Washington and The Constitution, Washington as President, Washington Proprietor of Mount Vernon, Washington The Military Man, Washington The Traveler, Washington The Business Man, Washington as Engineer and City Builder, Washington's Home and Fraternal Life, Race Elements in Washington's Time, Classified Washington Bibliography.

George Washington. Appreciation. A course of study outlined in handbook form.

Catalog of plans and pageants relating to George Washington, listing all available material of this character.

Character education studies for junior organizations.

A series of 48 programs and papers particularly suitable for essay and debate materials. Included are such subjects as "Homes of George Washington," "Homemaking of George and Martha Washington."

Representative specimens of popular and concert music associated with Wash-

Points to Emphasize

CONGRESS created the George Washington Bicentennial Commission and the President of the United States is its chairman.

[2] It will not be a world fair or exposition and it will not be held in any one place.

[3] It will be a nationwide, even a worldwide series of celebrations in which every state, city, and town in this country, together with Americans and others in many foreign countries, will participate.

[4] It will last from Washington's Birthday, February 22, 1932, to Thanksgiving Day, November 24, 1932, with special local and national celebrations everywhere on all holidays, anniversaries, or other days which can be connected with the life of George Washington.

[5] Every program should relate to the great life and work of the First President and Founder of the Republic.

[6] The United States Commission urges mayors and other officials of every city and town in the country to appoint George Washington Bicentennial Commissions or Committees, in order to prepare for the events of the Bicentennial Year.

[7] The United States George Washington Bicentennial Commission, Washington Building, Washington, D. C., will send literature and suggestions for local programs to any committee, organization, or group that will write for them.

ington are being collected for the use of those arranging Bicentennial musical programs.

References—The following list of George Washington selections for elementary schools was prepared by a committee of the American Library Associa-

tion. The Commission also has selections of Braille work for the blind.

ATHERTON, GERTRUDE FRANKLIN [Horn]. *The conqueror; a dramatized biography of Alexander Hamilton.* 24th edition. 1918 [1916]. Stokes. \$2.50.

This is a "novelized biography" and brings in Washington frequently.

*BROOKS, ELBRIDGE STREETER. *True story of George Washington.* 1895. Lothrop. \$2.

A simple and popular biography abundantly illustrated. [A.L.A. catalog, 1926.]

FISKE, JOHN. *The American Revolution.* 1894. 2-vols. Houghton. \$2.

A popular history in good style. It gives military and personal sides. It has faults but is still much read.

*FORD, PAUL LEICESTER. *George Washington.* [True series] 1926 [c1896]. Lippincott. \$3.50.

This edition is same as *True George Washington* published 1896.

*GERWIG, GEORGE WILLIAM. *Washington, the young leader.* 1923. Scribner. \$1.25. School edition. \$88.

A readable biography of the boyhood and young manhood of Washington. Ends with the fall of Fort Duquesne.

HILL, FREDERICK TREVOR. *On the trail of Washington.* 1910. Appleton. \$2.50.

A direct and entertaining biography in which only admitted facts are used.

*MITCHELL, SILAS WEIR. *Youth of Washington.* 1904. Century. \$2.

Told as an autobiography written in the days following his presidency. Interesting to all ages.

*RIDEING, WILLIAM HENRY. *George Washington.* New edition. 1916. Macmillan. \$1.

Compact and interesting book with passages quoted from his diary and from different biographies.

*SCHAUFFLER, ROBERT HAVEN. ed. *Washington's birthday.* [Our national holidays series] 1910. Dodd. \$2.

Glimpses of Washington's life with selections from his writings as well as tributes and other poems about him; designed to aid in the celebration of Washington's birthday.

*SCUDDER, HORACE ELISH. *George Washington.* [Riverside literature series.] 1924. Houghton. \$56 clo. \$2 illus. ed.

Among the best one-volume lives of Washington for readers of any age.

*WISTER, OWEN. *Seven ages of Washington.* New edition. 1917. Macmillan. \$2.

The live and human Washington against the background of his time.

[Those starred are for a small school or for first purchase.]

What the federal government is doing—Restoring and preserving national shrines. Completing the great building program in Washington, D. C., the city planned and founded by Washington. Publication of a 25-volume edition of Washington's authentic writings. Recoinage of quarter dollar in George Washington memorial design. Construction of a memorial highway connecting the city of Washington and Mt. Vernon.

Vitalizing Instruction

LEO J. BRUECKNER

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EXCEPT for the kind of work that must be done by pupils to develop skill in computation, there is no reason why much of the classroom activity in the time devoted to arithmetic should not be similar to that of geography, history, reading, and nature study. In these classes there is ample opportunity for full discussion of each unit of subjectmatter, for consideration of actual application of the topics being studied, for independent research on points of special interest to the class, for excursions, and for other activities to enrich the learning.

There is a clear tendency to organize subjectmatter in these courses into units, systematically arranged and of demonstrated social value. The pupils study the unit from various angles until the important basic generalizations have been made and the essential content has been mastered. Under the guidance of the teacher, pupils may initiate and plan many of the activities engaged in by the class in studying the unit. In this way they gain valuable experience in organizing and directing their work toward socially useful goals. The subjectmatter has more meaning because they are experiencing it and can see the relation of what they are doing to the ends to be achieved. The teaching may thus be adapted to individual differences in interests, ability, and background. Thru participation in these activities the pupils should thus acquire power "to direct more efficiently their subsequent experiences."

While it is true that at the present time the step by step development of number processes determines in many schools the organization and content of subjectmatter in the arithmetic curriculum, there is undeniable evidence that there is a tendency away from this rigid basis of arrangement. Recognition of the informational, sociological, and psychological functions of instruction in arithmetic has brought this about. The emphasis on social values has resulted in the effort of teachers to provide experiences in the classroom which will make these functions effective.

To give meaning to number processes they are being presented to pupils in situations similar to those in which they

are used in daily life. To give point to much of the verbal problem work in which these processes are applied, teach-

THE FIRST ARTICLE in this series on better teaching of arithmetic appeared in October 1931. The series will continue until June 1932. When Leo J. Brueckner was asked to prepare this series for the JOURNAL he replied: "I appreciate very much indeed your invitation to prepare a series of nine articles on arithmetic for the 1931-32 JOURNAL. I shall be glad to undertake this interesting piece of work. Dean Gray's series of articles on reading in the 1930-31 JOURNAL set a high standard." Dr. Gray's articles on the teaching of reading last year were much used in group study and faculty meetings. Likewise Dr. Brueckner's articles are being used to improve the instruction of arithmetic in many schools. Dr. Brueckner is the author of *Diagnostic and Remedial Teaching in Arithmetic*, one of the 60 Educational Books of 1930, the list published in the April 1931 JOURNAL.

ers can supplement textbook problems solved by some computation with questions designed to bring out important relations. For example, instead of giving a problem such as, "How many miles are there in 37,000 feet?" which has no point of significance whatever, the problem might well be stated, "The deepest spot in the Pacific Ocean is 37,000 feet deep. It is near the coast of Japan. How many miles is this?" Further point may be given to the problem by asking the question, "Can you name some place which is that distance from here?" Similarly the problem, "At a sale I bought a \$20 hat at a reduction of 25 percent. How much did I pay for the hat?" might be given further point by considering such questions as why we have sales, the advantages of sales, the points to be con-

sidered in buying at sales, and similar factors. Almost every group of problems dealing with some real application of number presents similar opportunities for enrichment.

The teacher should always feel free to supplement the material found in any textbook, however rich it may be, by using illustrative content from other sources, such as other subjects of the curriculum, the special activities of the school, situations that arise in the community, business relations, and the like. Such a procedure often makes it possible to give real meaning to a topic which might otherwise have little significance to the pupils. For example, a sixth-grade class was considering the question of how to get the pupils in the school to keep the newly painted school in as neat and tidy condition as possible. This discussion took place during the time allotted to oral English. The pupils had learned that it had cost approximately \$12,000 to do the work. To make this sum as concrete and meaningful as possible to the children in the school, the class decided to present to them as part of an assembly program answers to such questions as the following: "How many icecream cones could you buy for this amount of money? How many pairs of roller skates? How many pairs of shoes? How many loaves of bread? How many times could you go to the movies at 10 cents a show?" and others of a similar nature. In various ways such as thru charts, cartoons, and lantern slides, the class attempted to make the facts secured even more meaningful to the pupils. Needless to say the presentation of these detailed bits of information in the inimitable fashion used by this class impressed upon the assembled pupils in as forceful a way as could well have been devised the large amount of money spent to redecorate the building. Every item included was within the experiences of most pupils present. Judging from their reactions it was not going to be a difficult matter to secure from them wholehearted cooperation in the proper maintenance of the building. Similar situations in which the need for consideration of valuable quantitative relations frequently arises will readily occur to you.

At the University of Minnesota dem-

onstration school I saw what from many angles seems to me to be the richest lesson in arithmetic I have ever seen. I am describing it because of the point of view it emphasizes. The lesson was observed with a group of University of Minnesota students in a course on the supervision of arithmetic. The aim of the teacher was to present a type of lesson in arithmetic which would show observers ways in which instruction in that subject might be enriched and vitalized for the pupils. The source of the unit out of which the lesson arose was the desire of the pupils to have a party near the close of the summer session. This is an annual affair at the school. The question of the kind of refreshments naturally arose. It was decided by the class to have icecream. The teacher, quick to see the possibilities, raised the question as to whether they should buy the icecream or else buy the ingredients and make the icecream themselves. After a brief discussion of what was involved, the class voted with enthusiasm to make the icecream, altho some pupils thought it would be cheaper to buy it at the store. The next day the teacher wrote a recipe for 12 dishes of ice cream on the blackboard as follows:

1 pt. cream	2 eggs
1 cup sugar	1 tsp. flour
2 tsp. vanilla	$\frac{1}{4}$ tsp. salt
1 qt. milk	

Questions that arose were:

Will this recipe be enough for the class? How do you know it is not enough? How will we

know how many times as much as the recipe we shall need? The class decided to have a party of 47. How will we determine how many times as much as the recipe we should make? The class saw that to find out they would divide 47 by 12, which involved a bit of teaching of approximation, resulting in the decision to get four times as much of each ingredient as the recipe called for.

The class now found by computation how much of each kind of material was needed and determined to purchase the following amounts:

milk—4 qts.	salt $\frac{1}{4}$ tsp. or 1 tsp.
eggs—8	vanilla—8 tsp.
cream—4 pts.	flour—4 tsp.
sugar—4 cups	

A group was assigned the task of finding out the amount of ice and salt needed. They were to visit the Ives Ice Cream Company nearby to find out. Other groups of children were assigned or rather volunteered to find the cost of the amount of each of the ingredients needed. They were to find the cost of each when sold in units, how they were sold, and the cost of the amount to be used. The group on sugar was to find out how much a cup of sugar weighed. The vanilla group was to find the number of ounces in a bottle, the number of teaspoons in a bottle, and the number of teaspoonsful to the ounce. After a discussion of the size of freezer to use it was decided to borrow a six-quart freezer, not a smaller one, which one of the pupils said he could loan. This decision involved an interesting discussion of the expansion of liquids when frozen, a fine unit for nature study.

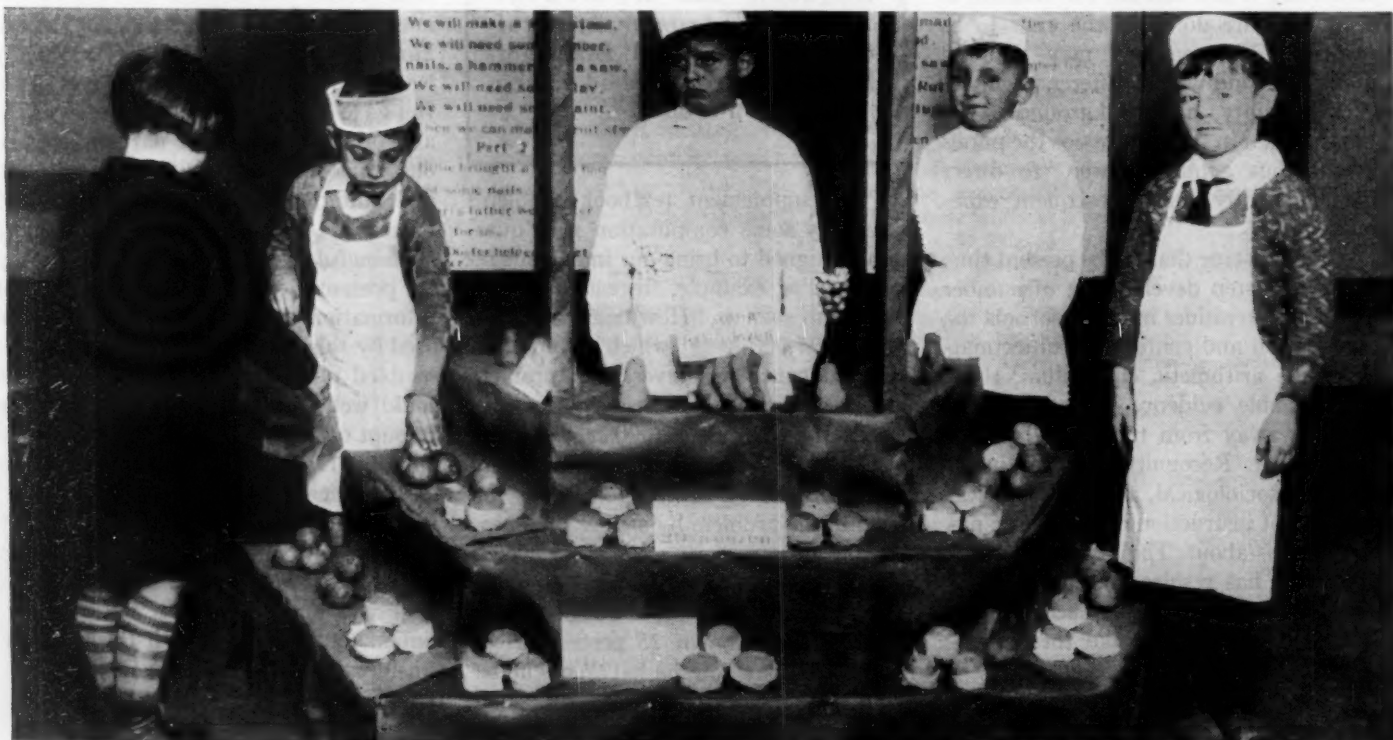
The pupils discussed the question of buying efficiently and spending as little as possible, since the cost of the icecream was to be shared equally among them. Judging from the reports of the groups described a little later in their report the discussion was very effective, for there was clear evidence of care in buying.

The necessary materials were to be purchased by each group with money advanced by the teacher. Any money that was left was to be returned with a receipt the following morning. In the afternoon the pupils bought the materials needed at the places where they found the cost lowest, taking into consideration the quality of the material purchased and the amount required. The following were also involved:

Knowing the definite amounts needed; checking the weight; billing; checking the bill; crediting the cost of bottles; wrapping so as to prevent loss or damage; service, quality, and cleanliness of the place at which purchase was made; and consideration of the differences in the cost of items at various stores and factors causing this condition.

On the following morning before the final lesson which we observed, the groups brought to school the materials purchased and with some difficulty made the icecream and had their party. The particular lesson I wish to describe, the last one in the unit, consisted of reports by the groups concerning their purchases, and the filing of receipts and the checking of the money returned.

This lesson began with the pupils tak-



Not studying arithmetic—just "playing store" where the arithmetic processes are part of being a good storekeeper.

First Grade, West School, Atlanta, Ga.

ing their seats in an orderly manner. The teacher then called on the several committees for their reports. She appointed one of the boys to check the receipts and the amount of money returned against a list containing a record of the money she had advanced. He sat at a table at the front of the room and the chairmen of the groups went to him as soon as their reports were completed.

The first committee to report was the "ice group" consisting of four boys. They had gone to the Ives Ice Cream Company to find out how much ice would be needed to make the four quarts of ice-cream. The chairman of the group said that in the course of the discussion at the office one of the men asked them why they wanted to know. When the boys told them, the manager was much interested and personally led the boys on a trip thru the whole plant, showing them how milk was bottled, how butter was made, how icecream was manufactured. When the boys left he gave them the salt needed for the ice. The boys were also told that about fifty pounds of ice were needed. They found out from the ice man that a fifty-pound piece of ice when delivered at the school would cost fifty cents. The boys could not understand why, when water was so cheap, ice which was only frozen water would cost so much. One of the boys remembered a "cash and carry" ice station near his home and said that he thought ice was cheaper there. So the group went to this station near his home. They found that they could buy fifty pounds of ice for twenty-five cents, but that they would have to take it to the school themselves. The chairman explained then that they had decided to save this difference of twenty-five cents by hauling the ice to school, which they had done that morning. The boys were quite obviously very proud of their performance and their thrift. The teacher then listed the item "ice" on the blackboard and indicated the amount of money spent for the item. This same procedure was subsequently followed for the reports of the other groups, resulting in a list of the amounts spent for the several items. The chairman presented his receipt and the balance of the money forwarded by the teacher to be checked by the boy at the front of the room.

The next group to report was the one on sugar. The little girl leader reported that a cup of sugar was half a pound and that they needed two pounds for the ice-cream. At the suggestion of the mother of one of the girls they had looked at

advertisements in a newspaper and had found that sugar was on sale at one of the stores at ten pounds for fifty cents. They figured that the sugar would cost five cents a pound and ten cents for two pounds. They went to the store and ordered two pounds. When they handed the grocer ten cents in payment for the sugar they were greatly surprised when he said, "The sugar will cost you fourteen cents."

When the girls asked him how this could be, since the price was fifty cents for ten pounds or five cents a pound, he said, "Well, you see, when you buy in bulk or large quantities the price is less than when you buy by the pound. We get seven cents a pound for sugar when you buy by the pound." It was quite apparent that this rather common business practice was new to the children and the reason for it was not clear to them. The point was left for a later class discussion because of the small amount of time left.

The milk committee reported that milk cost twelve cents when purchased from the milk wagon and only eleven cents when bought at the store. Similar savings were briefly discussed. They reported that they bought the milk and cream at the store to save about eighteen cents.

The reports of the other groups were all very interesting. The group of girls on vanilla were amazed at the difference in the price of bottles of vanilla on sale at various stores and had found out about adulterated foods, inferior quality of content, the need of labels indicating contents of packages, and the like. They were also struck by the differences in the prices per ounce for the same kind of vanilla in bottles of different sizes. The group reported that they bought a larger bottle than they needed because they hoped that the teacher "would buy what was left. It would be so cheap." This the teacher laughingly agreed to do. A group of boys reported on the purchase of eggs. They had to decide whether to buy eight small eggs at twenty-four cents a dozen or eight larger eggs at twenty-eight cents a dozen. After a long, apparently at times quite heated discussion and much calculation, they decided to buy the large eggs at an additional cost of four cents, "because they thought the icecream would be better with large eggs than small ones."

After all groups had reported and the list of amounts spent for the various items completed on the blackboard, the teacher asked, "How much did our icecream cost us?" The pupils immediately proceeded to copy the figures listed and to find their sum. Others computed directly from the blackboard. None used

the incorrect process. The total cost was found to be \$2.54. Each pupil found the correct sum. The teacher next said, "We had portions for 47 persons. How much did the portion for each person cost?" Most of the pupils proceeded at once to divide \$2.54 by 47, which introduced a problem in remainders. The pupils quickly saw that the cost per person was more than five cents, the cost of an icecream cone. This fact seemed to surprise some of the pupils greatly. "Why should icecream cost more when we make it than when we buy it at the store?" must have been the question that was flashing thru their minds. Very wisely the teacher did not ask this fourth-grade group to discuss the question in any detail.

The teacher asked, "Are there any comments?" Some of the pupils then spoke briefly about some things they had learned. Typical statements were the following: "Even if the icecream cost us more to make than to buy it, we know now how to make icecream." "I learned a lot about buying and selling that I didn't know before." "I wouldn't have gone thru the Ives Ice Cream Plant if we hadn't done this." One rather red-faced, perspiring youngster said, "Well, I got plenty of exercise cranking the old freezer." Many other interesting comments were made, illustrating a wide variety of contacts and outcomes. After a few minutes of general discussion the class was dismissed.

Would you call this unit of work a lesson in arithmetic? Would pupils learn arithmetic and its applications better in such activities than they do when teaching stresses drill on computations and neglects the applications of numbers in real life activities? What outcomes of social value to the pupils in this class were the direct result of the unit that has been described? What attitudes, appreciations, and points of view were directly involved?

Should arithmetic applications be limited to the time assigned to the arithmetic period or should the teacher make use of situations in any subject in which numbers function to increase the power of the pupils to use numbers intelligently and effectively? What are some of the possible situations that frequently arise? How can arithmetic instruction contribute to the development of sane, intelligent attitudes toward business and business practices? What information should the average citizen have concerning such items as the advantages of buying in bulk as against in packages, the ethics of advertising, and adulteration of food?

An Estimate of the Teacher Supply and Demand Situation, 1929-30

Prepared by the Research Division of the National Education Association

State	Number examined for certificates and completing teacher training in 1928-29				Number of new teachers from other states	Total supply ¹	Total demand ²	All teachers		Trained teachers ³	
	Less than 2 years	2-3 years	4 or more years	Certificated by examination				Apparent shortage	Apparent oversupply	Apparent shortage	Apparent oversupply
1	2	3	4	5	6	7	8	9	10	11	12
Total.....	23,578	36,595	33,161	18,188	10,673	122,195	90,354	8,818	40,659	21,788	12,444
Alabama.....	965	593	633	51	129*	2,371	2,371	0	0	1,016	0
Arizona.....	0*	307*	115*	0	626*	1,048	1,048	0	0	0	0
Arkansas.....	0	1,103*	2,500*	100*	650	4,353	2,806		1,547		1,447
California.....											
Colorado.....											
Connecticut.....	0	447			474	921	915		6		
Delaware.....	0*	31*	9*	30*	75*	145	150*	5		35	
District of Columbia.....	0*	0*	202*	0	25*	227	210*		17		17
Florida.....	250*	350*	250*	2,786	284*	3,920	1,135*		2,785	251	
Georgia.....	0*	584*	153*			737	3,175*	2,438		2,438	
Idaho.....	0	330	82	18	300*	730	600*		130		112
Illinois.....											
Indiana.....	0	2,284	2,562	0		4,846	1,764		3,082		3,082
Iowa.....	1,800*	1,440*	2,400*	3,837*	400	9,877	5,192		4,685	952	
Kansas.....	2,995	2,028	1,497	1,800	50*	8,370	3,400*		4,970		175
Kentucky.....	1,800*	600*	200*	1,570	150*	4,320	3,500*		820	2,550	
Louisiana.....	360	603	330	0		1,293	1,525	232		592	
Maine.....		665		18		683	975*	292		310	
Maryland.....	0	510	167	0	214	891	844		47		47
Massachusetts.....	0	1,033*	451*	0	550*	2,034	1,800*		234		234
Michigan.....		785*	6,198*	0*		6,983*	5,341*		1,642		1,642
Minnesota.....	900	1,193	1,000	0	444*	3,537	3,329*		208	692	
Mississippi.....	1,000*	450*	300*	1,800*	400*	3,950	2,000*		1,950	850	
Missouri.....	1,387	267	142	2,672	185	4,653	2,675		1,978	2,081	
Montana.....											
Nebraska.....											
Nevada.....											
New Hampshire.....	0	273	85*	0	96*	454	457	3		3	
New Jersey.....	0	1,400*	229*	0	1,055	2,684	2,317		367		367
New Mexico.....											
New York.....	1,271	2,427	1,664*	0	744*	6,106	9,567*	3,461		4,732	
North Carolina.....	0	550*	750*	0	500*	1,800	3,937*	2,137		2,137	
North Dakota.....	1,013	1,020	343	209	363	2,948	1,585		1,363		141
Ohio.....	1,018*	780*	1,572*		750*	4,120	4,355	235		1,253	
Oklahoma.....											
Oregon.....	0*	3,500*	3,000*	0	200*	6,700	4,500*		2,200		2,200
Pennsylvania.....	0	50*	80*	10*	100	240	255*	15		25	
Rhode Island.....											
South Carolina.....											
South Dakota.....	391*	432*	547*	1,203*	500*	3,073	1,507*		1,566	28	
Tennessee.....	1,000*	825*	175*	430	150*	2,580	2,500*		80	1,350	
Texas.....	4,650	5,374*	2,317*	587		12,928	7,213*		5,715		1,065
Utah.....											
Vermont.....	80*	160*	50*	0	125*	415	350*		65	15	
Virginia.....	1,200*	1,000*	800*	200*	75*	3,275	1,600*		1,675		275
Washington.....	0	1,743	881	7	322	2,953	2,006		947		940
West Virginia.....	0*	506	727	810*	87*	2,130	1,750*		380	430	
Wisconsin.....	1,300*	800*	700*	0*	400*	3,200	1,200*		2,000		700
Wyoming.....	198*	152*	50*	50*	250*	700	500*		200	48	

EXPLANATION.—At the end of the school year 1929-30 an inquiry form of ten basic questions on teacher demand and supply problems was sent to state departments of education. State offices were asked to supply data based on exact records but if these were not available to send in estimates. Thirty-eight state departments supplied enough information so as to be included in the above table. Asterisks (*) are used in the table to indicate estimated figures. The accuracy of these estimates varies. Some estimates are highly reliable; others are merely the "best guesses" of the state departments concerned.

In spite of the approximations involved certain general facts appear to be true: [1] the apparent surplus of teachers in several states is due in considerable part to low certification standards, [2] in a majority of the states few, if any, persons are given certificates on the basis of examinations in place of professional training, [3] a number of states receive many teachers from other states, [4] records in state departments of education as to the status of teacher supply and demand are

often incomplete or nonexistent, and [5] in many states the apparent oversupply would disappear if generally accepted standards of certification were adopted.

The reader may obtain the figures for any state by reading the table as follows: In Alabama, in 1928-29, 965 persons [column 2] completed teacher training of less than 2 years, 593 [column 3] completed from 2 to 3 years inclusive, and 633 [column 4] completed 4 or more years; there were also 51 persons [column 5] certificated by examination and 129 teachers received from other states, making an apparent total supply of teachers in Alabama of 2,371 [column 7]. The total demand in 1929-30 for teachers in this state was 2,371 [column 8]. By comparing the figures given in Columns 7 and 8 we find that in Alabama there was no apparent shortage [column 9] or oversupply [column 10] of teachers, i. e., the total supply of teachers in 1929-30 exactly equaled the total demand for teachers. However, when the supply of trained teachers is considered [see footnote 3] we find that there was a shortage of ap-

proximately 1,016 teachers [column 11] in this state for the year 1929-30.

It should not be assumed that the apparent conditions revealed in this table apply to the years 1930-31 or 1931-32. The table is a "snapshot" of conditions at the end of 1929-30 as shown by records and estimates of state departments of education.

* Estimated by state departments of education.

¹ The supply for 1929-30 for each state was taken as the total of the number of persons completing teacher training in a state in 1928-29, the number certificated by examination, and the number entering from other states.

² The demand for 1929-30 was taken as the number of new teachers employed in 1929-30 to fill newly created positions or to replace teachers who left the service.

³ Not including persons with less than two years of college preparation or those certificated by examinations.

⁴ Estimated on the basis of a six year teaching life from data in bulletins of the U. S. Office of Education.

Selective Admission of Students: Its Philosophy

GEORGE WILLARD FRASIER

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THE PURPOSES of selective admission are two-fold. The first is to limit the number of students entering the college, thus indirectly limiting the number of teachers entering the profession. The second purpose is to secure a better type of student for teacher education.

The limiting of the number of students entering a teachers college should be based upon a study of the supply and demand of teachers in the territory served by the college. In this connection we must first of all recognize that teachers colleges are professional schools. They exist only for the purpose of educating teachers. If these colleges do not educate a sufficient number of students, it necessarily follows that there will be a shortage of teachers. On the other hand, if too many are educated and certificated, it means a surplus of teachers. There are many who believe that the ideal relationship would be for the teachers colleges to graduate each year only a sufficient number of teachers to meet the demand in their own territory. By this I mean that the demand should be analyzed and only a sufficient number of each type of teacher be graduated. As a matter of theory this may sound plausible but practically it is a very difficult thing to do. In the first place, the demand for teachers for any given year fluctuates greatly, being affected by the economic condition of the country. It is very difficult then to predict four or even two years in advance how many vacancies there will be in the educational ranks of a given community. Just think, for example, of the futility of attempting in the summer of 1929, before the stock-market crash and the beginning of the depression, to accurately estimate the number of teachers needed to fill the vacancies in the fall of 1933 or even in the fall of 1931. The second difficulty that is met in this process is our inability to know how many students will eventually drop by the wayside. A careful check of the students of two teachers colleges over a period of several years shows that only about one half of those admitted as freshmen eventually complete the two-year course and are certified to teach; and of course a much smaller percent complete the four-year course. The problem is also complicated by the migration

of teachers from one state to another. When two adjoining states have different certification standards there is a con-

A STUDY of the teacher-training program in Nova Scotia, one of the Harvard Bulletins in Education, entitled *Education as a Social Force*, presents the following proposal for an ideal teacher-training program:

General and Fundamental Proposals

[I] That the teacher-training program make a definite effort to develop teachers who are in touch with vital factors in the life of the province.

[II] That the teacher-training program be kept in close touch with social and educational needs as they exist today.

[III] That the teacher-training program make definite attempts to develop teachers capable of leadership.

Specific Proposals—[IV] That the office of Provincial Director of Teacher Training and Research be instituted.

[V] That a one-year teacher-training course be instituted at the universities.

[VI] That differentiated teacher-training curriculums be developed to meet the different forms of service demanded.

[VII] That the teacher-training staff be brought up to standard where it is necessary.

[VIII] That standards for a pre-professional program for prospective teachers and a systematic method for the guidance and recruiting of suitable candidates be developed.

[IX] That a systematic and coordinated program for the improvement of teachers in service be developed by co-operative study of its objectives and of means for their realization.

stant exchange of good teachers for poor teachers over the border, which is much in favor of the state having the higher standards. The Colorado-Nebraska boundary is a good example. Of course there is always a large amount of ordinary migration of teachers, particularly from the East to the West. So it is very difficult to know how many freshmen should be accepted to fill the demand two or four years hence.

Another solution is to accept as entering freshmen a much larger number than should be certificated. Then during the period of education the process of selection and elimination could be gradually taking place. The establishment of personnel records and personnel officers in teachers colleges is an aid in this selection during training.

Another very important question enters here; that is, is it a good thing for the teaching profession to have a surplus of certificated teachers? My personal opinion is that a surplus, up to a certain number, is a healthy condition of affairs. It affords an excellent opportunity to weed out the weak and the unfit, and to raise the general level of ability all along the line. The teaching profession should not seek what other professions and lines of business cannot claim. In other words, teachers should not be free from all of the influence of the law of survival of the fittest. During the last year thousands of poorly prepared and unsuccessful merchants, farmers, lawyers, and doctors have been forced to give up their business or occupation because they could not stand the competition of those who were more intelligent or better prepared. It seems to me that teachers should not be afraid to stand this same test of competition. Of course there is a maximum number of teachers beyond which we should not go. Just what this number is no one has yet determined but I believe that the number of teachers unemployed at the present time does not compare unfavorably with the number of people in other professions and lines of endeavor who are unemployed. I should also like to venture the guess that if we could replace all uneducated and unsuccessful teachers in the schools of America there would be no surplus. Of course there are arguments against this point of view. There are those who believe that a surplus of teachers will mean reduced salaries. It should not. If those interested in education make the best of this condition it will mean increased standards of certification.

Before leaving this discussion of "surplus," let us consider another phase of the question. Each year thousands of students are graduated from liberal arts colleges and universities with no idea of

what they should do. No one has seriously considered the curtailment of colleges because of the surplus of graduates. No, it is believed that an educated person can live a fuller and better life; hence we should give college education to all who desire it. The same argument can be used concerning teachers colleges. Certainly a graduate of one of our best teachers colleges has a better general education than the graduate of an average liberal arts college. Furthermore, about sixty-five percent of the girls graduating from our teachers colleges soon marry. They are better qualified to be wives and mothers by their four years of teacher education.

What are our conclusions after reviewing these facts? So far as I am concerned let me suggest that I do not believe in such a plan as the one used in Connecticut where the state education office decrees that only a sufficient number of students should be selected to fill the vacancies; nor do I believe in the other extreme such as one finds in Michigan where four teachers colleges enrol all students who come and are supplemented by a large number of inefficient county normals all of which are certifying teachers. Nor do I believe in the extreme found in Iowa where any high-school graduate can be certificated as a teacher if he takes a special course; and then can go into the field without proper preparation and take the place of an educated teacher. Somewhere between those two extremes we would find the golden mean. It certainly would not be a rigid type of selection by a central state office; and certainly not a cheap certification of thousands of uneducated teachers.

The second purpose of selecting students is to get a better class of teachers. I am fully in accord with any program that will select students for teachers colleges that are better adapted for this job called teaching. Many states have been laboring with this problem. I have read all of the entrance requirements set up

and I am not yet sure what we should do. In fact no one can be sure because our conclusions must be based largely upon opinion. It seems evident, first of all, that we would rather have intelligent than nonintelligent teachers; therefore we should use intelligence tests. However, we are immediately confronted with the fact that there is practically no relationship between intelligence as measured by tests and ability to teach as measured by supervising officers. In the second place, we believe that teachers should have a great fund of common information. This is tested by using an achievement test. Here we are confronted with the fact that candidates may cram themselves full of facts that can be used in tests but yet they may have no aptitude as teachers. We also are confident that a teacher should be healthy and free from contagious and infectious diseases. These conditions can be determined with comparative ease. We are equally sure from our experimentation in Colorado State Teachers College that it makes no difference what subjects a student takes in high school as far as predicting what he will do in college is concerned.

All of this leaves us somewhat confused when we attempt to select students to educate for teaching. We do not know yet for certain what qualities in high-school graduates are of most value in teaching. For example, let me dare to ask a question that I shall not attempt to answer. Does a student with an intelligence quotient of 150 make a better second-grade or high-school Latin teacher than a student with an intelligence quotient of 85? I could argue eloquently on either side of the question but, as a matter of fact, we have not been able as yet to determine the amount and kind of intelligence or the amount and kind of information that a student should have to enter a teachers college. I believe we are making some excellent progress but the selection of students for a teachers college is largely a matter of guess work.

What we need is *much careful research*. We have made progress in analyzing the technic of teaching. We have done much scientific work with the curriculum but the teacher as an individual is an unknown quantity. Up to now all research has been unsuccessful in solving this many-sided problem. Perhaps we shall know more about the kind of person who should teach when psychologists have given us more usable information about social psychology, the psychology of the emotions, and the interplay of one personality upon another.

Should a teacher be brilliant, above average, average, or dull in intelligence? Does the answer to this question vary with the grade taught? Should a teacher "know everything" or just know where to direct students to find answers to their questions? Should a teacher be volatile, average, or phlegmatic? Are women better teachers than men? How does it vary with grades? Should a teacher be shy, average, or bold? Is an "intellectual" type better than an "out-of-doors" type?

I could write a thousand questions concerning the selection of the best possible students for teachers colleges and the wisest of you could not answer them. While research is discovering the answer, we must do our best with such knowledge and instruments as we have at hand. This means intelligence tests, achievement tests, health tests, such personality tests as we have, high-school records, and "our guesses" based on all possible information and a personal interview.

In some states any selection or limitation of students in a state institution is prevented by law. Where such laws are operative the first task of the teachers college authorities is to see that it is changed. Certainly teachers college presidents and faculties should have freedom in selecting students. [The January JOURNAL will contain an article on "Selective Admission: Its Technics." Editor.]

THE PRESENT SITUATION affords a most unusual opportunity for raising the standard of training for all teachers. Laws and rules governing certification may now be revised sharply upward. All institutions for the education of teachers may select their candidates with greater care and be more exacting in their requirements for graduation. Three-year schools may become four-year schools. Two-year schools may become three-year schools. Teacher-training in high schools—a survival from a less fortunate period—may be wisely discontinued. Programs for the training of teachers in service may be improved. The time need not be far distant when the teaching group as a whole may be lifted to the professional level. Perhaps most important of all, immediate steps may be taken to improve the quality of teaching in rural schools to a point where it will exert a much more profound influence on the character of rural life.

Continuous Employment for the Teacher

FEW TEACHERS can maintain their financial security if they are victims of long or frequent unemployment. To secure economic independence, the teacher must be employed continuously so long as he gives efficient and satisfactory service. The chief factors causing unemployment among competent teachers are these: personal and political prejudice or favoritism, an oversupply of teachers, economic depression, the urge toward reduction in school expenditures, and lack of full appreciation of the educational needs of children. Efforts should be made to eliminate or control these factors. This article discusses briefly the problem of control, and suggests to teachers how they can contribute to its solution. [For a fuller discussion of this topic, see "The Economic Welfare of Teachers." *Sixth Yearbook*, 1931. Washington, D. C.: Department of Classroom Teachers, National Education Association, Chapter III, p39-46.]

The contractual status of teachers
—The protection of teachers against unjust dismissal may be increased in several ways: by state legislation, municipal ordinances, regulations of local school boards, or by contractual provisions. Each of these methods is subject to review and interpretation by the courts. In addition to such legal and judicial measures, public respect for the importance and dignity of the teacher's work is essential in assuring teachers proper consideration.

State law, of course, usually provides the basic authority for local regulations or contractual provisions. There are several types of legislation affecting the contractual status of teachers. The first type provides that teachers shall be elected each year and that no school board shall employ a teacher on a contract covering more than one year. Under this type of control a teacher may be discontinued at the end of any year for any reason whatever or for no reason at all. Obviously, the annual election plan furnishes a minimum amount of protection against un-

just dismissal and thereby endangers the teacher's financial security and the educational welfare of children.

WHAT KIND of mental and moral growth would we expect from a child who changed his parents every year? Yet a change in parents annually would have somewhat the same effect as a constant change in a child's teachers. The best development of a child requires stable guidance, someone who knows his personality and his problems over a period of years. It is sheer tragedy and foolishness, therefore, to keep the profession of teaching on a tramp basis. Tramp teaching has been particularly disastrous in rural schools where good teaching is most needed.

A second type of law permits school boards to enter into contracts with teachers for periods longer than one year. This plan is a decided improvement over the annual election system. Nevertheless, the courts generally hold that such contracts may not cover an unreasonably long period of years. The Texas statutes of 1930, which allow boards of education in certain districts to make contracts with teachers for as long as five years, are an example of this type of legislation.

A third type of law provides for a continuing contract between school boards and teachers. Under this plan the employing board must notify the teacher by a specified date if his services will not be required for the next school year. If the board fails to notify the teacher by the date set, the latter's contract continues automatically for another year at least. This type of protection is illustrated in the continuing contract act adopted in 1929 by the Pennsylvania legislature.

A fourth type of contractual legislation establishes a probationary period of one or more years, during which the teacher may be discharged at the end of any year irrespective of cause. At the end of the probationary period the board must place the teacher on indefinite tenure and cannot discharge him at any time except upon proved charges of incompetency, immorality, insubordination, etc. In case of dismissal the teacher may carry an appeal to some higher authority, such as the courts or the chief state school official. Under this type of control, teachers ought to have the right to a professional as well as to a judicial hearing. New Jersey's experience indicates that where both are available teachers generally appeal to the professional authority.

In any attempt to protect teachers against unjust dismissal, care must be taken also to protect pupils against incompetent or undesirable teachers. A good law or regulation governing the contractual status of teachers must seek primarily to secure and retain only the highest possible grade of teaching personnel. With this aim in mind, the Committee on Tenure of the National Education Association has suggested twelve principles for the establishment of such laws and regulations. [National Education Association, Committee of One Hundred on Tenure Problems. *Report*. Washington, D. C.: the Association, July, 1930, 3p.]

The formulation and administration of good tenure legislation present complex and difficult problems. Many different choices are available and many different factors must be kept in mind. Nevertheless, there is need for intelligent solution of these problems if the financial security of teachers is to be assured. Every teacher, thru active membership in his local, state, and national organizations, can help to promote the careful study of tenure problems. These organizations should investigate the conditions affecting the continuous employment of their members during efficiency. Such an

THE BEST TEACHERS are community leaders. They assume responsibility for leadership which their special training at public expense clearly implies. They seek to improve in many ways the intellectual, social, and civic life of the community. This kind of leadership requires a permanent interest in the community, a knowledge of its needs, and a devotion to its people. These broader values have little chance to develop when a teacher's life must be continually haunted by the fear of uncertainty and change.

investigation should determine what state laws exist on the subject, how these laws have been interpreted by the courts, and what the effect of local board regulations may be. If the results indicate that the economic welfare of teachers is endangered by inadequate contractual protection, teachers' organizations may then carefully consider and recommend additional safeguards. Such recommendations should recognize that the basic reason for demanding continuous employment for efficient teachers is that the schools need the most efficient service obtainable.

Teacher surplus and unemployment—Another factor operating against continuous employment among teachers is the surplus of licensed teachers available. While this surplus tends to depress the salaries of those who have positions, it obviously creates a situation in which many teachers have no positions. Some of these are young, welltrained recruits fresh from the training schools. They have invested considerable time and money in preparation for teaching and can ill afford to spend a year or more waiting for an opportunity to realize a return on their investment. If they accept nonteaching jobs they may be able to earn a living but are failing to capitalize on their specialized professional training. It is a responsibility of society as a whole, as well as of teachers, to see

to it that no worker is handicapped economically thru preparation for a job which he cannot obtain.

The hazard of unemployment, however, is not limited to recruits without teaching experience. An oversupply of inexperienced teachers with a minimum of training makes the experienced, more capable teacher's position either precarious or economically unprofitable. Experienced teachers who are unwilling to accept salaries as low as those for which the inexperienced or poorly trained can be employed are often forced to seek employment elsewhere, either in another school system or in some field outside of education. Such conditions are fraught with danger to the economic welfare of teachers. New jobs are not always readily obtained, particularly in periods of depression. The teacher who remains idle or receives an inadequate income in a nonteaching occupation between periods of service in the schools cannot be expected to render a high grade of service upon his return to the schools.

Here again the opportunity and duty of every teacher are clear. He can discuss with fellow teachers and with laymen the need for controlling the supply of persons with teaching certificates. Thru his professional organizations he can encourage the study of needs and methods in adjusting supply to demand. He can support desirable legislative and adminis-

trative policies looking toward such adjustment, particularly thru increases in standards for entry into the profession.

The depression and reductions in the teaching staff—The curtailment of school expenditures in a period of business depression is still another factor creating unemployment among competent teachers. School boards can decrease the number of teachers employed by increasing the load per teacher and by curtailing the educational services rendered to children. Such a policy may seriously handicap the school's effectiveness and it destroys the financial security of the teachers who are dropped from the payrolls. It is not suggested that school boards employ more teachers than they need. It is strongly urged, however, that boards consider carefully the needs of the schools before reducing the teaching staff. To maintain a sound policy in this respect the board must be supported by a public which understands the requirements of children in terms of the teaching personnel. Again the problem is one of interpreting the schools to the people. This is not a task for school administrators alone. It is a task in which every teacher can help. He must inform parents and patrons of the school's activities and needs, if the welfare of both pupils and teachers is to be properly safeguarded.—Richard R. Foster, Research Division, NEA.

Organization of Student-Body Presidents

AN ORGANIZATION of student-body presidents of secondary schools of the United States was effected at the Los Angeles convention. The student-body presidents who attended the meeting expressed a desire to become affiliated with the National Education Association as a department. The organization adopted five objectives:

First, establishing a medium for exchanging ideas relative to student activities of both extra and regular curriculum; *second*, the organizing of high schools into a closer relationship for the purpose of becoming acquainted with the activities and progress of other schools; *third*, acquainting the leading educators with the activities of youth and securing any data for the students that the administration might desire; *fourth*, moulding closer relationship between students and the administration; *fifth*, working toward international goodwill by international correspondence and

the exchanging of information and ideas.

This movement for the organization of the student-body presidents of secondary schools had its origin in the Sapulpa High School at Sapulpa, Oklahoma, where thirteen student-body presidents met on November 24, 1930, for the purpose of forming an organization within the Oklahoma Central Conference District. Practically the same objectives were approved in the Central Conference District as were later adopted at the national convention of student-body presidents in Los Angeles, California. Following the forming of the Oklahoma district organization, presidents attending the meetings from other districts later began to work upon the same plan.

The next annual convention of student-body presidents will be held at the same time and place as that of the National Education Association.

Every student-body president of secondary schools is eligible for membership

and has the privilege of attending the convention. Every high school is invited to send two representatives, a past president and an incoming president.

Due tribute should be given to the men who had the foresight and the breadth of mind to encourage and foster the national organization of student-body presidents. Acknowledgment is given to Willis A. Sutton, past president of the National Education Association, and E. H. McCune, superintendent of schools, Sapulpa, Oklahoma, for the assistance and cooperation given to the idea for organization. It was thru the suggestion of Mr. Sutton that the national convention was called and formulated as a proposed NEA department.

Those interested in furthering this progressive movement are invited to write to Warren E. Schuell, president of the Organization, Sapulpa High School, Sapulpa, Oklahoma.

Cities That Have Maintained Teachers' Salaries

THE CHILD'S LIFE goes on whether he is in school or out. Robbed of his school opportunity today he has lost something which tomorrow cannot buy back. Herein lies the tragedy of the fact that thousands of children in America at this moment have had their schools completely closed for want of funds. Other thousands have had their opportunities reduced at the very time when education should be enriched to meet the needs of a new day. A common way to reduce school opportunity is to reduce teachers' salaries.

There is a direct connection between teachers' salaries and the quality of their service to the children. Underpaid teachers cannot do their best. When the crash came in 1929, teachers' annual incomes were only 70 percent of the average income of our employed population. In spite of that low level, city after city has felt obliged or has been forced to pass by scheduled salary increases or actually to lower salaries.

On the other hand, there is much encouragement in the fact that in the midst of the world's worst depression, 57 percent of the cities of the United States have been able to maintain their scheduled increases of teachers' salaries or to arrange new increases, according to estimates based on the latest figures on file at NEA headquarters. These schools are truly prophecies. Among schools whose schedules have been thus maintained or increased are the following:

CITIES which report that they are maintaining their regular salary schedules for teachers in 1931-32, giving increments as usual:

Group I.

Over 100,000 in Population

CALIFORNIA—Long Beach, Oakland, San Diego, San Francisco.
DELAWARE—Wilmington.
DIST. OF COLUMBIA—Washington.
GEORGIA—Atlanta.
ILLINOIS—Peoria.
INDIANA—Evansville.
LOUISIANA—New Orleans.
MASSACHUSETTS—Cambridge, Lowell, Somerville, Springfield, Worcester.
MICHIGAN—Grand Rapids.
MINNESOTA—St. Paul.
NEW JERSEY—Jersey City, Paterson, Trenton.
NEW YORK—Albany, New York City, Syracuse, Utica.
OHIO—Cincinnati.
OKLAHOMA—Tulsa.
OREGON—Portland.
PENNSYLVANIA—Philadelphia, Pittsburgh, Reading, Scranton.
RHODE ISLAND—Providence.
TENNESSEE—Nashville.
TEXAS—Fort Worth, Houston.
VIRGINIA—Norfolk, Richmond.
WASHINGTON—Seattle, Spokane.
WISCONSIN—Milwaukee.

Group II.

30,000 to 100,000 in Population

CALIFORNIA—Alameda, Berkeley, Fresno, Glendale, Pasadena, San Bernardino, San Jose, Santa Ana, Santa Barbara.

COLORADO—Colorado Springs, Pueblo (Dist. 1).
CONNECTICUT—Greenwich, Norwalk, New Britain, Meriden.
FLORIDA—Pensacola.
GEORGIA—Columbia, Macon, Savannah.

To Boards of Education

THE MEMBERS of boards of education and officers whose schools are represented on this page deserve special congratulation and recognition. In a period of confusion and difficulty they have held firm to the ideal "Children First." They have shown that they appreciate the supreme importance of efficient schools as the first and last line of defense in a great emergency. They have been willing as citizens and leaders to make their influence count for what they know to be the permanent best interests of their several communities. All honor to them for their prophetic service. Already the clouds show signs of breaking and tomorrow the schools shall go forward to new levels of service and achievement!

ILLINOIS—Alton, Aurora (East), Aurora (West), Bloomington, Cicero, Decatur, East St. Louis, Elgin, Moline, Oak Park, Rock Island, Springfield, Waukegan.
INDIANA—Terre Haute.
IOWA—Davenport, Dubuque, Sioux City, Waterloo (East).
KANSAS—Topeka.
KENTUCKY—Covington, Lexington.
LOUISIANA—Shreveport.
MAINE—Portland.
MARYLAND—Cumberland.
MASSACHUSETTS—Arlington, Brockton, Chicopee, Everett, Haverhill, Holyoke, Malden, Medford, Newton, Pittsfield, Quincy, Revere, Salem, Taunton, Watertown.
MICHIGAN—Battle Creek, Jackson.
NEBRASKA—Lincoln.
NEW HAMPSHIRE—Nashua.
NEW JERSEY—Bayonne, Clifton, East Orange, Hoboken, Kearny, Montclair, North Bergen, Passaic, Perth Amboy, Plainfield, Union City.
NEW YORK—Newburgh, New Rochelle, Niagara Falls, Poughkeepsie, Schenectady, Troy (Lansingburgh Dist.), Watertown, White Plains.
OHIO—Hamilton, Norwood, Springfield, Steubenville.
PENNSYLVANIA—Allentown, Altoona, Chester, Hazleton, Johnstown, Lancaster, McKeesport, New Castle, Norristown, Williamsport, York.
RHODE ISLAND—Cranston, Woonsocket.
SOUTH CAROLINA—Charleston, Columbia.
TEXAS—Beaumont, Port Arthur, Galveston.
VIRGINIA—Lynchburg, Newport News, Portsmouth, Roanoke.
WASHINGTON—Bellingham.
WEST VIRGINIA—Huntington.
WISCONSIN—Kenosha, Madison, Superior.

Group III.

10,000 to 30,000 in Population

CALIFORNIA—Alhambra, Bakersfield, Brawley, Eureka, Inglewood, Palo Alto, Redlands, San Mateo, Santa Rosa, South Pasadena.

COLORADO—Grand Junction.
CONNECTICUT—Danbury, Enfield, Middleton, Milford, New London, Shelton, Stratford, Torrington, Wallingford, West Hartford, Willimantic.
GEORGIA—Rome.
IDAHO—Boise.
ILLINOIS—Canton, Champaign, Elmhurst, Jackson, La Salle, Mattoon, Maywood, Ottawa, Pekin, Streator, Winnetka.
INDIANA—Crawfordsville, La Fayette, Whiting.
IOWA—Burlington, Clinton, Fort Madison, Keokuk, Mason City, Ottumwa.
KANSAS—Emporia, Lawrence.
KENTUCKY—Fort Thomas, Hopkinsville, Newport.
LOUISIANA—Alexandria.
MAINE—Augusta, Bangor, Rumford, Sanford, Westbrook.
MARYLAND—Frederick, Salisbury.
MASSACHUSETTS—Amesbury, Belmont, Beverley, Clinton, Easthampton, Fairhaven, Gardner, Greenfield, Leominster, Marlboro, Milton, Natick, North Adams, Norwood, Peabody, Plymouth, Saugus, Southridge, Wakefield, Webster, Wellesley, West Springfield, Westfield, Weymouth, Winchester, Winthrop.
MICHIGAN—Ann Arbor, Calumet, Escanaba, Iroquois, Mountain, Menominee, Muskegon Heights.
MINNESOTA—Astin, Faribault, Hibbing, Mankato, Rochester, St. Cloud.
MISSISSIPPI—Clarksdale, Greenville, Laurel.
MISSOURI—Cape Girardeau, Columbia, Moberly, Sedalia, University City, Webster Grove.
MONTANA—Billings, Missoula.
NEBRASKA—Beatrice.
NEW HAMPSHIRE—Keene, Laconia, Rochester.
NEW JERSEY—Asbury Park, Dover, Englewood, Long Branch, Millville, Red Bank, Ridgewood, Roselle, South River.
NEW MEXICO—Albuquerque, Santa Fe.
NEW YORK—Beacon, Corning, Cortland, Dunkirk, Endicott, Freeport, Glen Cove, Glen Falls, Gloversville, Hempstead, Herkimer, Hornell, Hudson, Ithaca, Johnson City, Johnstown, Kenmore, Kingston, Lackawanna, Little Falls, Lynbrook, Middletown, North Tonawanda, Ogdensburg, Olean, Oneida, Oneonta, Plattsburg, Port Jervis, Rockville Center, Saratoga Springs.
NORTH DAKOTA—Bismarck.
OHIO—Cambridge, Chillicothe, Piqua.
OREGON—Astoria, Eugene, Clamath Falls, Medford.
PENNSYLVANIA—Ambridge, Arnold, Beaver Falls, Bellevue, Berwick, Braddock, Butler, Canonsburg, Carlisle, Clairton, Columbia, Dormont, Du Bois, Dunmore, Duquesne, Farrell, Homestead, Jeannette, Kingston, Latrobe, Lebanon, Mahanoy City, Mount Carmel, Nanticoke, New Kensington, Olyphant, Old Forge, Plymouth, Shenandoah, Sunbury, Taylor, Washington, Waynesboro, West Chester, Wilkesburg.
RHODE ISLAND—Central Falls, Warwick.
SOUTH CAROLINA—Rock Hill, Spartanburg.
SOUTH DAKOTA—Rapid City.
TENNESSEE—Bristol.
TEXAS—Texarkana.
VERMONT—Burlington, Rutland.
VIRGINIA—Charlottesville, Petersburg, Staunton, Suffolk.
WASHINGTON—Olympia, Wenatchee.
WEST VIRGINIA—Bluefield.
WISCONSIN—Beloit, Manitowoc, Marinette, Stevens Point, Wausau.
WYOMING—Casper, Cheyenne.

Group IV.

5000 to 10,000 in Population

ALABAMA—Alabama City.
ARIZONA—Miami, Morenci, Prescott.
CALIFORNIA—Chico, Coronado, Daly City, Hayward, Lodi, National City, Orange, Oxnard, Piedmont, Roseville, San Gabriel, San Rafael, Santa Clara, Visalia, Watsonville.
COLORADO—La Junta, Walsenburg.
CONNECTICUT—Branford, Darien, East Haven, Griswold, Plainfield, Killingly, Plymouth, Seymour, Southington, Westport, Wethersfield.
ILLINOIS—Belvidere, Glen Ellen, Hinsdale, Morris, Naperville, North Chicago, Pontiac, River Forest, Wheaton, Woodstock.
INDIANA—Columbus, Madison, Plymouth, Wabash.
IOWA—Cherokee.

WERE NATIONS to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While, for the one purpose, mankind have refused to part with superfluities, for the other they have not only impoverished themselves, but levied burdensome taxes upon posterity.—From Horace Mann's Eleventh Report.

KANSAS—Abilene, McPherson.
 KENTUCKY—Danville, Mayfield.
 LOUISIANA—Minden.
 MAINE—Brewer, Rockland.
 MASSACHUSETTS—Agawam, Andover, Barnstable, Bridgewater, Concord, Grafton, Lexington, Ludlow, Marblehead, Montague, North Andover, Northbridge, Rockland, Somerset, South Hadley, Stoughton, Walpole, Westboro, Whitman, Winchendon.
 MICHIGAN—Gladstone, Hastings, Manistique, Marshall.
 MINNESOTA—Columbia Heights, Fergus Falls, Little Falls, Moorhead, Red Wing, Stillwater.
 MISSOURI—Clayton, Fulton, Marshall, Maryville, Webb City.
 MONTANA—Kalispell, Livingston, Miles City.
 NEBRASKA—Alliance.
 NEW HAMPSHIRE—Franklin, Somersworth.
 NEW JERSEY—Caldwell, Guttenberg, Madison, Metuchen, Secaucus, South Amboy, Vineland.
 NEW YORK—Bronxville, Canandaigua, Catskill, Dobbs Ferry, Elmira Heights, Hastings-on-Hudson, Hudson Falls, Ilion, Lancaster, Mechanicville, Newark, North Tarrytown, Norwich, Patchogue, Penn Yan, Rye, Salamanca, Saranac Lake, Scarsdale, Scotia, Seneca Falls, Solvay, Tuckahoe, Tupper Lake, Wells-ville, Whitehall.
 NORTH DAKOTA—Valley City, Williston.
 OHIO—Nelsonville, Norwalk.
 OKLAHOMA—Clinton, Guthrie, Miami.
 OREGON—Albany, Baker, Bend, La Grande, Marshfield, The Dalles.
 PENNSYLVANIA—Bloomsburg, Brackenridge, Bridgeport, Ford City, Gettysburg, Grove City, Indiana, Jersey Shore, McAdoo, Minersville, Mount Pleasant, Nanty Glo, Nazareth, New Brighton, Pitsa, Punxsutawney, Rankin, Ridgway, St. Marys, Scottsdale, Sharpsburg, Sharpville, Tarentum, Tyrone, West Pittston, Wilmerding, Windber.
 RHODE ISLAND—Burrillville, Coventry, Warren.
 SOUTH DAKOTA—Lead.
 TEXAS—Eagle Pass, Navasota, New Braunfels.
 VERMONT—Bennington, Montpelier.
 VIRGINIA—Bristol, Clifton Forge, Hampton, Harri-sonburg.
 WASHINGTON—Anacortes.
 WEST VIRGINIA—Weston.
 WISCONSIN—Neenah, Rhinelander.
 WYOMING—Laramie, Rock Springs, Sheridan.

Group V.

2500 to 5000 in Population

ALABAMA—Attalla, Ozark.
 ARIZONA—Yuma.
 CALIFORNIA—Hollister, Needles, Red Bluff.
 COLORADO—Brighton.
 CONNECTICUT—East Windsor, Essex, New Milford, Simsbury, Thompson.
 FLORIDA—Fernandina.
 IDAHO—Blackfoot, Moscow.
 ILLINOIS—Harvard, Mendota, Oglesby, Silvis, Staunton, Sycamore, West Chicago.
 INDIANA—Rensselaer.
 IOWA—Decorah, Pella, Vinton, Waverly.
 KANSAS—Caney, Osawatimie.
 KENTUCKY—Franklin, Georgetown, Pineville, Russellville.
 MAINE—Camden, Farmington, Fort Fairfield, Orono, Presque Isle, Paris.
 MARYLAND—Crisfield, Easton, Hyattsville.
 MASSACHUSETTS—Ayer, Bourne, Dalton, Falmouth, East Longmeadow, Hadley, Hanover, Longmeadow, Medfield, Muoson, Nantucket, Scituate, Templeton, Warren, Westford.

MICHIGAN—Belding, Cheboygan, Durand.
 MINNESOTA—Hopkins, Northfield, St. James, Thief River Falls, Worthington.
 MISSOURI—Chaffee, Lebanon, Liberty, Mason, Neosho, West Plains.

Clear and more clear, out of the dimness of coming time, emerge, to the vision of faith, the myriad hosts of the generations that shall succeed us. These generations are to stand in our places, to be called by our names, and to accept the heritage of joy or of woe which we shall bequeath them. Shall they look back upon us with veneration for our wisdom and beneficent forecast or with shame at our selfishness and degeneracy? Our ancestors were noble examples to us; shall we be ignoble examples to our posterity? They gave from their penury and shall we withhold from our abundance? Let us not dishonor our lineage. Let us remember that generosity is not to be measured by the largeness of the sum which a man may give but by the smallness of the sum which remains to him after his gift. Let us remember that the fortunes of our children and of their descendants hang upon our fidelity, just as our fortunes were suspended upon the fidelity of our fathers.—Horace Mann's Twelfth Report.

MONTANA—Glendive, Deer Lodge, Dillon.
 NEBRASKA—Superior.
 NEW HAMPSHIRE—Exeter, Newmarket, Peterborough.
 NEW MEXICO—Deming.
 NEW JERSEY—Bordentown, East Newark, Edgewater, Haledon, Hightstown, Rockaway.
 NEW YORK—Albion, Amityville, Babylon, Canton, Carthage, East Aurora, East Syracuse, Fairport, Fort Edward, Fort Plain, Frankfort, Goshen, Gouverneur, Granville, Highland Falls, Hoosick Falls, Lawrence, Le Roy, Lyons, Mohawk, Mt. Morris, Owego, Potsdam, Spring Valley, Suffern, Southampton, Walden, Walton, Wappingers Falls, Warsaw, Waterford, Waterloo, Danville.
 OHIO—Bryan, Crooksville, Greenfield, Hubbard, Lisbon, Oberlin.
 OKLAHOMA—Cleveland, Purcell.
 OREGON—Ashland, Dallas, Grants Pass, Hood River, North Bend, Roseburg.
 PENNSYLVANIA—Coplay, East Conemaugh, Gilberton, Ingram, Jenkintown, Kutztown, Marcus Hook, Mauch Chunk, Millersburg, Southwest Greensburg,

Spring City, Susquehanna, West Newton.
 RHODE ISLAND—East Greenwich, North Smithfield.
 TEXAS—Bay City, Weatherford.
 VERMONT—Barton, Hartford, Randolph.
 WASHINGTON—Chehalis, Pasco.
 WEST VIRGINIA—Benwood.
 WISCONSIN—Edgerton, Hudson, New London, Oconomowoc, Ripon, Stoughton.

LIST of cities having no officially adopted salary schedule which granted increases in salaries, 1931-32:

Over 100,000 in Population

TENNESSEE—Chattanooga.

30,000 to 100,000 in Population

IOWA—Council Bluffs.
 MISSISSIPPI—Meridian.
 PENNSYLVANIA—Wilkes-Barre.
 TEXAS—Waco.

10,000 to 30,000 in Population

NEW JERSEY—Westfield.
 PENNSYLVANIA—Bradford, Connellsville, Hanover, Pottsville.

5000 to 10,000 in Population

GEORGIA—Cedartown.
 ILLINOIS—Madison, Peru.
 INDIANA—Auburn.
 MAINE—Brunswick, Caribou, Saco.
 MASSACHUSETTS—Ipswich, Orange, Spencer.
 MICHIGAN—Dowagiac, Midland.
 MINNESOTA—Firmont.
 MISSOURI—Clinton, Mexico.
 NEW JERSEY—Bound Brook, North Plainfield, Ocean City, Pitman, Somerville, Tenafly, Woodbury.
 OHIO—Bellevue, Mingo Junction.
 OKLAHOMA—Cushing.
 PENNSYLVANIA—East Stroudsburg, Etna, Forest City, Hollidaysburg, Northampton, Titusville, West York.
 RHODE ISLAND—Barrington, South Kingstown.
 SOUTH CAROLINA—Orangeburg.
 TEXAS—Longview, Plainview, Uvalde.
 VERMONT—Brattleboro.
 WEST VIRGINIA—Richwood.
 WISCONSIN—Chippewa Falls, Marshfield, Waupun.

2500 to 5000 in Population

ILLINOIS—Eldorado, Geneseo, Marseilles.
 INDIANA—Angola, Huntingburg, North Vernon.
 IOWA—Cresco, Glenwood, Osage.
 MAINE—Lisbon.
 MASSACHUSETTS—Holden, Kingston.
 MICHIGAN—South Haven.
 NEW HAMPSHIRE—Milford, Newport.
 NEW JERSEY—Lambertville, Merchantville.
 NEW YORK—Corinth, Falconer, Westfield.
 PENNSYLVANIA—Burnham, Curwensville, Prospect Park.
 RHODE ISLAND—North Kingstown.
 TEXAS—Georgetown, Pittsburg.
 VERMONT—Poultney, Swanton.
 WISCONSIN—Delavan, Platteville, Sparta, Viroqua.



State Education Building, Harrisburg, Pa.

THIS beautiful building, which was dedicated on November 4, symbolizes the importance of the work which the State Department of Education is doing for the people of Pennsylvania where a ten-year program of educational growth is being ably planned.

Vitalized Group Study and Faculty Meetings

WE SHALL either grow or stagnate. Let us grow abundantly! I am exceedingly eager that all Tulsa teachers and administrators may be actuated by a desire for growth and that all of our educational efforts may be highly professional. This means that the teachers of every school, under the leadership of their principal, should be constant students of their problems. It means that our local, state, and national association programs should be loyally supported by our paid membership and active participation whenever possible. This of necessity further means that every local group of special and departmental teachers should be organized and that it should hold regular meetings for the exchange of professional ideas derived from reading, study, and successful practises."—Merle Prunty, superintendent, Tulsa, Oklahoma.

The National Education Association, under the leadership of Secretary Crabtree for more than a decade, has been emphasizing the idea of growth for educators and the value of professional study. These ideals of the Association have always been recognized by many but never more than now. The pressure of economic and social conditions is a strong influence in helping teachers to realize that *the ideals of the Association are practical*. Wellinformed, broadly educated teachers and administrators are improving the instruction and guidance of youth in their charge and, in addition, are interpreting the schools to their communities. America needs teachers who are more than good classroom technicians, important as that is. The statement of A. J. Ashman, president of the Utah Education Association, is timely for educators in other states:

Keep alert to school problems. Know what policies are being proposed in your district. Study them. Inform yourself on school affairs. Then you are in a position to speak with some authority in your organization. I think it is not going too far to urge you to *know the taxation problems in your district*. What indebtedness does it have? What is the condition of its sinking fund that must take care of this indebtedness? Get a copy of the budget for your district. Compare your expenditures with any known standards you have or can secure. How does the teaching load in your district compare with others? These and a score of additional questions will make a profitable study for you. An informed membership in your association, *working on the problems of the profession*, would be a strong factor in giving your

suggestions and recommendations weight with the administrative school authorities.

Frank L. Grove, editor of the *Alabama School Journal*, says that the future of our schools depends upon the interpretation of education to the public and that unless school people do the job, it will not be done. He says:

Very few teachers and not a great many school officials have adequate information concerning the actual administration of public education in their respective communities. The result is when they are challenged with the statement that "public school funds are being wasted", or, that "their county is paying the highest school tax in the state" they have no definite rebuttal to make. Their answers, if they are forthcoming at all, are weak and evasive. It is a case of the blind leading the blind. If such a situation is to be corrected a definite place in the administrative schedule must be provided for instruction relative to the more salient factors involved in the management of schools, including the simpler phases of public school finance. *The proper place for such instruction and discussions is the regular faculty meeting.*

It is good to know of schools in all sections of the country in which the faculty meetings and group discussions are of the vitalized type. Here are a few examples:

[1] The Grand Island, Nebraska schools [C. Ray Gates, superintendent] have planned their teachers meetings for 1931-1932 around the theme *The School in a Social Democracy*. The topic for September, "The Economic Depression and the Schools"; October, "Interpreting the Schools to the Public"; November, "Forces that Mold American Minds"; December, "The Soviet Challenge to America"; January, "The American Republic in the Machine Age"; February, "Education and the Enrichment of Life"; March, "Report on the Washington Meeting of the Department of Superintendence". Recent books, the *JOURNAL* of the National Education Association, and other magazines are listed as references. Stimulating questions apply the discussions to the Grand Island schools and community.

[2] Last year Nelsonville, Ohio [H. E. Zuber, superintendent] had a definitely scheduled series of teachers meetings thruout the year, with all subjects announced in advance. The teachers voted to have a committee appointed for each month and that this committee be responsible for the program of that month. Five or six teachers served on each committee so that every teacher in the system had an opportunity to function in this connection during the school year. The subjects were: October, "Public Relations"; November, "The Ohio State Teachers Association"; December, "Relations with Other Schools"; January, "The National Education Association"; February, "The NEA Code of Ethics for Teachers"; March, "School Records and Reports"; April,

"Social and Benefit Societies and Activities"; May, "A Program for the Nelsonville Teachers for 1931-32". The committee in charge of the May program recommended that the first semester of this year be devoted to a revision of the course of study for the elementary grades and that a course of study be prepared for junior and senior high schools. The meetings for the second semester will deal with: disciplinary problems, the home and the school, guidance, character education.

[3] In June 1931, a committee of the Thomas Williams Junior High School, Wyncote, Pennsylvania [Edward H. Worthington, principal], planned the professional meetings for 1931-32. Their meetings are arranged for a business and a professional meeting once a month, each held on Wednesday afternoons after school. The program committee, after consulting members of the faculty, selected these topics for the year: homerooms, a more vital curriculum for lower grades, homogeneous grouping, using the results of standardized tests, teachers marks, report of pupil graduates.

For such meetings as those listed above, vital material will always be found in the *JOURNAL* of the National Education Association, your own state education journal, and other educational magazines. Note some of the significant material in this issue of the *JOURNAL*: more valid measurements of college work, international goodwill, mental hygiene, a rural teacher's story, vitalizing instruction in arithmetic, plans and material for the George Washington Bicentennial, school health program, radio, selective admission in teachers colleges, the present-day family, employment for teachers. Here is such a wide variety that your *JOURNAL* should be saved for future use.

Two recent NEA publications of great value are: *Review of Educational Research* for October 1931 on "Special Methods in the Elementary School". This is a regular publication of the American Educational Research Association, a department of the NEA; [2] "The Outlook for Rural Education" is the September 1931 Research Bulletin of the NEA. Secretary Crabtree says "Let no one read this bulletin and passively accept it. Let it become a center of disturbance, a starting point in a nationwide campaign to bring relief to the farm by educating the farmer's children."

The highest ranking articles in the October *JOURNAL*, by vote of many readers, are:

First, "Dr. Sutton Looks at Education" by Willis A. Sutton; second, "Mental Hygiene and Classroom Procedure" by Caroline Zachry; third, "The Functions of Instruction in Arithmetic" by Leo J. Brueckner.

Schools That Are Prophecies

FROM FIVE to ten percent of the energy and time of every teacher and school officer should go into new projects and experiments. Only thus can education keep pace with the social needs of our time. Acquire the habit of looking for vital new possibilities in individual children, in the subjects taught, in the organization of the school, in the broadening of the teaching work until it touches and enriches the entire community. By taking this larger view, the school will make its work infinitely easier because of the enthusiasm which goes with the pioneer spirit.

A page under the above title in the October and November JOURNALS gives the sources from which this material is gathered. *Readers are invited to send information for this page.*

Elementary schools—There were 69 schools in the state of Washington in 1929-30 operating on the lengthened period, or supervised study, plan. In 1930-31, 119 schools were administered on this basis.

Jackson school, Fresno, California, has a plan whereby an upper grade class [high fifth and low sixth] has entire charge of the conduct, procedure, and decoration of the lunchroom.

High schools—Stevens Point, Wisconsin, high school is first in the state to have its pupils examined for tuberculosis. Expense of the work is to be met by the city board of education and from funds raised thru sale of Christmas seals.

Baxter Seminary in the Cumberland section of Tennessee couples academic training with practical education in farming, dairying, home economics, and other work so that students are given an opportunity to earn their way thru school.

Hopkins Township high school, Granville, Illinois, erected a memorial to "the unknown teacher." Henry van Dyke's wellknown tribute is part of the inscription. This class memorial is one item undertaken by the high school in a program of community development along cultural and artistic lines.

Colleges and universities—More than 3800 boys and girls recently received training in the use of band instruments by means of a radio course of six half-hour lessons from the University of Michigan. Printed instructions to use in connection with reception of the broadcast lessons were distributed to rural schools and other radio-equipped groups.

A course in supervision for county superintendents was given at the University of Wyoming last summer in co-



ERNEST W. BUTTERFIELD, new commissioner of education for Connecticut, has given inspiration and impetus to the statewide program of character education initiated under his predecessor in 1928.

operation with the state department of education.

Teachers colleges and normal schools—A course designed to give students a working knowledge of every instrument in band and orchestra has been added to the curriculum at Central State Teachers College, Edmond, Oklahoma.

The school of education of Pennsylvania State College sponsors annually a conference on guidance and personnel problems.

City departments of education—The schools of Charleston, West Virginia have free Saturday art classes for gifted children and 4 opportunity centers where children receive individualized instruction and training in hand work.

In New York City, as an emergency measure, the board of education has made it possible for unemployed adults to attend continuation schools to fill vacancies created by the return of unemployed boys and girls to full time schools.

Ponca City, Oklahoma board of education has a public relations committee of 75 men and women representing the various interests of the school district to

meet with the board and discuss the problems and program of the school.

State departments of education—The state department of education of West Virginia and state federation of women's clubs have planned a two year program for the beautification and improvement of high-school grounds in the state.

New Mexico legislature has established a rural aid fund. Libraries of rural schools will be assisted and additional rural supervisors provided.

In observing the George Washington Bicentennial, New Jersey plans to give special emphasis to tree planting on "unshaded streets and along bare roadsides; in unplanted school grounds, parks, and other public places, and on the vast acreage of idle wild land in the state."

County departments of education—Buffalo county, South Dakota, distinctly rural with no large towns, presented a pageant "Buffalo county in the making" last May thru the cooperation of the county education association, the Young Citizens' League, and parent teacher associations. About 500 people participated; a natural amphitheater with the Missouri River and its bluffs in the background was a beautiful setting for the pageant.

Of 25 new county superintendents listed in the September and October issues of *The Oklahoma Teacher*, 17 are graduates of a state teachers college. All of the 25 have forward looking programs for the improvement of schools in their counties, such as a real health program, zone teachers meetings, a school board organization, 4-H clubs and parent teacher associations in every school, accredited and model rural schools.

Education associations—A conference of city superintendents in session at Traverse City, Michigan recently, recommended reorganization and curtailment of state and regional contests and tournaments for high schools of the state for which students travel long distances. This was based upon a comprehensive study as to the educational value, cost, and number of students benefited.

The New York State Teachers Association has planned a weekly program for broadcasting from September 1931 to June 1932. The theme is "What New York state is doing for the education of your children."

Responsibilities of the Present-Day Family

WORTHY home membership is one of the Seven Cardinal Objectives of Education. It is one of the great values of life. Children from their earliest years should be taught to appreciate home life and to take their part in making it happy and beautiful. Every teacher, every parent, every older brother and sister is—in a very important sense—a teacher of home making. Children value the things to which their parents attach importance. In a large degree they get their values, just as they get their manners and their speech, by imitation. Children who come from fine homes desire fine homes for themselves. Children whose teachers respect and appreciate their parents have a better appreciation of father and mother.

The White House Conference on Child Health and Protection recognized the importance of the family in the child's health and growth. This article is one of a series of statements prepared by Marion Lyon Faegre, assistant professor of parent education, Institute of Child Welfare, University of Minnesota. It is based on reports of the White House Conference. It will be useful for classes in institutions for the education of teachers and in homemaking classes. Many teachers will wish to bring it to the attention of the fathers and mothers of the children in their classes.

ALWAYS coming and going, rushing hither and yon at all kinds of hours—their house can't be a home, it's only a place to sleep and eat in." People are always saying of the Browns that they have little family life. What is it in our modern life that causes such criticism? Is it true that many families are no longer families in the old sense? What needs of our children must we keep in mind when we try to build up a satisfactory family life today?

Let us look at the Browns with this in mind. Mr. Brown has a long way to come from work, so supper is late. Benny, aged three, has already had his supper and is just waiting to tell his father goodnight before he pops into bed. Arthur, the oldest boy, takes shop-work at night school, so he, too, must be off with barely the exchange of a greeting with his father. Edith, who is twelve, is going to a movie, for this is the only night she has no homework, and her teacher has told her the film

at the neighborhood house tonight is a splendid one.

There can be no gathering of the group under the glow of the evening



Marion Lyon Faegre.

lamp tonight to chat over the day's happenings. But this is a typical evening. Is this home contributing anything to its children or is it a home in name only? We will all agree that Benny would not profit by being allowed to stay up. He would be in no condition to enjoy himself. For we have learned that young children need more sleep than adults, and that their restlessness and "naughtiness" have often resulted from our ignorance of their need for rest. Benny will enjoy his father, and his father will enjoy him more in the short periods when they see each other under fresh, happy conditions than when they are both tired.

While it is true that in the case of the farm family the little child can watch his father at work and be closely associated with him for many hours of the day, there is little to indicate that country children grow up in closer or deeper sympathy with their fathers than do city children. Actual number of hours spent together signifies little.

Would the older children profit by more companionship?

Mr. Brown is exhausted from his long, active day, and needs quiet in which he

may relax and read his paper. Arthur, who is mechanically inclined, would be bored by the quiet evening that suits the tastes of his parents, so greatly different are the needs of middle-age and youth. He enjoys immensely the shop-work that he gets at night. It is so different from his day-time work, when he had to take what he could get, and besides it offers him companionship of his own age, which he does not have in his own family. The machine age makes possible for Edith a type of amusement which, if carefully chosen, will give her much information as well as pleasure. The film she is to see is a well-done historical picture, and may give her a better idea of the period of American life which it portrays than any amount of the history she has read.

To be sure, there are disadvantages in connection with the inventions that have changed life so decidedly. The children complain they wish it wasn't cheaper to buy than to bake bread, mother's bread is so good! Mrs. Brown is anxious until Arthur gets home, for although she knows he is an excellent driver, and very mature in his judgment for his years, traffic is heavy. She must put the fear out of her mind by a realization that the boy would never be able to keep up this night work, which he is counting on to help him to a better job, if it were not for the old Ford, which he tinkers on so endlessly and happily.

All told, are not the members of this family benefiting from their home as much perhaps as the family of a generation ago, when Arthur would not have had the same chance for more education, and Edith would possibly not have had a teacher who knew enough about children to have thought of this way of spurring on her interest in reading history? And how much better off little Benny is, under the circumstances of today, playing out-of-doors during the day with children of his own age, until he is ready to fall asleep, instead of staying awake to be stimulated and pampered by the attentions of the adoring older members of the family!

Not all members of all families are making good use of their time. But before we criticize the modern family, we should ask ourselves if, after all, there were not many lacks and faults in the older family. The home of today has substitute values to offer for some of the

things that have been lost. Its obligations are perhaps even greater because their nature is less clearly defined.

Despite the fact that the modern family does not live the close-knit family life of a generation or two ago, there is still much that the family has to offer in the way of preparing its children for life. Especially is it true that we are no longer dependent on antiquated notions as to child care, but have accurate knowledge to guide us.

In how much is the training of the child dependent on the home, how much on the community? Why is more and more of his education being taken over by the school, and what responsibilities must the home still assume?

Early health care a necessity—Because we are gradually learning the tremendous importance of the early years, from the point of view of growth and medical care, the home is becoming increasingly aware of its responsibilities in this phase of the child's development. Knowledge of how to keep children healthy is becoming more and more widespread among parents. As they learn of the relationship between growth and health, they make greater efforts to give the child surroundings and nourishment that will build up in him resistance to disease and prevent defects from creeping in.

"Although many individuals may overcome the handicaps of a poor beginning," says the White House Conference report of Dr. John E. Anderson, head of the University of Minnesota Institute of Child Welfare, "the fact remains that for most of us a good beginning is half the battle whether we consider physical health or mental adjustment." [Anderson, J. E., Committee on Education and Training of the Infant and Preschool Child.] This brings to notice a second responsibility which must be borne by the home—the providing of opportunities that will ensure mental growth.

Homes should foster mental growth—Far from being "merely an organism that eats and sleeps and plays," the young child has an amazingly intricate life of the mind. The astonishing

rate of physical growth during the first few years is so wellknown as scarcely to need mention. That the brain and nervous systems are also developing fast in this period is not so wellknown. Besides learning to walk and talk, to eat and to dress themselves, our children are absorbing impressions, picking up opinions, prejudices, likes and dislikes; developing timidity or boldness in certain situations; learning ways of behaving with other people that will with difficulty be changed as they grow older.

Foundations for mental health laid early—Because the family is the child's world in the early years, it is responsible to a great degree for starting him on the road to mental health.

The White House Conference has defined mental health as being "that state of wellbeing in which the individual realizes the greatest success his capabilities will permit, with the maximum amount of happiness and social relationships satisfying both to the individual and to society." [Lowrey, Dr. Lawson G., Committee on Problems of Mental Health.] In other words, a person is mentally healthy if his personality is such that he gets along in social and working relationships with others, and is happy in those relationships.

That this may be true, the instinctive needs of the child must be met. Put very briefly, these fundamental needs of the child are twofold—for security and for accomplishment. To feel secure, the child needs love, affection, a home in which he is understood and appreciated. To be able to achieve, he must be allowed to develop his own individuality, while learning to live in harmony with the aims and objects of other people.

Homes may be made better places for keeping children mentally healthy if parents, and those who are to become parents, learn the conditions under which wholesome unfolding of personality takes place.

Mental health has its beginning in the kind of satisfactions and training the child has in his early years. Some of the things that help to ensure mental health in children are:

Parents' sympathy and loving desire to understand.

An atmosphere wherein the child's needs are considered as well as those of the adults.

Space and materials for play.

Opportunities for helpful service to others.

Work in which there is enough success to encourage more endeavor.

Freedom from interference with natural desires for achievement.

Does the Brown home and family life fulfill these requirements? Does your home live up to them? If you are giving your children the best conditions you can for physical and mental growth, if you are taking thought as to their mental health needs, your family is doing its part.

Questions for thought and discussion

[1] List some of the advantages of the present-day home over that of 100 years ago.

[2] In what ways do your children have better health care than was possible for you in your childhood?

[3] Why do we say that "a good beginning is half the battle"?

[4] In what ways are your children's needs for personal accomplishment being met?

[5] Discuss the following statement made by Secretary Wilbur at the White House Conference: "We want our future men and women to be selfstarters and to operate under their own personal control, not people who follow the herd or develop an emotional storm when confronted by difficulties."

Suggestions for further reading

Rich, Margaret E. *Family Life Today*. Boston, Houghton, 1928.

Sapir, Edward. *What is the Family Still Good For?* American Mercury, Vol. 19, February, 1930, 145-151p.

Seabury, David. *Growing Into Life*. New York, Horace Liveright, Inc., 1928.

Symposium. *Building Character*. Chicago. University of Chicago Press, 1928.

The Child's Emotions. Chicago, University of Chicago Press, 1930.

White, William A. *Mental Hygiene Factors in Parenthood and Parental Relationships*. New York. National Committee for Mental Hygiene, 450 Seventh Avenue, 1928. Price, 10 cents.

THE TEACHINGS and examples of our elders, as well as the talk of the congenial family gathering, develop our ideals. In the family, more than in any other single place, we learn to love, to wish to be of service to others, to be loyal to home and country, to know the difference between right and wrong, and to follow the teachings of religion. It has often been pointed out that high-mindedness runs a good deal "in families"; so also does low-mindedness. For better, and sometimes for worse, the family shapes us.—Marshall, *The Story of Human Progress*.

Radio, the Home, and the School

RADIO AND THE HOME—The American home is the cradle of our national greatness and achievement. Within its guarded walls have been nourished the attitudes and ideals which have preserved our physical vigor, our intellectual integrity, and our spiritual purpose. Upon our homes more than upon any other institution rests the future of the nation and the destiny of the race.

We should therefore guard the home atmosphere from pollution as we would guard our drinking water from poison. What goes into the mind comes out in the life.

American radio policy is therefore the vital, immediate, pressing concern of every parent. Let us keep the children first.

Radio and the school—Radio is worth at least one hundred million dollars a year to the schools of America. This estimate—and it is really a very conservative estimate—is based on a simple assumption which each one can verify for himself. Let us assume that by the use of master teachers radio can be made to increase the effectiveness of the common school by at least five percent, and the probabilities are that it can contribute much more than that. This five percent of the entire educational budget of the United States would amount to more than one hundred million dollars a year. This widespread use of radio in school education would not only enrich the work of the classroom but—as has been abundantly proved in connection with the Ohio School of the Air—it would make a large contribution to the education of adults who listen to the material which is broadcast to the school classrooms. They are thus able to learn anew the things which they studied in school days, or if their school opportunities were limited, to enjoy some of the advantages which are now given to the children. No one can estimate the value of this incidental learning on the part of adults. Our education in America has developed so rapidly that more than one half of our grown up population had less educational opportunities during their childhood than is now given to a child in an average elementary school. It would be plain stupid from the point of view of national wellbeing and advance not to use this new and powerful tool for the purpose of systematic education of the entire population, both children and adults.

The present situation—Contrary to the best experience of all the other great civilized countries of the world our radio

What You Can Do

WRITE to the National Committee on Education by Radio, 1201 Sixteenth Street, Washington, D. C., for copies of its free bulletins giving important facts.

[2] Study these bulletins and arrange to have the matter presented before civic groups to which you belong.

[3] Have these groups adopt resolutions like the ones on this page.

[4] Send copies of these resolutions

To your representatives in the state legislature

To your governor

To your representatives in Congress

To the Federal Radio Commission, Washington, D. C.

To the President of the United States

[5] Insist that your state government shall take steps to secure for your state under public control its fair share of radio channels. Remember the old, old truth: They have rights who dare maintain them.

broadcasting frequencies have fallen almost entirely—more than 93 percent—into commercial hands. Educational institutions have been robbed of their channels. The rights of sovereign states to control their own channels have been ignored. The air has been filled with objectionable advertising. The evils of the situation are now becoming so patent that the public is waking up to demand its rights.

This means that every citizen—especially those citizens who wish to protect children and the home—must wake up, inform themselves, and make their influence felt. Children first!

Education's rights on the air—The demand that education shall have its rights on the air is the adopted program of the leading educational groups of the United States.

The National Education Association believes that legislation should be enacted which will safeguard for the uses of education and government a reasonable share of the radio broadcasting channels of the United States.—Adopted Columbus, Ohio, July 1930 and again at Los Angeles, Calif., July 1931.

The radio broadcasting channels belong to the public and should never be alienated into private hands. We believe that there should be assigned permanently and exclusively to educational institutions and departments a sufficient number of these channels to serve the educational and civic interests of the locality, the state, and the nation; and that these channels should be safeguarded by the federal government. The Department of Superintendence endorses the work of the National Committee on Education by Radio in its efforts to protect the rights of educational broadcasting.—Adopted by Department of Superintendence, National Education Association, Detroit, February 1931.

We believe that radio broadcasting is an extension of the home; that it is a form of education; that the broadcasting channels should forever remain in the hands of the public; that the facilities should be fairly divided between the national, state, and county governments; that they should be owned and operated at public expense and freed from commercial advertising.—Adopted by the National Congress of Parents and Teachers, Hot Springs, Arkansas, May 7, 1931.

The Department of Elementary School Principals of the National Education Association urges that education by radio be given immediate attention by teachers, school officers, and citizens to the end that a fair share of radio broadcasting channels may be reserved exclusively for educational purposes; that the quality of educational broadcasting be improved; that broadcasting facilities be extended to schools and to programs for the education of adults; and that the introduction into the schoolroom of any radio program, however fine its quality, which is announced or titled as to gain "goodwill" or publicity for its sponsor, or which advertises a sponsor's wares, be forbidden by statute. Radio is an extension of the home. Let us keep it clean and free.—Adopted by Department of Elementary School Principals, National Education Association, Los Angeles, Calif., July 1, 1931.

The World Federation of Education Associations records its appreciation of those governments which use their radio broadcasting facilities for the education of their citizens and urges all national governments to include a representative of their respective education administrations in the delegations sent to the International Radio Convention to be held in Madrid in 1932, in order that these official representatives of public education may participate in the formulation of the regulations which will govern the distribution and use of radio facilities throughout the world.—Resolution adopted at the Fourth Biennial Conference, Denver, Colorado, August 1, 1931.

These are not hasty judgments. They grew out of wide experience with radio in the home, the school, and the community.

The Law of Selfreliance

GOOD AMERICANS try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed. Good Americans are selfreliant. Selfconceit is silly, but selfreliance is necessary to boys and girls who would be strong and useful.

[1] I will gladly listen to the advice of older and wiser people. I will reverence the wishes of those who love and care for me and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.

[2] I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

[3] When in danger, trouble, or pain, I will be brave. A coward does not make a good American. [From the *Prize Morality Code* which is widely used in schools.]

Builders of Our Profession

PROFESSIONAL RESPONSIBILITY.—A few years ago there was a standard joke going the rounds about two women boarding a streetcar, one fumbling with the catch of her purse and protesting that she would pay for both but never finding the change till her companion had paid both fares. How we despised a cheap little trick to get a free ride.

There are other free riders!

Does every teacher support ALL the teachers' associations? More than one is getting a free ride to an increase in salary or other benefit.

Who inaugurated and carried to success, campaigns for increased salary, shorter hours, and other just privileges? Not the school board. Not the legislature. It was the teachers, united in their associations. It took time, energy, and money.

Can anyone afford to ride on while others pay the fare? Think it over, then open your purse, and pay the dues to your national, state, and local organizations.—*Pittsburgh School Bulletin.*

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on November 1 was 4600. The following life members have been reported since the list was published in the November JOURNAL.

CALIFORNIA—Myrtle Emily Brown, Gladys B. Grabill, Aymer J. Hamilton, Rex H. Turner.
DISTRICT OF COLUMBIA—Tracy F. Tyler, Diosdado M. Yap.
GEORGIA—J. B. Cheatham.
ILLINOIS—Harry A. Brown, Howard Dagley, Arthur R. Gibson.
INDIANA—Clyde Parker.
IOWA—Jennie E. Post.
MASSACHUSETTS—Chester R. Stacy.
MICHIGAN—C. E. Frazer Clark.
MINNESOTA—William Guy Roseberry.
MISSISSIPPI—Mrs. A. Benjamin Kelly, Wydelle Whitney.
NEW HAMPSHIRE—Donald A. Ellis.
NEW JERSEY—H. M. Cressman, Frank R. Flower.
NEW YORK—Mathew E. Smith.
NORTH DAKOTA—Jesse C. Korthal, H. O. Saxvik.
OHIO—Mrs. Beulah Campbell Gaines, Lloyd McComas, Margaret Seasholes Riggs.
OREGON—Thomas P. Graham.
PENNSYLVANIA—Wilber Emmert, George R. Green, B. L. Gumm, Bernard S. Hostetler, W. W. Lantz, William S. Livengood, Jr., Parke Schoch, George A. Sigman, Reverend L. Elbert Wilson.
SOUTH CAROLINA—Leonard F. Arant.
TENNESSEE—H. D. Hunter.
TEXAS—Albert A. Walls.
VIRGINIA—Ivan A. Booker.
WISCONSIN—Sadie E. Hood, Guy F. Loomis, Wilbert S. Murphy, Gwendal L. Ritter, Elizabeth Waters.
WYOMING—Frank R. Watson.

Completed Enrolments

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

Thirteen Years

GEORGIA—Americus, High.
IOWA—Keokuk, Elementary Teachers' Club.
OHIO—Columbus, Fulton.

Twelve Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.
COLORADO—Colorado Springs, Buena Vista, Longfellow, Washington.
ILLINOIS—Fairbury, Fairbury Public Grades Schools, Edison, Isaac Walton.
INDIANA—Hammond, Maywood.
MAINE—Castle Hill, Castle Hill Public Schools; Mapleton, Mapleton Public Schools, High.
OHIO—Marietta, Marion, Norwood.
VERMONT—Burlington, Adams.

Eleven Years

CALIFORNIA—San Francisco, Madison.
ILLINOIS—Maywood, Lincoln.
INDIANA—Hammond, Columbia, Kenwood, Morton, Riverside, Woodrow Wilson.



EVA G. PINKSTON, special secretary of the Department of Elementary School Principals, who will give to that important and growing department the kind of service which Secretary S. D. Shankland is giving to the Department of Superintendence.

MICHIGAN—Detroit, Bellevue.
OHIO—East Cleveland, Mayfair; Euclid, Shore High.
OKLAHOMA—Okmulgee, Emerson, Franklin, Lee High, McKinley, Roosevelt, Webster, Wilson.

Ten Years

CALIFORNIA—San Francisco, Golden Gate, Grattan.
COLORADO—Boulder, Highland; Longmont, Columbine.
CONNECTICUT—East Hartford, Meadow; Meriden, Robert Morris; Stamford, Wall Street.
MICHIGAN—Holland, Holland Public Schools, Froebel, Junior High, Lincoln, Longfellow, Senior High, Van Raalte, Washington.
OHIO—Bellevue, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North; Wooster, Bowman Street.
OKLAHOMA—Muskogee, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier.
WYOMING—Casper, Lincoln.

Nine Years

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Clark Street, High School Buildings A, B, and C, Main Street, Walnut Gulch.
CALIFORNIA—Stockton, Lincoln.
COLORADO—Colorado Springs, Whittier.
GEORGIA—Americus, Furlow Grammar.
ILLINOIS—DeLand, Township High; Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; Springfield, Converse Grade.
MAINE—Caribou, High.
MICHIGAN—Cadillac, Cadillac Public Schools, Cass, Cooley, Emerson, Franklin, High, Lincoln, McKinley, Whittier; Grand Rapids, Finney.
NEW JERSEY—East Paterson, East Paterson School System, Fifty-fourth Street, Gantner Avenue, Gilbert Avenue.
NEW MEXICO—Roswell, Washington Avenue.
NEW YORK—Rome, Jay Street.
OHIO—Cleveland, Scranton; Euclid, Noble.
OREGON—Hood River, Hood River Public Schools, Coe Primary, Junior High, Park Street, Senior High.
PENNSYLVANIA—Delaware County, Cardington-Stonehurst.

SOUTH CAROLINA—Laurens, Laurens Public Schools.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Garland-Rodes.
WEST VIRGINIA—Clarksburg, Towers.
WYOMING—Casper, Park; Worland, Worland Grade Schools.

Eight Years

ARIZONA—Tempe, Grammar District Number 3.
COLORADO—Brush, Brush Public Schools, Central, High, Knearl; Colorado Springs, Midland, Steele; Englewood, Hawthorne.
CONNECTICUT—Darien, Baker.
DELAWARE—Wilmington, School Number 9.
IDAHO—Boise, Roosevelt; Idaho Falls, Eagle Rock, Eastside, Riverside.
ILLINOIS—Mt. Sterling, Grade.
INDIANA—Hammond, Franklin, Technical-Vocational; LaPorte, LaPorte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington; Michigan City, Benjamin Harrison; South Bend, Elder, Lincoln, Linden, Mussel Junior High, Oliver Platoon, Henry Studebaker, Washington Junior High.
IOWA—East Waterloo, John Fiske.
KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Webster; Cherryvale, Cherryvale Public Schools, Central, Garfield, Junior-Senior High, Lincoln, McKinley; Hutchinson, Avenue "A," Fourth Avenue, North Side; Leavenworth, Lincoln.
MASSACHUSETTS—Athol, Lake Park; Gloucester, Point Grammar.
MICHIGAN—Detroit, Myra Jones.
NEBRASKA—Fairbury, East Ward.
NEW HAMPSHIRE—East Rochester, East Rochester Public.
NEW JERSEY—Rutherford, Lincoln, Sylvan; Summit, Brayton, Lincoln.
NEW YORK—Oneida, Washington Avenue.
OHIO—Columbus, Fairwood, Fifth Avenue Elementary, Fourth Street, Heyl Avenue; Lakewood, Grant; London, Exempted Village Schools, Grade, High; Mansfield, West Fifth Street; Tiffin, College Hill, Junior High, Monroe Street; Cuyahoga County, Valley View; Warren, Elm Road; Youngstown, Jefferson.
OKLAHOMA—Pawhuska, Pawhuska Public Schools, Century, Franklin, High, Lynn, Prudom, Union.
PENNSYLVANIA—Delaware County, Keystone; Mahanoy City, Mahanoy City Public Schools, High, Junior High, Mahanoy Street, Pine Street, Spruce Street, Spruce Street Annex, Twelfth Street; Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Junior High, Lincoln, Maple Hill, Park Place, Robinsons, Senior High, St. Nicholas, Suffolk, Washington, Wiggins, Yatesville; Munkh, Munkh Public Schools, Andrew Street, High, Ravine Street, St. Johns, Twelfth Avenue Grade.
SOUTH CAROLINA—Laurens, Watts Mills.
SOUTH DAKOTA—Chester, Consolidated.
VIRGINIA—Lynchburg, Miller Park.
WISCONSIN—Sheboygan, Lincoln.
WYOMING—Casper, Grant, Jefferson, Washington; Midwest, Grade; Sheridan, Central, John S. Taylor.

Seven Years

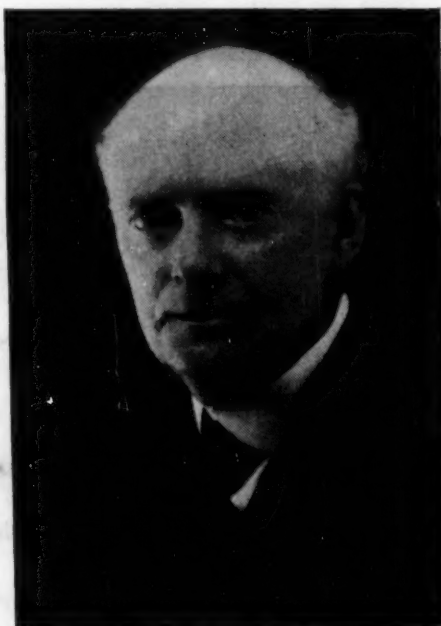
CALIFORNIA—San Francisco, Cabrillo, Fremont, Patrick Henry.
COLORADO—Boulder, Mapleton; Branson, Branson Consolidated Schools, Grade, High; Colorado Springs, Garfield, Helen Hunt, Ivywild; Fort Lupton, Fort Lupton Consolidated Schools Grade, High.
CONNECTICUT—Bridgeport, McKinley.
IDAHO—Gooding, Junior High, Lincoln Grade; Idaho Falls, Idaho Falls Public Schools, Central, Eagle Rock, East Side, Emerson Elementary, Emerson Primary, High, Junior High, Riverside.
ILLINOIS—Jerseyville, Jersey Township High; Waukegan, South.
INDIANA—Freeland Park, Freeland Park School; South Bend, Central Junior High, James W. Riley, Junior-Senior High.
KENTUCKY—Louisville, I. N. Bloom.
MAINE—Sanford, Lincoln; Waterville, South Grammar.
MASSACHUSETTS—Franklin, Thayer; Gloucester, Hovey; Lynn, Coburn Street; Plymouth, Cornish-Burton District, Hedge; West Springfield, Park Avenue.
MICHIGAN—Sault Ste. Marie, High, McKinley; Traverse City, Traverse City Public Schools, Boardman Avenue, Central, Elmwood Avenue, Junior High, Oak Park, Senior High, Union Street.
MINNESOTA—Mankato, Franklin Grade.
MISSOURI—St. Louis, Marquette; University City, Flynn Park.
NEW JERSEY—Atlantic City, Richmond Avenue; Camden, Beideman, McKinley, Parkside, J. S. Read, H. C. Sharp; Dover, Academy Street; East Orange, Washington; Maywood, Junior High; Middlesex County, Sand Hills; Montclair, Grove Street; North Plainfield, Somerset; Paterson, School Number 22; Trenton, B. C. Gregory.

NEW YORK—*Ardley*, High; *Schenectady*, S. B. Howe.
 NORTH DAKOTA—*Minot*, McKinley.
 OHIO—*Ashtabula*, Park Junior High; *Cleveland*, Landon; *Columbus*, Avondale, Beck Street, Dana Avenue, Eastwood, Lane Avenue, Milo, Mt. Vernon, Second Avenue, Stewart Avenue; *Lakewood*, Harrison, Roosevelt; *Marietta*, Washington; *Middletown*, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Junior High, Senior High, Sherman, South, Booker T. Washington, Young; *Tiffin*, Senior High; *Warren*, Tod Avenue; *Youngstown*, Elm Street.
 PENNSYLVANIA—*Berks County*, Berks County Public Schools, *Muhlenberg Township*, Muhlenberg Township Public Schools; *Delaware County*, Chestnutwold; Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Highland Park, Junior High, Primos, Senior High, Stonehurst Hills; *Kane*, Central, Clay Street, Sub-High, Welsh Street, West Side; *Slippery Rock*, State Teachers College.
 SOUTH DAKOTA—*Nisland*, Nisland Public Schools; *Selby*, Consolidated; *Sioax Falls*, Hawthorne.
 TENNESSEE—*Springfield*, Senior High.
 WASHINGTON—*Spokane*, Hillyard High.
 WEST VIRGINIA—*Clarksburg*, Alta Vista.
 WISCONSIN—*Appleton*, Wilson Junior High; *Kohler*, Kohler Public Schools; *Madison*, Doty, Hawthorne, Lowell.

Six Years

CALIFORNIA—*Alturas*, Modoc Union High; *Anaheim*, Central; *San Francisco*, Lafayette, Sanchez.
 COLORADO—*Boulder*, North Side Intermediate; *Cheyenne Wells*, Cheyenne County High; *Frederick*, Frederick Public; *Gilcrest*, Consolidated; *Kirk*, High; *Longmont*, Bryant.
 DISTRICT OF COLUMBIA—*Washington*, Randle Highlands-Orr.
 GEORGIA—*Macon*, Bellevue.
 IDAHO—*Boise*, Whittier.
 ILLINOIS—*Rockford*, Ellis; *Shabbona*, Shabbona Public Schools, Community High, Consolidated Grades; *Waukegan*, Washington; *Wheaton*, Wheaton Public Schools, Holmes, Junior High, Longfellow, Lowell, Senior High, Whittier; *Wood River*, Wood River Public Schools, Lincoln, Washington, Wood River, Woodrow Wilson.
 INDIANA—*Fort Wayne*, Nebraska, Rudisill; *Indianapolis*, William McKinley.
 IOWA—*Council Bluffs*, Madison; *Sidney*, Sidney Public Schools.
 KANSAS—*Paola*, High; *Rolla*, Rural High; *Winfield*, Irving.
 KENTUCKY—*Louisville*, Hazelwood.
 MAINE—*Augusta*, Cony High; *Waterville*, North Grammar.
 MASSACHUSETTS—*Winchester*, George Washington.
 MICHIGAN—*L'Anse*, L'Anse Township Schools, Junior-Senior High, Pequaming Grade, Rural Schools, Village Grade; *Niles*, Niles Public Schools, Grade, Junior High, Senior High.
 MINNESOTA—*Minneapolis*, Loring; *Owatonna*, Junior High, Senior High; *St. Paul*, Riverside.
 MISSOURI—*St. Louis*, Roe.
 NEW JERSEY—*Bloomfield*, Center; *Bridgeton*, Irving Avenue; *Carney's Point*, duPont Number 1; *Dunellen*, Lincoln, Whittier; *Trenton*, Cadwalader.
 NEW YORK—*Rome*, Gansevoort; *Schenectady*, Nott Terrace.
 OHIO—*Akron*, Allen, East High, *Alexandria*, St. Albans Township Schools; *Arlington*, Arlington Public Schools; *Ashtabula*, Division, High; *Cambridge*, Park; *Canton*, Dueber; *Cincinnati*, School for Crippled Children; *Columbus*, Crestview, Felton, Leonard Avenue; *Lakewood*, McKinley; *Mansfield*, Newman; *Marietta*, Junior-Senior High; *Mauvee*, Maumee Public Schools, Fort Miami Grade, High, Riverside; *Rittman*, Rittman Public Schools, First Street Building, High, Primary; *Warren*, Laird Avenue, Frances W. Willard; *Youngstown*, J. G. Butler, Jr.
 OKLAHOMA—*Sapulpa*, Garfield.
 PENNSYLVANIA—*Delaware County*, Haverford Township Public Schools, Brookline, Chestnutwold, Junior High, Llanerch, Manos, Oakmont, Preston,

Senior High; *Gettysburg*, Franklin Street, High Street, Lincoln, Meade.
 RHODE ISLAND—*Westerly*, Bradford.
 UTAH—*Salt Lake City*, Lafayette.
 VERMONT—*Rutland*, Park Street School.
 VIRGINIA—*Lynchburg*, Fort Hill; *Norfolk*, Ocean View.



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WASHINGTON—*Centralia*, Centralia Public Schools, Edison, High School & Junior College, Lincoln, Logan, Oakview, Roosevelt-Jefferson, Washington.
 WISCONSIN—*Ashland*, County Normal; *Delavan*, Delevan Public; *Kenosha*, Columbus, Washington Elementary, Washington Junior High; *Madison*, Longfellow; *Two Rivers*, Two Rivers Public Schools, Hamilton, Joseph Koenig, Washington Grade, Washington High.
 WYOMING—*Rock Springs*, Lincoln.

Five Years

ALASKA—*Fairbanks*, Fairbanks Public Schools; *Ketchikan*, Ketchikan Public Schools.
 ARIZONA—*Bisbee*, Franklin; *Clemenceau*, Junior High.
 ARKANSAS—*Little Rock*, Woodruff.
 CALIFORNIA—*Alhambra*, Fremont; *San Francisco*, West Portal.
 COLORADO—*Arvada*, High; *Canon City*, Wilson Junior High; *Colorado Springs*, Bristol, Columbia, Lowell, South Junior High; *Fort Collins*, Washington; *Gypsum*, Eagle County High; *Montrose*, Johnson, North Side.
 CONNECTICUT—*Norwalk*, Roger Ludlow Junior High.
 GEORGIA—*Atlanta*, Georgia Avenue, Joel Chandler Harris, Lee Street, Frank L. Stanton.

IDAHO—*Boise*, Lincoln Opportunity, Washington.
 ILLINOIS—*Bowen*, Community High.
 INDIANA—*Fort Wayne*, Justin N. Study; *Hammond*, Harding, Irving, Lincoln, Supervisors and Special Teachers, Washington, West Park; *Indianapolis*, Calvin Kendall, Lucretia Mott; *Seymour*, Emerson, Lincoln, Riley, Washington; *Sullivan*, Junior High.
 KANSAS—*Chanute*, Trade; *Hutchinson*, Lakeview, Winans.
 MAINE—*Camden*, Elm Street.
 MASSACHUSETTS—*Brookline*, Parsons; *Stoneham*, South.
 MICHIGAN—*Fremont*, Fremont Public Schools; *Royal Oak*, Longfellow; *Saginaw*, Crary-Lincoln.
 NEW JERSEY—*Madison*, Green Avenue; *New Brunswick*, Weber; *North Plainfield*, Harrison Avenue; *Vineland & Landis Township Schools*, Butler Avenue, Central, Chestnut and East Streets, Chestnut and West Streets, East Avenue, High, Kingman, Magnolia Road, New Italy, North Vineland, Oak and Main Streets, Orchard Road, Park and East Streets, Park and Second Streets, Pleasantville, H. L. Reber, Seventh Street, South Vineland, Special Teachers, Spring Road, Trento Avenue, West Side.
 NEW MEXICO—*Albuquerque*, University Heights.
 NEW YORK—*Brookhaven*, Brookhaven Public.
 OHIO—*Ashtabula*, Chestnut Street, State Road; *Bremen*, Rushcreek District Schools, Grade, Rushcreek Memorial High; *Canton*, Liberty, Washington; *Cleveland*, Addison Junior High; *Columbus*, American Addition; *Marietta*, Harmar, Willard; *South Euclid*, Green Road; *Tiffin*, Miami Street; *Van Buren*, Allen Township Centralized Schools, Grade, High, Junior High; *Warren*, Garfield; *Youngstown*, Parmelee.
 OKLAHOMA—*McAlester*, Emerson, Jefferson; *Sapulpa*, Forest Park, Jefferson, Woodland.
 OREGON—*Roseburg*, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.
 PENNSYLVANIA—*Biglerville*, Biglerville, Public Schools.
 SOUTH CAROLINA—*Elloree*, Midway High.
 SOUTH DAKOTA—*Canton*, Canton Public Schools, East Side High, West Side.
 WEST VIRGINIA—*Buckhannon*, Main Street.
 WISCONSIN—*Madison*, Dudgeon; *Sheboygan*, Washington.
 WYOMING—*Laramie*, Fremont; *Rock Springs*, Junior-Senior High, Yellowstone Grade; *Sheridan*, Coffeen Avenue.

Four Years

CALIFORNIA—*San Francisco*, Redding, San Miguel; *Van Nuys*, Encino.
 COLORADO—*Hayden*, Grade Schools, Union High.
 CONNECTICUT—*Darien*, Hindley.
 DELAWARE—*Wilmington*, Palmer Junior High, Public Number 11.
 IDAHO—*Boise*, Lowell, Park.
 ILLINOIS—*Batavia*, High; *Charleston*, Franklin, High, Jefferson Junior High, Washington; *Mahomet*, Community High; *Mascoutah*, City Grade, Community High.
 INDIANA—*Indianapolis*, John McCormick, Catherine Merrill, William Penn, Public Number 45, Public Number 47, Public Number 67; *South Bend*, Benjamin Harrison.
 KANSAS—*Kansas City*, Roeland; *Kingsdown*, Kingsdown Consolidated Schools; *Merriam*, Shawnee-Mission High; *Wichita*, Skinner.
 MAINE—*Presque Isle*, Gouldville; *Shewhegan*, Park.
 MICHIGAN—*Detroit*, Doty; *Jackson*, Trumbull; *Saginaw*, Emerson, Hoyt.
 MISSOURI—*Webster Groves*, Lockwood.
 NEBRASKA—*Fairbury*, Central Ward, Junior High, West Ward; *Omaha*, Monmouth Park.
 NEW JERSEY—*Camden*, Dudley; *Pitman*, Ellwood Kindel, Summit Avenue, W. C. K. Walls; *Ridge-wood*, Union Street.

(Continued on page A-200)

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

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JOY ELMER MORGAN, Editor

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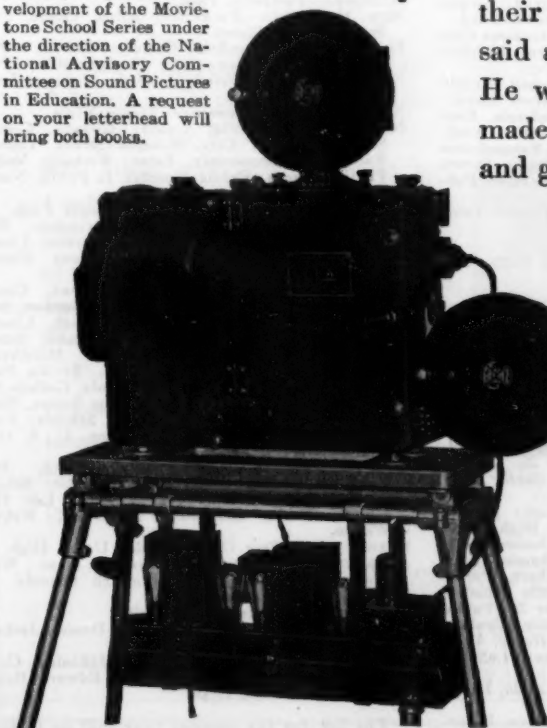
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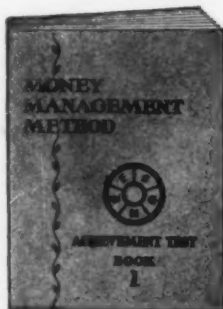
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OKLAHOMA—Okmulgee, Checotah, Horace Mann; Sapulpa, Sapulpa Public Schools, Garfield, High, Forest Park, Jefferson, Woodland.
PENNSYLVANIA—South Brownsville, Prospect.
TENNESSEE—Springfield, Junior High, Main Street, Woodland Street.
VERMONT—Bellows Falls, Atkinson Street; Enosburg Falls, Enosburg Falls Public Schools, Grade, Junior-Senior High.
VIRGINIA—Newport News, Woodrow Wilson.
WISCONSIN—Appleton, Columbus; LaCrosse, Hogan.
WYOMING—Casper, Willard.

Three Years

ARIZONA—Clifton, High.
CALIFORNIA—Anaheim, John Muir; Inglewood, Fairview.
COLORADO—Greeley, Cameron; Las Animas, Frey; Wiley, Consolidated High.
GEORGIA—Atlanta, Capitol View, Luckie Street.
ILLINOIS—Bellwood, Roosevelt; Geneva, Sixth Street; Lombard, Lombard Public Schools; Green Valley, Lincoln, William Hammerschmidt; Princeton, Township High; River Forest, Frances Willard; Hammond, Lafayette; Indianapolis, Thomas D. Gregg, Oscar McCulloch.
INDIANA—South Bend, Benjamin Franklin, Girls' Pre-Vocational, Marquette.
IOWA—East Waterloo, Roosevelt Elementary.
KANSAS—Wichita, College Hill, Lincoln, Waco, Willard.
LOUISIANA—New Orleans, Benjamin Franklin.
MAINE—Dexter, Cedar Street.
MASSACHUSETTS—Malden, Pierce; Norfolk, Center.
MICHIGAN—Grand Rapids, Aberdeen, Eastern Avenue; Ironwood, G. N. Sleight; Jackson, Pleasant; Vassar, Vassar Public Schools.
NEW HAMPSHIRE—Whitefield, Junior-Senior High; Winchester, Thayer High.
NEW JERSEY—Atlantic City, Boys' Vocational; Camden, Cassidy; Hillside, Saybrook; Middletown, Grammar.
NEW MEXICO—Albuquerque, North Fourth Street.
NEW YORK—Johnson City, Harry L. Johnson.

NORTH DAKOTA—Fargo, Franklin, Jefferson, McKinley, Emerson H. Smith Platoon.
OHIO—Athens, East Side; Canton, Cherry, Roosevelt; Cleveland, Memphis, Pearl; Columbus, Everett Junior High, Livingston Avenue, McGuffey, North Linden, Olentangy, Open Air, Shepard; Marietta, Marietta Public Schools, Fairview Heights, Junior-Senior High, Harmar, Marion, Norwood, Pike, Terberg, Washington, Willard; New Concord, Union Rural School District, Grade, High; Wapakoneta, Blume High, Second Ward.
OKLAHOMA—McAlester, Junior High; Oklahoma City, Shidler; Sapulpa, Liberty, Southern Heights, Washington; Tulsa, Osage.
PENNSYLVANIA—Carnegie, Lincoln; Munhall, Franklin, Homestead Park, Nineteenth Street Grade; Northampton, Northampton Public Schools, Central, Franklin, Junior High, Senior High, Washington, George Wolf; Susquehanna, Susquehanna Public Schools, Laurel Street, Washington Street.
SOUTH CAROLINA—Pacolet Mills, Pacolet Mills Public Schools.
SOUTH DAKOTA—Sioux Falls, Bryant; Timber Lake, Timber Lake Public Schools.
WEST VIRGINIA—Martinsburg, Cascade.
WISCONSIN—Appleton, Roosevelt Junior High.

Two Years

ARIZONA—Miami, Oak Street.
ARKANSAS—Little Rock, R. E. Lee.
CALIFORNIA—Auburn, Alta Vista; Los Angeles, Yorkdale; San Francisco, Grant.
COLORADO—Crowley, Consolidated; Ft. Collins, Remington; Fowler, Fowler Public Schools, Fowler Park, High.
DISTRICT OF COLUMBIA—Washington, Polk, Reservoir.
DELAWARE—Eastern New Castle County, Alfred I. duPont, Wilmington, School Number 25.
GEORGIA—Americus, East Americus; Atlanta, Crew Street, Home Park, Moreland.
ILLINOIS—Chicago, Westcott Junior High; Cicero, Drexel; Springfield, Converse Junior High, Hay-Edwards; Wood River, Lewis Clark Junior High.
INDIANA—Bloomington, Department of Special Education; Indianapolis, Julia H. Goodhart, Public Number 53, Public Number 55, Public Number 58, Public Number 68, Public Number 73, Public Number 86, Charles Sumner; Rushville, Graham Annex; South Bend, Pulaski; Terre Haute, Indiana State Teachers College; Vincennes, LaSalle, Tecumseh.
IOWA—Sumner, Sumner Public Schools, Grade, High; East Waterloo, Alcott, Grant.
KANSAS—Dodge City, Junior High; Emporia, Riverside; Wichita, Linwood, Martinson.
KENTUCKY—Lexington, Ashland.

LOUISIANA—New Orleans, McDonough.
MAINE—Rockland, Junior High.
MASSACHUSETTS—Ipswich, Shatswell; Southwick, Consolidated; Stoneham, Dean.
MICHIGAN—Flint, Jefferson, Roosevelt; Lansing, Walter H. French Junior High; Saginaw, John Moore, Otto Roesser; St. Clair, St. Clair Public Schools.
MINNESOTA—Mankato, Roosevelt, Union.
NEBRASKA—Fairbury, Park.
NEW HAMPSHIRE—Rochester, Allen, Gonic, Maple Street, School Street.
NEW JERSEY—Bloomfield, Carteret; Carney's Point, Lafayette; Neptune City, Neptune City Public Schools; North Plainfield, High; Verona, Laning Avenue.
NEW MEXICO—Albuquerque, Monte Vista.
NEW YORK—Freeville, Union; Geneva, Cortland Street; Johnson City, Roberts Street, Theodore Roosevelt; Schenectady, Yates; Valhalla, Valhalla Public Schools, Public Number 1, Public Number 2.
NORTH CAROLINA—Greensboro, Gillespie Park.
NORTH DAKOTA—Carrington, Carrington Rural Schools; Fargo, Agassiz, Clara Barton, Lincoln, Roosevelt Platoon, Woodrow Wilson Platoon; Valley City, Junior High, Lincoln.
OHIO—Akron, Firestone Park; Athens, Central, Junior High; Cleveland, Fullerton, Gordon, Sterling; Lakewood, Emerson Junior High, Lincoln; Sandusky County, Washington Township School; Medina, York Township School; Middletown, McKinley Junior High; Seville, Seville Public Schools; Tiffin, Tiffin Public Schools, College Hill, Junior High, Miami Street, Monroe Street, Noble, Senior High, Junior Order Home Schools; Valley City, Liverpool High; Youngstown, U. S. Grant Junior High.
OKLAHOMA—Oklahoma City, Cleveland, Stand Watie; Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, High, Lee High, Horace Mann, McKinley, Roosevelt, Webster, Wilson.
OREGON—New Pine Creek, Modoc Union High.
PENNSYLVANIA—Cameron County, West Ward; Pine Grove, Pine Grove Borough Schools.
TEXAS—Texarkana, Sunset.
VERMONT—Burlington, Champlain.
VIRGINIA—Newport News, John W. Daniel, Jackson; Norfolk, Bay View School.
WISCONSIN—Appleton, Franklin, McKinley Grade, McKinley Junior High; Kenosha, Edward Bain.
WYOMING—Midwest, High.

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THE GEORGE WASHINGTON BICENTENNIAL COMMISSION

NOTES and ANNOUNCEMENTS

The Washington meeting—The sixty-second annual meeting of the Department of Superintendence will be held at Washington, D. C., Saturday, February 20 to Thursday, February 25, 1932. A comprehensive program being prepared under the direction of President Edwin C. Broome, is built around the theme, *Education, our Guide, and our Safeguard and one of the Chief Sources of our Spiritual Life, our Cultural Growth, and our Material Power*. Scheduled on the preliminary program are addresses by outstanding laymen and educators.

Convention activities will have a patriotic note in honor of the bicentennial anniversary of George Washington's birth, February 22. Members of the Department will make patriotic pilgrimages to national shrines of historical interest, including particularly Mount Vernon and other places familiar to George Washington.

A feature of the Sunday program will be addresses by members of the Depart-

ment of Superintendence from the pulpits of various Washington churches. The vesper service theme will be *Educational Ideals*. The yearbook on Character Education will be presented at the general session on Monday.

Other themes which will be emphasized thruout the general sessions of the six-day program are: *Financing public education; Education for a changing social, economic, and political world; Education as a source of spiritual and cultural life; Promoting the physical and mental health of school children; American education—past, present, and future; and Education as a national issue*. The program will close Thursday night with a historical pageant under the auspices of the George Washington Bicentennial Commission.

Headquarters, registration, and exhibits will be in the Washington Auditorium. General sessions will be at Constitution Hall.

About six thousand sleeping room

reservations for the convention had been completed November 1. Fifteen of the principal hotels are now reserved to capacity. Single rooms in all hotels are exhausted. Requests for accommodations should be addressed to Augustus Gumpert, director, Washington Convention Bureau, 1730 H Street, N. W., Wash., D. C. Please state exact time of your arrival and give name of each person to be accommodated by reservation.

Geographic pictures history of city of Washington—The November *National Geographic Magazine* contains a noteworthy article on Washington, D. C., by Dr. Gilbert Grosvenor, which treats the growth of the national capital and its remarkable \$400,000,000 building project, as a reflection of the growth and progress of the nation. The article is illustrated by some remarkable new aerial views and by photographs in natural color. This article will be of especial interest to members of the Association

[Continued on page A-204]

Greater Unity

Life Membership



Greater Concern for the Future

in the N. E. A.

A Christmas Suggestion

The true Christmas spirit should be with us all through the year, but at this season, we cannot help but feel it just a bit more. This is a time when the old question arises as to what kind of a Christmas present to give. A life member recently told of a plan which had worked admirably in his case and the suggestion is passed on to you. The annual payment of \$10.00 is given by his

wife and what a fine present it is! Can the idea not be carried out in many families?

If a superintendent, principal, or some member of the faculty, who has given many years of service, is to be honored by a group of colleagues, why not make a Christmas present of a Life Membership in the National Education Association? There is no finer way of honoring a member of the profession.

Those who have been thinking of becoming a life member—why not take this opportunity of making yourself a Christmas present, and send in your application now?

Any one of these plans would be a wonderful way to observe Christmas and it would help to keep Christmas, not only for the day, but always.

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 January 1. I understand the entire amount of \$100.00 can be paid in equal annual installments of \$10.00 each.

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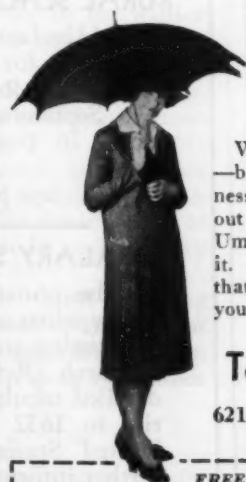
One out of every five teachers each year loses pay and must meet the extra expenses that come with sickness, accident or quarantine. Some rob their savings to meet their bills, or have the added worry of debt. Thousands of others pass the risk along to the T. C. U., as does Miss Karine Pattison of Lockport, N. Y.

T. C. U. Check Banishes Worry

Miss Pattison recently wrote as follows: "It truly is a great joy to have one's doctor bill paid by a real friend, the T. C. U. I sincerely hope I continue to be well, but it is a splendid feeling to have the T. C. U. ready to help in time of illness."

You never know when sickness or an accident is going to stop your pay and cause extra expenses. Accidents come without warning—sickness overtakes you before you realize it. You are in constant danger of experiencing the same kind of an accident as did Mrs. Adelaide M. Kichline of Escondido, Cal. Mrs. Kichline has written us as follows:

"As the result of a fall I was obliged to be out of school eleven days. In an amazingly short time a check covering my claim was sent me. And how it was appreciated! Not to pay the doctor bill or the substitute this time, but to provide a modest Christmas for my two children, who otherwise would have passed a very sad day. It pays to be a T. C. U., for you are always sure of financial help and sympathy just when both are needed most. For the third time in twelve years I called upon the T. C. U. for help."



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Teacher Demand and Supply Research Bulletin

Vol. IX, No. 5 November, 1931

A bulletin of 102 pages which does more than try to answer the question: Is there an oversupply of teachers? Classroom teachers will want to read and discuss the many problems which this bulletin raises. Teacher training authorities, secretaries of teachers' associations and officials in state departments will find here many suggestions for their work.

25c per copy

RURAL SCHOOL TEACHERS

should be familiar with "The Outlook for Rural Education." This **Research Bulletin** for September, 1931, contains 76 pages of valuable data.

25c per copy

SALARY SCHEDULES

can be constructed more wisely when guided by facts on existing conditions. The Research Division prepares detailed tabulations on salaries in 1632 cities of the United States. Write for further information.

Send orders and make checks payable to

National Education Association

1201 Sixteenth St., N. W.
Washington, D. C.

[Continued from page A-202]

who plan to attend the Department of Superintendence meeting in Washington in February. It contains a photograph of the new headquarters of the National Education Association which is described by the following legend:

The capitol of America's public schools—The National Education Association building, neighbor of the National Geographic Society headquarters on Sixteenth Street, is the "big red schoolhouse" of the country's educators. Thru its JOURNAL, its great national conventions, and the reports of its researches and surveys, it makes available latest educational findings to its countrywide membership, ranging from big-city superintendents to the teachers of one-room rural schools.

A tribute—The death of Edith Lelean Groves in Toronto on October 17, 1931 brought to a close a life devoted to education. Having the distinction of being the first woman chairman of the board of education of Toronto, Mrs. Groves used her influence chiefly as a pioneer in the field of the education of handicapped children.

An amazing situation—The table on page 340 is astounding. Ten whole states are really not enough interested in their teachers to know much about them in a collective way!

JOURNAL bulletin-board service—

JOURNAL posters, such as the one on pages 334-35 of this issue, constitute a nationwide bulletin-board service which is being used in an increasing number of schools as a means of bringing to the children the great ideals and processes of American life.

Back numbers wanted—Stocks of the following JOURNALS have become exhausted at Headquarters and copies are desired to help libraries complete their sets:

March 1922, June, October, November, December 1923, March, April, November 1924, June 1925.

Members of the Association who have these numbers and do not wish to keep them will help the profession by mailing them to the National Education Association, Division of Publications, at 1201 Sixteenth Street, Washington, D. C.

Child development radio addresses—The following radio addresses during December will be of special interest to teachers: *Anger: its causes and control* by Florence L. Goodenough, Dec. 5; *Social behavior in infancy and childhood* by John E. Anderson, Dec. 12; *Adolescence: the difficult age*, Leta S. Hollingworth, Dec. 19. The addresses will be broadcast over the network of the National Broadcasting Company from 8:45 to 9 p.m. Eastern Standard Time.

George Washington memorial trees—Bulletins giving full information about the movement to plant trees in memory of George Washington may be obtained from the American Tree Association, 1214 16th Street, N. W., Washington, D. C.

Plan now—Begin now to make plans for World Goodwill Day which will be observed thruout the world on May 18, 1932.

Radio programs for schools—The American School of the Air announces fourteen programs during *December* over the seventy-three stations of the Columbia system. These programs will be on the air between 2:30 and 3:00 Eastern Standard Time. Three of them are given here. The figures in brackets indicate the date.

[1] Russia, Old and New [Geography and Music]. Upper grades and high schools. Madame Pirie-Beyea and native music.

[2] "Whistling Boy" [Art Appreciation]. For Junior and Senior high schools. Henry Turner Bailey.

[3] A Trip to the Country [Primary Music]. Songs by Dorothy Gordon. "Snow White and Rose Red" [Children's play acted by children].

Magazines worthy school use—There is no place in the classroom of public schools for periodicals which carry tobacco advertising. Among magazines which are free from such advertising are the following:

For elementary schools—Airway Age, American Boy and Youth's Companion, Consumer's Research General Bulletin, 340 West 23d St., N. Y. C., Everygirl's Magazine, John Martin's Book, Junior Red Cross, Macmillan's News Review, National Geographic News Service, Nature Magazine, Saint Nicholas, School Arts Magazine.

For junior high schools—Airway Age, Aviation Engineering, Better Homes and Gardens, Consumer's Research General Bulletin, 340 West 23d St., N. Y. C., Good Housekeeping, Hygeia, Junior Red Cross, Junior Review, Ladies' Home Journal, Macmillan's News Review, National Geographic News Service, Nature Magazine, Scholastic, Science News Letter, Survey and Survey Graphic, World News.

For senior high schools—Agricultural Education, Airway Age, American Observer, Atlantic Monthly, Aviation Engineering, Bookman [American], Consumer's Research General Bulletin, 340 West 23d St., N. Y. C., English Review, Good Housekeeping, Hygeia, Ladies' Home Journal, Macmillan's News Review, Nation, National Geographic, National Geographic News Service, New Republic, Scholastic, Science News Letter, Survey and Survey Graphic, Woman's Home Companion.

An encouraging sign—Reports from the U. S. Prohibition Bureau show amazing gains in the effectiveness of enforcement during the past year.

Buy Christmas seals and fight tuberculosis.

Dear Cleanliness Institute



"I'll tell you why we don't wash our hands oftener at our school"

"I read your advertisement about washing hands at school. Don't blame us. You wouldn't wash your hands either, if you went to my school.

"Half the time there aren't any towels. You get your hands all wet and then can't dry them. Then they get chapped. Have you ever had chapped hands?

"You wouldn't like to wash your hands in cold water in the winter time, either. You'd just pretend to wash them.

"And we always run out of soap. What's the use of washing without soap?

"And when lunch time comes you are so hungry and there is such a crowd around the basins. And at recess, too, you are in such a hurry to play.

"We wouldn't mind washing hands at our school if they'd just make hand-washing a little nicer. And if they'd help us to remember when we forget."

* * *

Dear "Grown-ups," that youngster just about summed up the argument for adequate handwashing time, equipment and supervision. 69% of our pub-

lic schools "attend" to handwashing about the way his school does. (As indicated by a nation-wide survey.)

Perhaps the only thing the boy didn't make clear was why handwashing is so important. But you wouldn't expect him to know that 92% of all deaths attributable to communicable disease are caused by micro-organisms entering or leaving the body through the nose or mouth...that handwashing curbs this "traffic in microbes."

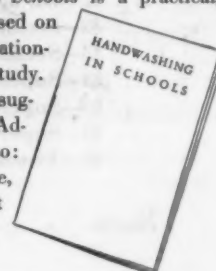
Nor would you expect him to realize how easily good or bad habits are formed in childhood.

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is to keep *Children First*. We can best do this
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- \$5 membership, including subscription to the JOURNAL, the Proceedings, and the Research Bulletins (5 issues).
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(Before joining departments it is necessary to be a member of the Association itself.)

- \$2—**Adult Education**, including the *Adult Education Bulletin* (6 issues).
- \$10—**American Association of Teachers Colleges**, including the annual *Yearbook*. [Institutional Membership.]
- \$1—**Business Education**, including the proceedings of the annual meeting.
- \$3—**Elementary School Principals**, including the quarterly *Bulletin* one issue of which is the *Yearbook*.
- \$2—**Rural Education**, including the *Bulletin* as issued.
- \$2—**Secondary School Principals**, including the *Yearbook* and *Bulletin* (5 issues).
- \$3—**Social Studies**, including the *Yearbook* and the *Historical Outlook* (6 issues).
- \$5—**Superintendence**, including the *Yearbook*, *Official Report*, and *NEA Research Bulletin* (5 issues).
- \$4—**Supervisors and Directors of Instruction**, including the *Yearbook* and *Educational Method* (9 issues).
- \$1—**Supervisors and Teachers of Home Economics**.
- \$1—**Visual Instruction**, including the *Bulletin* as issued.

Name Position

Address: Street City State

[This application may be used for either new members or renewals]

