

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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For Every Child an Education

ITEM TEN in *The Children's Charter* pledges

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

What does this mean in terms of things to be done?

For the school—That the child's major activity from the earliest years thru at least the seventeenth year shall be directed toward laying the foundations for lifelong education and growth.

For the home—That in its design, management, and surroundings the home shall provide for child needs as well as adult needs. The home is the first and the greatest school.

For the community—The development of neighborhood and cultural life so that the child by taking part will acquire a sense of neighborhood responsibility and cooperation.

For the state—A more unified and vigorous management of its whole educational enterprise so that all children will receive fair consideration.

For the federal government—The reorganization of its educational activities so that there shall be a great enlargement of research and a wiser coordination of federal financial aid to strengthen especially the elementary school.

For all child-helping agencies—A unification and coordination of activities to make sure that no child is overlooked.

For the teacher—A longer period of training; at least four years beyond the four-year high school, with special training to meet specific needs, and with frequent additional training to keep up with new developments.

For the school principal—A larger training and responsibility which will make him in a genuine sense an intellectual and civic leader of his community.

For the superintendent of schools—A more generous public support so that his main energies may be spent in planning the educational program rather than in efforts to get money with which to keep the schools in operation.

For the curriculum—A restatement of education in terms of activity rather than knowledge; the elimination of deadwood; the addition of living and prophetic elements such as are implied in

the seven objectives of education: health, home, learning, vocation, citizenship, leisure, and character.

IT IS OURS to remember that if we choose we can be torchbearers, as our fathers were before us. The torch has been handed on from nation to nation, from civilization to civilization, thruout all recorded time, from the dim years before history dawned, down to the blazing splendor of this teeming century of ours. It dropped from the hand of the coward and the sluggard, of the man wrapped in luxury or love of ease, the man whose soul was eaten away by self-indulgence; it has been kept alight only by those who were mighty of heart.—From *The Americanism of Theodore Roosevelt*, Houghton Mifflin Co., p307.

For teacher training—A much closer coordination of the colleges for the education of teachers with the schools themselves, including a sustained period of interne training.

For education associations—A sustained campaign to interpret to the public the meaning of education in the child's life.

For the financing of education—A reorganization of the taxing system so that some of the burden will be shifted from property to income, sales, and inheritances with a greater contribution from state and national areas.

For parent-teacher associations—A program of parent education which will see that the efforts of home and school are closely coordinated in the interests of the child.

For children's clubs—A coordination of activities so that all children will be provided for, and so that these clubs will unify rather than divide childhood.

For radio—The reservation of special channels for schools so that the radio may become as much a part of the educational activities of youth as the textbook or the blackboard.

For films and talkies—The development of teaching units on a scale so vast

that this part of the industry rather than entertainment will be its major phase.

For employers—The development of ways of recording from month to month their occupational needs and of estimating such needs sufficiently in advance to suggest to the schools the kind of training needed for vocations.

For industry—A willingness to substitute adult for child labor so that children may be freed for schooling.

For community planning—The redesigning of communities so that homes, schools, playgrounds, and parks are efficiently organized and coordinated to contribute most to the wholesome growth of children.

For civic reform movements—A speeding up of activities so that influences in the community which tear down character for selfish purposes may be weeded out or modified.

For Christian democracy—A new consecration to the belief that every individual is an end in himself, worthy of the highest consideration and development. The acceptance of this ideal precludes exploitation and oppression; implies affection and understanding; and substitutes intelligence for force as the main motive power of human life.

For world civilization—A primary emphasis not on political or economic factors but upon culture as the integrating and peace-maintaining force of tomorrow.

The greatest need of education today is that teachers shall be broader in their training and in their activities. Civilization itself is in the melting pot. Over night changes occur which in former times would have required centuries. The teacher cannot make his best contribution except by exerting his full power to see that every condition which surrounds the growth and life of children is favorable to their best development. The teachers who lead out, who do things, are the ones who develop power. Influence grows thru use. *The Children's Charter* is not merely a document, but a course of action. By a little observation and study you can find under each of the points on this page a way to make your contribution. You can bring into your life and the lives of your students the thrilling sense of adventure that goes with participation in a great enterprise.

The Schools and the Present Crisis

THE SCHOOLS would be vastly worse off today than they are were it not for the work which local, state, and national associations have been doing during the past ten years in the interpretation of education to the public. *There is now imperative immediate need for individual interpretation by every teacher.*

Interpret your school—The parents of the children you teach think of education and school in terms of you and your classroom. Do they know you? Have you been in their home? Do they know your classroom? Do they feel free to talk with you about their problems? Do they understand the needs of the schools? Do they know your school—its history, its services, its significance, what it costs and why, how the larger enrolment reflects public appreciation and faith? Are you prepared to interpret your own work and that of your fellow teachers? Can you explain methods, objectives, and achievements? Can you help your people to understand the importance of the leadership of your principal? Of your superintendent? Do the citizens appreciate the civic importance of the service of your board of education? Do your pupils carry home to their parents a proper interpretation of the work done at school? Do they know the seven cardinal objectives of education?

Interpret the larger meaning of education in the life of your state and your nation—Know the history of education in your state and in your

community. Be familiar with writings of the pioneers who laid the foundation. Every state has its Horace Manns and

TO INTERPRET the school to parents and citizens is as much a part of the teacher's work as the instruction of children. Our schools belong to the people; they will go as far and no farther than the people wish; child guidance is a joint task of parent and teacher. Every officer in the school system is an interpreter, but the teacher can do more than anyone else. The teacher is linked to the parent by a common personal interest—the child for whose welfare both are responsible. The ideal, *Children First*, demands that the schools be kept at their best and still further improved.

its Henry Barnards. Attach importance to the lives of civic and professional leaders who are the products of your schools. Magnify concern for education as the first test of the statesman.

The present crisis—Have you talked with your people about the present crisis and its effect on children in your community as suggested in the questions above?

Are you making an effort to spread this information in your daily contacts with pupils and citizens? In addresses before community organizations? Have you sought the assistance of your local newspaper editor, your minister, your mayor, in interpreting the present grave situation in education?

Have you emphasized the importance of keeping children first, and of letting the school be the last to suffer if the public budget must be reduced? Roads can be built tomorrow. Children live and grow today.

Are you informed of the effect of the depression in your own state, your community, and your school? How many schools are closed in your county? How many school terms have been shortened? How are the teachers overloaded? Is there physical suffering among the children? Has school support been reduced? Have such vital services as health, kindergarten, and special teachers been abandoned?

Are you making full use of your journals?—Do you call the attention of the local editor, of influential citizens, of parents to specific articles in the journals of your local, state, and national associations which would help them understand the importance of the schools for child life and social advance? Nearly every article in this issue of the JOURNAL has some interest to laymen. Note especially the editorial, social planning, radio topics, the economic status of teachers.

WHERE YOUR TREASURE IS—Many a man has come to the end of life only to realize too late that the values for which he spent his precious years were not the real values. He has toiled for self or fame or power or money only to discover that the human values tower above them all. The kindness of neighbors; the affection of friends; the love of dear ones; worthy work well done; treasures of truth and faith carefully taught to a generation ready and eager to carry on—these are the values that make life rich and abundant. It is for these values that teachers and schools stand. These are the values that are needed just now. The depression has reached the final psychological stage. Recovery is a matter of faith. We can hoard our money, starve our fellows, reduce salaries, lower standards of living, and paralyze those vital marginal industries that depend on generous buying power, or we can recognize frankly that our real treasure is human life and set about to conserve and strengthen the vital values. We can put children first and keep them first, knowing that it is they who must carry the torch tomorrow if civilization is to march forward. Of course, this will mean sacrifice, but sacrifice in order that children may have educational opportunity is no new thing in America. Most of the men and women who today are the backbone of our republic hold their present places because farsighted parents knew that children came first, and had the grace and the courage to do without, that sons and daughters might have a better life than theirs had been. That is the real American spirit. In that spirit let us keep the schools at their best. Our great national treasure is the children. Let's keep the *Children First*.—J. E. M.

Suitable Dress for Professional Women

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JUST HOW MUCH should personal appearance count in a teacher? Of course, the teacher is hired not, like the actress, for her face, but primarily for the quality of her mind. Consequently, personal appearance is less important to the teacher's success. However, like the actress, she is more or less in the public eye and even tho her "public" be composed of ten-year-olds, it is rather more logical than otherwise to suggest that she make the best of her physical as well as mental self. How can the teacher accomplish improvement in her personal appearance? How can she succeed in looking smartly dressed in clothes suitable for school?

Challenged by this problem, my teachers decided to set up certain criteria for professional dress in an outline of good taste. They listed suggestions only after a conscientious study had been made of the better fashion magazines and a thoro examination completed of clothes exhibited in the finest shops. A few teachers even enroled in a university extension course of costume design.

As a result two general conclusions were reached—one negative, the other positive. The teacher who wishes to consider herself smartly dressed must not allow herself to look like a "loading zone for merchandise, all cluttered up with uninteresting bits of ribbon, glass, feathers, artificial flowers and stones." Rather, to achieve costumed success the teacher must present with the aid of her clothes, "a picture, an effect, a whole, something she has built up cleverly by a careful choice of dress, coat, hat, shoes, gloves, and hose."

What, then, constitutes a "careful choice"? The following outline was prepared in an attempt to answer the question.

Dresses—Sport or semisport styles are the only suitable choice for school wear. Choose the heavier materials, as the lighter silks look sleazy and cheap. Figured goods add an appearance of weight. The natural waistline has been "good" in all ages of costume.

Coats—They should be of fine material and smart design. Unless one can afford expensive furs, it is wise to do without furs altogether as nothing ruins an outfit like wolf, rabbit, or cat trim-

ming. A wellchosen wool or silk scarf worn about the neck is far better than the furs enumerated.



AN EXAMPLE of a simple but smart outfit, suitable for teachers, worn by the author of this article. Hat, gloves, purse, shoes, and hose are in brown. The coat, furless and fashioned of brown suede, is short and belted snugly. With this is worn a sports dress of brown and white wool crepe, completed by a polka-dotted scarf in brown and white.

Hats—These should be small, should match the outfit, and frame the face. The crown of the hat should touch the crown of the head. Hats are not successful worn on top of the head; they look better when the head is definitely inside of the hat. Avoid too high crowns or too wide brims, which are out of proportion and awkward.

Shoes—They should have Cuban or French heels. Flat heels cause an ugly ankle line. Satin shoes are entirely out of place in the schoolroom. Trim, plain shoes in the dark blue, dark brown, or black leathers are best. A plain pump without ties is neater.

Hose—The darker shades tend to make the ankle seem more slim, and usually blend better with costumes.

Beads—The plainer, the better. Fancy, savage-looking wooden or glass beads in loud colors detract from the face, which should be the center of in-

terest always. Pearl beads and crystal necklaces are out of place with sport clothes.

Hair—Feature the forehead. Clean away the hair from the face; avoid dips and bangs. A high, clear forehead, unmarred by any undulations of marcel waves, is a beautiful thing in itself. Whether bobbed or long the hair should be smooth. Hairnets are impossible. Wide, casual waves are best. Wear the knot at the neck. To build the knot on the top of the head, like the habit of perching a hat there, dates one—fatally.

Makeup—Use enough to look healthy. Tan shades of powder are more natural than dead-white. Cheek rouge with a tone of orange is more like blood-coloring than cerise, raspberry, or pink shading. Wipe off excess lipstick. For those who still believe it wicked to employ coloring to the lips, a pomade stick is advisable as it is more conservative and yet adds the needed flesh tones.

Wearing the clothes—Stand straight, with stomach in and head up. Hold the shoulders proudly. Round shoulders will ruin the most carefully chosen ensemble.

Colors—The color of the hair and of the eyes has long been recognized as a happy suggestion for color choice in dress. Primary colors should be used as sparingly as one would use gunpowder. A loud color introduced suddenly will jar one as much as a wrong note struck in music. Harmony of color is more beautiful than contrast. Hence if you have blue eyes, feature blues and blue greys. If you have brown hair, you may emulate the tones found in the gorgeous leaves of an October landscape. You may feature pinky browns, pastel yellows, pale orange shades. The red-haired woman may choose sky blues, orange browns, tans, and beiges. If you have black hair, you can wear certain greens and even experiment with "gunpowder," that is, the primary red.

Conclusions—Get gloves, dress, purse, shoes, and hose to match. Introduce for contrast only one other color—otherwise the harmony of the symphony will be ruined. It is better to have one outfit with all accessories matching than ten with no taste in combinations.

Having set up these standards for the benefit of our profession, we raised

the question: *What barriers stand in the way of following these suggestions? We listed the following:*

[1] Teachers are intellectual rather than physical. Placing great value on intellectual pursuits—trips to Europe, books, extension courses, and degrees, they place a lower premium on the acquisition of clothes, and hence, many are careless of their appearance.

[2] Teachers belong to the highest type of human being, in whom the sense of duty is developed to a maximum and many, prompted by this spirit of sacrifice, deny clothes to themselves in order to give to mothers, younger brothers, and sisters.

[3] Many teachers feel that children are uncritical and so, "Why bother about the way one looks in school?"

[4] Some teachers are uncritical themselves. They lack high standards of dress. They have not been trained to know what is good taste.

[5] Teachers have work which is hard on clothes and discourages the wearing of good outfits to school. Chalk dust, pebbly school grounds, ink, paint, clay, the necessity for being out in all kinds of weather—were listed under this heading.

[6] Often there is a lack of competition. Since other teachers in the building care little for dress, not much incentive exists to spur one on to improvements in personal appearance.

[7] Teachers work hard. The average class of thirty or forty keeps the teacher

busy all day. There is little time for primping. The work is highly detailed and induces nervous fatigue. Leaning over desks and books, bending over children promotes round shoulders.

[8] Some teachers, belonging to that docile remnant terrorized by old-fashioned school boards, still believe it wicked and frivolous to consider personal adornment.

[9] The whole attitude of thinking is objective rather than subjective. The thought is focused outside of self and upon the child's performance. Forgetfulness of self results.

Granted that these barriers to good grooming and smart attire exist, how can they be surmounted? We sought a remedy for each situation listed, as follows:

[1] If teachers are really intelligent, they will make an effort to look their best.

[2] Even tho a teacher is supporting others she can, by studying herself and planning cleverly, achieve distinction on a small outlay of money.

[3] Children are more critical than teachers realize. Watch them brighten up when you appear some morning with a becoming and pleasing outfit.

[4] Teachers who lack training should determine to gain this experience by enrolling in extension classes in costume design and costume appreciation. If she cannot afford this or if classes are not available, the teacher can always study *Vogue*, *Harper's Bazaar*, and other excellent authorities on style. She can also

study her reflection in the mirror and decide to do something about it.

[5] A whiskbroom, a handtowel, a shoebrush, and an extra pair of shoes for playground work, will help in battling down the fifth barrier listed above.

[6] Teachers should seek to excel themselves if there is no other competition available. Consciously set as your goal the reputation of being a well-dressed woman. Watch how your pride in maintaining this position will stimulate you to look your best.

[7] Make up your mind to stand straight. The shoulder muscles are large. If they are weak from disuse, train them. For nervous fatigue read some books on mental hygiene. [These are good: *Outwitting Our Nerves* by Jackson and Salisbury published by Century. *Just Nerves* by Austen Fox Riggs published by Houghton Mifflin. *Let's Be Normal* by Fritz Kunkel published by Washburn Company. *Behind Your Front* by James Oppenheim, a Harper publication.)

[8] It is ridiculous in this day and age to think of the teacher as a "being apart." She has just as much right as her sisters to personal adornment.

[9] Regarding the last point, one's duty is to one's children, of course, but part of that duty consists in being a good example in every way, and this includes personal appearance.

To conclude, may it not be noted in the light of the above findings, that the smarter the teacher, the more smartly she'll dress?

Outcomes of School Debating

THE LIST BELOW grew out of a discussion which was held at a sectional meeting devoted to debating at the 1931 convention of the Illinois Association of Teachers of Speech.

In interesting himself in welldirected debating, a student:

[1] Becomes more keenly aware of the large place which argument and persuasion have in human relations.

[2] Forms the habit of relying more and more upon evidence rather than prejudice, tradition, and intuition in reaching conclusions.

[3] Acquires a keener interest in the pursuit of truth.

[4] Receives training in the accurate statement of ideas and facts.

[5] Develops more fixed habits of intellectual honesty.

[6] Becomes more skilful in the use of libraries.

[7] Becomes more keenly interested in social, economic, and governmental problems.

[8] Becomes better acquainted with the

sources of reliable information upon social, economic, and governmental problems.

[9] Acquires a better understanding of the fundamental principles relating to sociology, economics, and government.

[10] Receives training in the use of scientific methods of gathering data bearing upon social, economic, and governmental problems.

[11] Receives training in analyzing social, economic, and governmental problems.

[12] Learns to test the value of data.

[13] Acquires greater skill in interpreting data.

[14] Learns to reason conservatively from data.

[15] Acquires greater skill in organizing data.

[16] Becomes a medium for the dissemination of knowledge of superior quality bearing upon social, economic, and governmental problems.

[17] Becomes more skilful in presenting data clearly and attractively.

[18] Learns to adapt his point of view to that of others.

[19] Learns to adapt reasoning and evidence to different types of audiences.

[20] Develops an appreciation of the point of view of others.

[21] Acquires skill in presenting data with poise and confidence.

[22] Becomes a more easy extempore speaker.

[23] Becomes a more resourceful and forceful public speaker.

[24] Develops a more expressive body and voice.

[25] Develops a stronger and more pleasing personality.

[26] Learns to present his views and the reasons for them with conciseness.

[27] Forms the habit of refraining from expressing himself with confidence upon subjects regarding which he knows little.

Many schools have set up such worthwhile objectives in teaching debating that the work is recognized as one of the most helpful activities of the institution.—Fred S. Sorrenson, director, Division of Speech Education, State Normal University, Normal, Illinois.

Social Adjustment and Sex Education

CAROLINE B. ZACHRY

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THERE IS PROBABLY no topic in education today that is more generally disputed than the topic of sex education. The tendency on the whole is to think of sex education far too narrowly. What the educator usually means by sex education is sex information. From the point of view of mental hygiene sound sex education is something far broader than mere information in regard to sex functions. Sex is not an isolated part of life, concerned only with certain biological functions and the emotional reactions tied up with them. The sex side of life involves the individual's total social adjustment. Sex education from this broader point of view involves the child's social education as well as his sex information. The biological information, no matter how scientifically presented, will not in itself help him to make adequate adjustment on the love side of his life. From the point of view of the new psychology the word sex no longer has the narrow connotations formerly given to it. From the meaning which some schools of psychology now give to this word, it may be used interchangeably with the word social.

The child's social education and therefore his sex education, begins the day that he is born. His adult attitudes toward the men and women around him are largely determined by the social opportunities which are given him during the nursery period. As teachers, our responsibility for his social adjustment when he comes to us involves making constructive use of the desirable social contacts he has had and trying to offset his undesirable social experiences. Thus we must begin with the experiences he brings to us, giving him social opportunities that will help him to attain a mature social adjustment. To do this we need to know what constitutes the normal development of social life—the normal social stages thru which the child should pass on the way to maturity. We must have a clear idea, too, of the dangers that exist in each stage. Until we grasp the significance of social adjustment on the whole we are not ready to consider the problem of specific sex information. For this reason in this article we will take up, first, the normal social adjustment of the individual; second, the dangers and difficulties along the way

which sometimes interfere with attaining complete mature emotional adjustment; and, third, we will consider some of the

WHAT IS this creature men call a child? We must watch out, lest in our scientific questioning we lose sight of his singing joy, his boundless gladness, and his wholehearted abandon to living. Lightly, deftly, with a touch of wonder in ourselves we must enter the life of a child, or these essential qualities of his will disappear like a mirage before our eyes and we shall have left only the "problem."—C. Madeleine Dixon in *Children Are Like That*.

facts to be borne in mind in regard to presenting sex information.

In considering the child's social adjustment let us begin with the question: Where is the child in his social relationships and what social development may we expect of him?

The infant is a very dependent creature who, so far as we know, had nine months of complete comfort in utero. His first love feelings go out toward the person who fosters this physical comfort and keeps him, as nearly as it is possible to do so, as warm, as free from irritation, and as comfortably fed as he was prior to the shock of birth. The person to whom his love feelings usually go out first is his mother. He learns to love her for the physical satisfaction which she brings him. In a normally happy family situation the father soon comes to share this love with the mother and the baby's social environment has already broadened. Nurses, grandparents, and other parent substitutes may come into the picture; and, within reason, the greater the number of his secure love objects in early childhood, the easier his adult social adjustment becomes.

In the run-about period we notice a stage in which the youngster is very much concerned with himself and his own belongings. "I," "me," and "mine" seem to the parents to occupy an alarming portion of the child's conversation. The

child's ego seems to have assumed enormous proportions. Parents who do not understand this phase of his development become worried lest they are bringing up a very selfish youngster. Psychologists accept this period more calmly and speak of it as the Narcissistic period of development, thus giving new prominence to Narcissus who looked at himself in a brook and fell in love with his own image.

From this concentrated love of self the child passes on to a stage of loving the people most like himself—people of his own age and sex. We find that at this stage boys are greatly influenced in their choice of friends by the physical strength of their comrades. They choose for their friends boys with about the same intellectual equipment. School success plays little part in the boy's choice of friends. Girls, on the other hand, seem to choose friends who do about the same grade of school work that they themselves accomplish. At this stage authority shifts from the home to the gang. The parents' approval was of utmost importance but a short time ago. The approval of the gang is now worth almost any sacrifice to attain. This gang period lasts thru the pre-adolescent and early adolescent period.

A little later in adolescent development a shift is made to close friendship for one or two people of the same sex. This period is marked by hero worship and strong friendships on the part of both boys and girls. Prize fighters and baseball champions take up most of the boy's conversation, while the girl's family grows weary of hearing the praises of her ideal sung at every meal.

Developing simultaneously with the marked physical changes of this period and the emotional conflicts between staying a child and remaining under the family's protection, and the strong desire to grow up and become independent is the next step in social adjustment. At this stage the interest shifts to the person least like the self. Along with other personality changes we see the boy, who at the gang stage would not wash his hands nor brush his hair, who preferred a none-too-clean sweater to his Sunday suit, becoming most meticulous about his person, using Brilliantine to keep his hair down, and making many demands on the family finances in regard to his clothes.

The girl, who but a few years before detested boys, according to her own story, is putting many of her best efforts into ways of attracting them.

The social stages just described are the normal ones thru which each child should have an opportunity to pass. The home and school need only provide the opportunity, the child will take care of the rest. Many serious mistakes are made by parents and teachers who do not understand these periods and try to superimpose on the child behavior that belongs at a different level. The child who is normally self-centered at an early period may have far too much attention paid to this condition and because of the satisfaction attained thru the attention prolong the behavior. The gang stage causes great overanxiety to adults. They despair of dirty hands, poor table manners, and discourteous behavior to children of the opposite sex, failing to realize that if they will bear with a minimum of manners for a few years the whole picture will change with the normal development of interest in the opposite sex. It is important to realize that the crush stage is normal tho it must be handled very intelligently. Understanding parents and teachers will accept the development of interest in the opposite sex calmly and without comment, realizing that their calm and sympathetic acceptance of this development will do much to reassure the young person at a very emotional period that is all too often, thru the misunderstanding of adults, an anxious period.

Why are we confronted with so many people who, tho they are physically adult, are still immature in their social adjustment? Emphasis has been placed upon the fact that personality is learned and that the learning follows the same laws of learning that Thorndike has pointed out in regard to subjectmatter. Social adjustment also follows these laws of learning. The most outstanding fact, however, that presents itself in regard to the learning of social adjustment is the fact that

any stage may become too satisfying and that the individual will tend to stay there, being unwilling to go on to the next stage which may shake his security and comfort in his present condition. So the mother, unsatisfied in her love life and having few outside interests, may tie her boy or girl to her so firmly at the normal stage of mother love that the child will be unable to reach out to other social contacts and will become the overdependent, frightened individual, constantly afraid to assert himself with people, tending to return to mother for protection and comfort. Fixation may take place at the father level. When this is true of the girl, no boy or man ever comes up to the emotional picture which she holds of her father. Thus we may find people who are physically adult and who have good intelligence fixated at any one of the different levels of social adjustment.

When a wholesome social adjustment has been provided for, the rest of sex education is relatively simple, and an essential factor in it is the wholesome attitude in regard to sex on the part of parents and teachers dealing with sex education and sex problems. The child soon senses the embarrassment or the discomfort of the adult; and the adults, whether they be parents or teachers who have not achieved an objective attitude toward sex themselves, are never equipped to handle sex problems with children. These adults should at least recognize their own difficulties and elicit the help of someone else who is emotionally better equipped to handle the situation.

Another essential for the child is that he should have proper language in which he can discuss sex questions. Such language should be given to him in a matter-of-fact way during a very early period of his life. We teach the child the correct names for all parts of his body except his genitals. Our very omission tends to make him feel that there is something strange and not quite nice about men-

tioning the genitals. It arouses further curiosity in him and at an early period of companionship with other children, a vocabulary is acquired of which he is ashamed. When this youngster reaches adolescence and wishes to ask for help and advice from adults, he does not have a vocabulary to use.

All the biological facts of sex should be presented as objectively as the facts of astronomy, botany, or geography before the adolescent stage; before the child has any reason or inclination to apply them to himself. The author has seen excellent work done in fifth grade where white rats were raised as part of a nutrition project. Each cage of rats was fed differently and their food and weight charted. Their reproduction and the heredity of various physical characteristics were discussed, not as isolated facts, but as part of the total picture. Karl de Schweinitz' book *Growing Up* is suggested as an aid to parents and teachers in giving this information.

If this information has not been given before adolescence, of course, it should be taken up with the child then. This is a far more delicate matter and must be handled individually by someone whom the child trusts and who has great tact and understanding.

Social adjustment and sex education begin at birth whether the parents are conscious of the fact or not. The school has a definite responsibility to set up a wholesome social environment in which the child will have the opportunity to enjoy each social stage to the fullest and every incentive to go on to the next stage. The school should also provide expert guidance for pupils who fail to make use of these opportunities. We may further conclude that group instruction in facts of sex belongs only in the elementary school where it should be presented objectively as biological facts. The adolescent, in high school, needs the personal counselling and sympathetic understanding of an emotionally mature adult.

EDITORIAL PAGE OF

THE BALTIMORE NEWS

FRIDAY, OCTOBER 23, 1931

Baltimore's Most Important Convention of the Year Meets Today

A STATE convention will be held in Baltimore today and tomorrow.

It will be attended by five thousand delegates—men and women—from every city, county and district in Maryland. They will bring no brass bands or banners; wear no flaming hat bands or badges.

There will be no reception committee of prominent bankers, municipal officials and Chamber of Commerce leaders to greet the delegates, but there SHOULD BE.

Because the 5,000 delegates who gather here today are teachers in the public schools of the State.

THE sixty-fourth annual meeting of the Maryland State Teachers' Association, which brings these teachers to Baltimore, will not be devoted to languets and hot air, as are many of our conventions.

These teachers are taking part of their well-earned week-end holiday to discuss the many grave problems and duties that the profession of teaching entails.

Henry V. Bastin, superintendent of the Louisville Children's House, in an address before the Convention of Juvenile Agencies held in Baltimore last week, said he despaired of the ability of church and family to cope with the problem of child guidance and suggested that our schools were the country's last hope.

Whether you agree with Mr. Bastin or not, you know—if you know anything about it—that the only place where many children get character building and child guidance is in the public schools.

If you realize this fact, you must realize that the next generation of Marylanders—the citizens and voters of tomorrow—is going to be largely what these teachers who gather here today make them.

YOU must admit—if you give any thought to it—that this is an IMPORTANT JOB.

What Baltimore and Maryland will be thirty years from now depends more upon these unknown and unnamed teachers than it does upon the so-called BIG MEN of the city and State.

A community will be what its citizens make it, and these teachers have the making of the morrow's children, who will be tomorrow's citizens.

The real leaders of our country in the past have come from the public schools. Those of the future will come from the same source.

BUSINESS and trade conventions are fine and necessary gatherings, and Baltimore is glad to have them within its gates.

But the convention of teachers which gathers here today is MUCH MORE IMPORTANT.

You, Mr. Citizens and taxpayer, are lucky if you have a good City Commissioner and a good Congressman to represent you.

But you are LUCKIER if you have a good, capable teacher to teach your children.

You, Mr. Baltimorean and Mr. Marylander, are willing to pay an adequate wage to the person who does a good job for you.

Teaching your child to be a good citizen and worthy of his sire is the BEST JOB that can be done for you.

Why Planning Is Necessary

HAROLD F. CLARK

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WE HAVE ALL of the resources for one of the most satisfactory civilizations the world has ever known. We are not using these resources in an adequate manner. The very fact that we have unemployment and poverty is sufficient proof of this contention. By social planning, using public education, we can realize the great possibilities of present conditions.

Social contact makes planning necessary. In a world where people are in constant contact with one another some agreement is necessary as to how things are to be done. Already we have been compelled to plan certain phases of living in the modern world. Planning other human activities, in their very nature fundamental to wellbeing and success, will lead to greater individual freedom.

Perhaps there is no better way to show the necessity of planning than to point out what would be possible if it were done. The statement of certain conditions that exist in the United States will show the necessity of doing something. In this country we have millions of people out of work at the present time. We have millions of people who need the things the people out of work could make. We have the factories in which the people could work to make the things needed. It is one of the most curious combinations of events in the world's history: people who need the things that could be made, idle factories in which the things could be made, and idle men who could make the things. Our economic and social machinery is unbalanced, unplanned.

In the newspapers almost every day we see statements to the effect that we have too much wheat, or cotton, or iron, or coal. As the headlines in one of the large metropolitan papers expressed it, the world has so much wheat that people are starving. This winter there will be millions of people in the United States who will not be certain as to the source of adequate food. At the same time millions of farmers will be far from sure that they can sell their products at any price, much less at a price that would yield any return on the labor invested.

We have the unbelievable spectacle of the Federal Farm Board advocating the plowing under of every fourth row of cot-

ton in the south. It is a striking fact that a great agency of the federal government advocates the destruction of two or per-

IN AN AGE of change, planning is extremely necessary. The faster the change, the more disastrous the results unless intelligence and foresight can be substituted for drift and accident. American life is now undergoing profound and sweeping changes. At this very moment sheer ignorance of how to organize ourselves for effective mutual service is depriving us of the labors and the gifts of millions of our people—an immense resource that is lost forever. The JOURNAL of the National Education Association expects to present considerable material during the coming months dealing with the theme of planning. It is hoped that teachers in schools of all types will introduce such material into their regular teaching—a simple thing for any resourceful teacher to do. By some such process we shall give to our youthful population in time of peace some sense of the adventure and challenge that heretofore has been associated only with war.

haps three million bales of cotton at a time when millions of people are inadequately clothed. Perhaps the suggestion was wise, considering all factors, but it certainly indicates the drastic maladjustments in American economic and social life. All over the world today we hear the same story; too much of practically every commodity and suffering resulting from scarcity existing at the same time. The difficulty is not that there is too much of all of these commodities but the fact that the machinery for distribution has broken down. There are maladjustments of the most serious kind in the economic order. It is such facts as these that give rise to the necessity of planning our economic life.

In the future it is going to be increasingly necessary to plan and coordinate the production of different commodities and services. The above illustrations are only samples of what the situation will be unless more adequate plans are made in the future. There is an additional factor in the world today that will make the situation far worse in the future. This additional factor is the enormous capacity of modern machinery to produce goods. We have statement after statement from our most prominent engineers and economists showing that as far as the United States is concerned we have the productive capacity once and for all to abolish poverty from the world.

One of the most important of these factors adding to the great increase of productivity has been the development of automatic machinery. In industry after industry wherever we turn we find the substitution of automatic machinery for machinery that formerly required many men to operate. In the middle west there is an automobile frame manufacturing plant that formerly employed 8000 men. Today it operates with only a few hundred and turns out a far larger product. This manufacturing plant is an amazing piece of machinery that is designed to unload steel off freight cars at one end of a plant and without the intervention of human hands to manufacture, inspect, and load the frames at the other end of the building. The mammoth machines extending over many acres and costing millions of dollars have almost an inhuman aspect in their efficient detachment from mankind.

Following the steel from one stage to the next as it enters the mill until it leaves, one is utterly amazed at the operations that are performed by the machine. When the steel enters, it is placed upon platforms, moved about to its proper position, and pieces of proper length adjusted. Gradually the frame is fitted together and bent in the proper shape. Then, miracle of miracles, a hundred hands rise to pound the rivets into their proper places; each rivet is inspected and if too short or too long, too light or too heavy, is immediately cast aside. The rivet of the proper length, breadth, and weight is moved into place, and hammers with the strength of gods

pound them into their places. One stands fascinated, almost appalled at what is happening before his very eyes.

The frame moves on, is inspected time and time again, and finally winds up finished and passed. One cannot help but wonder what will happen to American industry, to American life, when such things become common. When this machine has become obsolete and is fit to save only in a museum—and it is too large for that—what will America be like? If such machinery were appearing in only one field of American life, it would not be of momentous importance. In almost every field, however, we notice the same thing. Either the machine is actually in use or the potential threat of its development is hanging over industry, bringing its potential dangers and possibilities to American life. The engineers tell us the same type of machines might be made for almost any American industry.

Planning is necessary not only to increase production but also to improve the division of the total amount used. There are undoubtedly many chance and accidental factors affecting the distribution of income at the present time. A more satisfactory scheme of division can undoubtedly be brought about within the limits of private capitalism by more adequate planning.

Chance, accident, and many other factors that have nothing to do with the merits of the individual and the amount of work which he does, go far to determine the income which he receives at the present time. Adequate planning making opportunity more nearly equal and removing barriers to many occupations will improve the division of the total income of society. Most people will admit that this would be a desirable move.

Planning is also necessary to offer opportunity for more intelligent consumption of the material that is produced. There is probably no part of the modern economic world that is dealt with more inadequately than the field of consumption. Most of the things that people buy are chosen without any satisfactory basis for judging their value as compared with other commodities. One of the greatest needs of present economic life is to see that the population is given information regarding articles consumed. Planning along these lines will enormously improve economic welfare. Some independent agencies should be set up by which the consumer can obtain complete advice regarding any article of consumption. Far more attention will have to be given

to consumption in the curriculum of the future.

Planning is necessary to bring about

THE GREAT event of today is not the airplane, the zeppelin, Edisonian inventions, or radio—marvelous as these seem—but the changed attitude which the masses are coming to have toward thinking as a factor in daily life. Thinking no longer means to the man in the street the verbalistic busy work of the cloister. He sees the fruits of thinking all about him. Many factors have contributed to this change but in the large it has been made possible by the free public school and the consecrated teachers who have sought to pass on the torch from generation to generation to an ever widening group of youth until now the school exists for all. The school of tomorrow will be better still. It will be supported by a public which knows that the real wealth of nations lies in the health, intelligence, skill, and purpose of the masses. The school of tomorrow will add to this wealth beyond the most eager dreams of today. We are now in the midst of an educational revolution—slow but certain, coming like a mighty tide.

correct occupational distribution. There are many fields of work in the United States that have too many people in them. There are many other fields for which sufficient people are not being trained. In the complicated world in which we live it is quite impossible for the individual unaided to get sufficient information to make intelligent choice regarding occupations. Some studies which we have been carrying on indicate that a large proportion of the population of America has a limited range of occupational choice. Planning would enormously increase the range of choice of the individual at the same time that it would improve occupational distribution throughout the country.

We have assumed in the past that the individual would choose the proper occupation. This may be true in a very simple world—a world that is largely agricultural, for instance, where there are only a few occupations and each person is acquainted with practically all of them. The evidence shows clearly that today the individual by himself is not able to make intelligent choice among the occupations of the world. There are many causes of the present unemployment situation but not least among these causes is occupational maladjustment. Either people have not gone into the correct occupation or else they are afraid to move

from declining or decreasing occupations.

Lack of opportunity to obtain adequate schooling is a bar to entrance into many occupations. Complete freedom of choice with regard to occupations of course involves some provision for seeing that lack of education does not become a barrier. There is every reason to think that on economic grounds alone education should be made free, if the number of people getting the education is planned in terms of the economic welfare of the entire group.

Planning is necessary for the physical reconstruction of our cities. The great movement for city planning is some indication for this need. To make beautiful and healthful living and working conditions for the entire population will take a type and degree of planning quite unthought of in America in the past. Planning and coordination are necessary in the field of private business. In almost any field toward which we turn in American life today we see the necessity of rational planning and control.

The schools up to the present time have been largely uninfluenced by this necessity. In the immediate future a large part of the curriculum of the elementary and secondary school should be built upon and grow out of the necessity for planning in these different fields. Practically all the work of the school should be built around problems that are vital to the life of the child and to the development of the community. In the rural communities this would involve dealing with planning the use of agricultural land, building cooperatives, and in general a controlled and ordered rural life. In the cities it would deal with such problems as a complete reconstruction of the physical conditions of living and working, the attempt to make entire cities really beautiful and desirable places in which to live and to work.

When we see the enormous changes and improvements to be brought about in American life by social and economic planning, we are compelled to admit the importance of the problem to teachers and schools of the United States. There is perhaps nothing that will so bring the schools into vital contact with the life around them and increase their educational effectiveness as to deal with the real problems of economic and social planning. Every teacher in every school system should be prepared to do his part in bringing about this planned and ordered social and economic life.

The author is indebted to Mr. W. J. Gooch and Miss Anne Beth Price for assistance in preparing this and two later articles.

Art in the Small Community

C. VALENTINE KIRBY

Director of Art Education for Pennsylvania

ATTENTION has been called to the fact that we may live without pictures and other manifestations of the visual arts—that we may live just as long—but we *cannot* live as well. The idea is gradually permeating the people of our country as it did those of other countries centuries ago that natural beauty and art are essential to prosperity, happiness, and spiritual growth. Recently we have seen a surprisingly rapid improvement in design, color, and art quality in numerous things that closely touch our social and industrial life.

Our homes, our merchandising establishments, our manufactured articles, our automobiles, our books and magazines, our advertising, our buildings and civic projects have all been enriched and advanced to higher levels of design and esthetic quality. For years influences have been at work educating the discriminating faculties and tastes of our people so that we are no longer satisfied with houses to live in, chairs to sit in, and dishes to eat from. We are demanding a plus quality of beauty in all these things and our manufacturers have found a profitable investment in meeting these newer demands. Art for life's sake becomes a reality.

A number of agencies have been instrumental in "bringing art to the people," but the most effective has been that of art education in our schools. This enrichment of life thru public school art occupies a particularly advantageous position. First, it deals with plastic childhood during its most impressionable period. Second, its field is extensive, reaching all the children of all the people. Third, thru the school center we have the most effective means of reaching the home and enriching the life of the entire community. Fourth, it is possible to discover, guide, and conserve one of our most precious possessions—the God-given talent of children saved, as is man's more material resources, for the good of the community, the state, and the nation. Otherwise our Phidias and Michel Angelos might be ploughing for corn in Iowa or ringing up fares in Boston.

Art education today provides for the enrichment of the life of the child, satisfying his natural craving for beauty and providing opportunity for the free play

of his creative spirit and his precious imagination. Fully one half of all the activities in art and handwork are de-

GIVE to barrows, trays and pans
Grace to glimmer of romance;
Bring the moonlight into noon
Hid in gleaming piles of stone;
On the city's paved street
Plant gardens lined with lilacs sweet;
Let spouting fountains cool the air,
Singing in the sun-baked square;
Let statue, picture, park, and hall,
Ballad, flag, and festival,
The past restore, the day adorn,
And make tomorrow a new morn.
So shall the drudge in dusty frock
Spy behind the city clock
Retinues of airy kings,
Skirts of angels, starry wings,
His fathers shining in bright fables,
His children fed at heavenly tables.
'Tis the privilege of Art
Thus to play its cheerful part,
Now on earth to acclimate
And bend the exile to his fate,
And, moulded of one element
With the days and firmament,
Teach him on these as stairs to climb,
And live on even terms with Time;
Whilst upper life the slender rill
Of human sense doth overfill.

—Emerson.

voted to the motivation of the various school projects such as the general illustrative and constructive projects related to geography, history, English, and science. Posters are made in the interest of health, fire and accident prevention, general welfare, and citizenship. Drawing, design, and color are applied to everyday life situations and needs and the school, home, and community life are enriched and sweetened by an appreciation of the art of God and man.

Assuming that it is the inalienable right of young and old to be provided for the pursuit and attainment of happiness thru beauty and art, it naturally follows that these opportunities should be provided in small as well as large communities. In large communities we find, as a rule, that the art program is firmly established and appreciated to the fullest and that it is a profitable investment yielding satisfactory dividends.

Notwithstanding the years art education has functioned in our schools, it is doubtful if more than fifty percent of our young people are offered the opportuni-

ties for expression and appreciation that presentday art instruction provides.

The following suggestions are offered with the thought that they might be helpful by way of establishing and extending art education in the small community:

[1] There should be intelligent and enthusiastic leadership. There should be a supervisor of art trained and experienced in this special field. While the classroom teacher is presumably prepared to teach the subject, there is need of direction, encouragement, and guidance. Where one district is unable to afford such supervision, it is suggested that two or more districts combine in the employment of an art supervisor.

[2] The teacher group, the school directors, parents, and taxpayers should all be acquainted with the aims and objectives of art education to the end that their intelligent and sympathetic support may be secured.

[3] The program should be essentially one of *applied art*; in other words, it should "sell" itself by its service and close relation to the opportunities offered in immediate school environment, the home, and community life. The work outlined should be creative in spirit, that is, it should be the child's own imaginative spirit at work; in other words, it should be honest. It should provide the tools and motivating force in correlation "projects" and "units of study." It should aim to touch and beautify all school work. Design and color study should be applied to individual clothing and living problems.

[4] The supervisor and coworkers should be alert to the needs of the community for effective posters to advertise some local need, community program, or civic project. The art supervisor should endeavor to secure exhibits of art and handicrafts; address clubs; cooperate with the parent-teachers associations; assume responsibility for making schools beautiful and attractive, and generally lead and participate in any undertaking that will bring art closer to the life of the people.

Altogether we may look hopefully to the future when every state department of education will, by legislative action, make art education a required subject in all its schools as has been done in Massachusetts and Pennsylvania. There will be more state directors of art education and expert supervision will carry messages of beauty to the most remote rural communities. Then may our hopes for art be realized and find expression in more beautiful homes, greater refinement in dress, increasing beauty in manufacture, more beautiful towns and cities, and a finer public taste and citizenship generally.

The public school, with its devoted teachers and administrative officers, must ever serve as the foremost instrumentality in bringing art to the people.

Will the World Disarm?

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MORE STARTLING than the staggering burden of armaments is the fact that this burden grows larger as time goes on. The nations are now spending seventy percent more for the war machine than they did in 1914, when the World War began. This mounting expenditure progressively cripples our constructive enterprises. "Billions of dollars applied to floating arsenals," a current news-writer asserts, "and millions more for their maintenance diverted from the construction of roads, health, industry, economic research, and the extension and betterment of education—these are the sacrifices for Mars which can well make us all pause to think."

In times of adversity nations, like individuals, make the most careful examination of their budgets. Many students of world affairs hold that the great expense of national armaments has contributed to the present economic depression. "Behold the losses," they say, "in keeping 5,500,000 men under arms and 20,000,000 more in reserve." Their pay, with the other direct military and naval expenditure, costs the world annually between four and five billion dollars. To meet this item in the world's budget requires a sum equal to that earned by the whole time labor of five million workers for one year. This represents a great economic waste and may lead to the greater waste of war.

Our eyes are now turned toward Geneva where the disarmament conference will soon meet. Here delegates from all the world will consider the question, "Will the nations disarm?" If they approach their problem from the financial point of view, surely they will find a crying need for a reduction in the war budgets. If they turn from the financial to a consideration of the moral and legal need for disarmament, they must consider the obligations made to Germany by the allied and associated powers at the close of the world war. These obligations are binding on every state that signed the Treaty of Versailles and also on the United States.

Germany agreed in the peace treaty to a drastic reduction of her armaments. She was denied air forces, submarines, and compulsory military service; she was compelled to dismantle her fortifications on the western frontier; she was limited

to an army of 100,000 men; she was forbidden any warship over 10,000 tons, any tank or heavy artillery. From the great-

THERE IS no need to argue the economic desirability of armament reduction in a world weighed down by taxation for war purposes. There is no need to emphasize the solemn responsibility to disarm which is implied in the adoption of the Kellogg Pact. What should be stressed is the vital importance, before the conference convenes, of making the popular demand for reduction insistent. Within the past few years students in schools and colleges thruout the world have heard much about their duty in the matter of preparedness for war. It is high time that energetic consideration should be given to the more urgent duty of preparedness for peace. Surely this is a form of preparedness in which those who have the privilege of higher education should assume the leadership.—Arthur Henderson, president designate of the World Disarmament Conference, in *The American Observer*.

est military power in the world, she was put in a class with Spain and Mexico. To sign this severe military clause in the treaty humiliated the proud Teutonic nation.

The victorious states, however, twice bound themselves to a pledge which made it easier for Germany to accept the drastic military provisions of the treaty. A few weeks before the Germans signed the treaty, Clemenceau, writing to them for the allied and associated powers, said that their "requirements in regard to German armaments were not made solely with the object of rendering it impossible for Germany to resume her policy of military aggression. They are also the first steps towards the reduction and limitation of armaments which they seek to bring about as one of the most fruitful preventives of war and which will be one of the first duties of the League of Nations to promote." In this letter the allies pledged themselves to reduce armaments.

The second pledge is in the treaty itself. Herein it is stated that Germany accepts the disarmament provisions imposed upon her "in order to render possible the initiation of a general limitation of the armaments of all nations." You see from this provision that the disarmament of Germany was to be the first step

in the disarmament of the whole world.

This clause, as well as the section containing the provisions for German disarmament, was made a part of the treaty which the United States signed with Germany. It is this provision, as well as the Clemenceau note, which places the same obligation regarding disarmament on the United States that the states signatory to the Versailles treaty also bear. It is because of these two pledges that Germany maintains that the allied nations themselves are morally and legally bound to disarm. This point of view has never been denied by allied statesmen. Lloyd George and Stanley Baldwin, speaking recently from the same platform, acknowledged this obligation. The Washington and London naval treaties are a testimony to the position that our own country takes.

And to these considerations which bind only the allied and associated powers let us add another which lays an obligation on all the nations; namely, the Kellogg-Briand Pact. The nations, in signing this treaty, renounced war as an instrument of national policy and agreed to settle their disputes by the machinery of peace. If the nations were sincere in making this agreement and really meant to abide by its provisions, with what consistency can they continue to build arsenals and forts? Only by a reduction of armaments can the nations live in harmony with the Kellogg-Briand Pact.

We hope they make substantial reductions for, as General Pershing said in 1921, "the lessons of the past six years should be enough to convince anybody of the danger of nations striding up and down the earth armed to the teeth. But no one nation can reduce armaments unless all do. Isn't it then time for an awakening among enlightened peoples to the end that the leading powers may reach some rational agreement which would not only relieve the world of this terrible financial load but which in itself would be a long step toward prevention of war?"

Arthur Henderson, president designate of the World Disarmament Conference, spoke of its importance thus: "Seldom in the life of mankind has a generation known in advance of the event that a decision affecting the whole course of history awaits its free choice."

Selective Admission: Its Technics

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A POLICY of selective admission to teachers colleges and the teaching profession has been generally accepted but recently. Since the technics of its operation are known to range from mere administrative makeshifts for the reduction of excess numbers to devices only now beginning to be subjected to experimental trial and study, a review of some of these technics may serve to clarify our problem as well as suggest possible avenues of future experimental practise. What are some of the more common features of our current practise in selective admission to teachers colleges and what is the justification or criticism of each?

Use is frequently made of a critical score or standing below which admission is automatically denied the applicant. In Ohio, a twenty percentile score, Ohio College freshman norms, on the Ohio State University psychological test, is set as the passing point for admission into state-approved institutions for the education of teachers. In some schools rank below the fifty percentile point in the high-school scholarship average automatically bars from admission. Is this use of a critical score defensible? Success in teaching as in most vocations is, it would seem, the product of many variables—physical health, mental health, “abstract” intelligence, “social” intelligence, habits of work, “drive,” interests, environmental conditions, and others. For one individual the value of this product may be determined almost entirely by one or two of the variables. One may recall the individual whose absorbing passion for literature makes him a master teacher in spite of his lacks in every other respect. For another each variable may enter into the product in about equal measure, as in the case of the “all-round” teacher who can be depended upon to make a significant contribution to any phase of the school program. A low “intelligence test” score, a low high-school average, poor health, and the like, each is significant but should not of itself exclude from the teachers college.

Dependence is placed primarily upon estimates of those variables only for which there is a currently accepted quantitative measure. The applicant's score in a verbal test is currently accepted as a

valid quantitative measure of his general intelligence; hence much reliance is placed upon this score in determining his admission. Equal or greater reliance is placed upon the high-school average for much the same reason. No quantitative measure of mental health is available and little or no regard is given to the applicant's mental health in deciding his admission status. Clearly such a procedure is indefensible even if inevitable. No other feature of our admission practise constitutes a greater challenge to the teachers college. It is a challenge to analyze out all the significant variables which enter into teaching success, to secure at least estimates of each of these variables [patent inaccuracies therein will only emphasize the need of refining and correcting such estimates], and to insure adequate consideration of each variable thru the inclusion in the admissions service of such experts as the physician, psychiatrist, and social case worker as well as the intelligence tester and the high-school principal.

A single measure rather than several independent measures of each variable considered at admission is commonly regarded as sufficient to indicate the status of the applicant in that variable. One “good” general intelligence test is assumed to yield an approximate measure of innate intellectual capacity. A single percentile or quartile rank at graduation from high school is accepted as a satisfactory index of the applicant's high-school achievement. Only in the case of items which are not yet measured in quantitative units such as personality does the admissions office seek a number of estimates. Is such reliance upon a single measure justified? Our own data would indicate not. A standardized vocabulary test, for example, might be expected to yield a fairly dependable measure of the student's general vocabulary. Yet when four such tests were given at intervals within a month to a typical freshman class, the percentile ranks of each student on the four tests agreed within twenty percentiles on only 38 percent of the class while they disagreed in excess of fifty percentiles on 15 percent of the group. That is, 15 percent of the class might rank in the first quarter in one test and in the fourth quarter in

another. Results of this character from standard vocabulary, reading, and general intelligence tests furnish convincing proof that the admission to the teachers college of a specific individual should never rely upon a single measure or estimate of a given variable. The most objective and reliable score yet available of general intelligence, teaching aptitude, high-school achievement, and the like, should be checked by comparison with at least two other independent measures of the same variable and only when these agree is our admission practise justified in making use of that variable in its decisions regarding a particular applicant. In the rush of admissions it is well to remember that it takes twenty-five measures of one individual to yield the same accuracy or reliability as one measure of a group of twenty-five individuals.

Selective admission implies a single act or decision occurring at a particular point in the student's life rather than a continuous process extending over a period of years. If adequate data for the final vocational choice of the applicant could be secured prior to his entrance upon his professional course, admission into the teachers college might become a single, final act at the point of transfer from the high school to the teachers college. But, as has been noted, very few of the variables which determine teaching success are measured or estimated at entrance into the teachers college and so inaccurate are these as to throw into question any final decision based upon them. A more promising policy is therefore to conceive of entrance into the teachers college as but the first phase of a process of selective admission that is carried on thruout the student's entire professional course and is completed only after two or more years of regular teaching service. Such a policy will include the gradual accumulation of repeated independent measures or estimates of the health, mental hygiene, personality traits, intellectual achievements, special interests and aptitudes, student teaching accomplishments, etc., of the applicant preliminary to and during each semester of his professional course and first years of teaching. Thus only may the teachers college assume the responsibility, in cooperation with the high-school principal

and the employing superintendent for directing entrance into the profession of those who give most promise of success.

It is usually assumed that the teachers college is the sole responsible agent in the selection of its entrants and that the applicant accepts the decision of the college without participation in it. Data on the applicant are expressly withheld from his knowledge save only when specific items such as intelligence test scores or high-school scholarship rank may be referred to in justification to the applicant of an adverse conclusion by the admissions committee. The decision to enter or not to enter upon preparation for teaching thus does not represent the best judgment of all parties concerned but rather tends to become, at least in all doubtful cases, a match between the wits and personal support of the applicant on the one hand and the good intentions and fears of the admissions committee on the other. The lack of adequate data on which to base a dependable judgment may render this practise at present inevitable. Certainly it can be condoned on no other grounds. It constitutes a serious defect in our present admissions technic and is a further challenge to the teachers college to seek out ways and means of assembling with the applicant data that will be objective, accurate, and complete and which will render possible the joint participation of the teachers college and the applicant in the decision

regarding the latter's entrance upon preparation for teaching.

Certain major principles to be observed by the teachers college in its guidance procedure may be briefly summarized. The guidance program of the teachers college will recognize each applicant as a unique individual whose final entrance into the teaching profession may be determined not by a set of minimum admission standards or graduation requirements uniformly applied to all but only on the basis of individual diagnosis and the collective judgment of a number of qualified judges. We are beginning to displace "the average student" with the individual student in our instructional practise. We must do the same in our admissions procedure.

Responsibility for directing the applicant to a final decision will rest primarily upon the teachers college but the high school, the applicant, and the employing superintendent will all cooperate in greater measure than at present in this decision. A single four-year scholarship average or list of course grades constitutes but a fraction of the data which must be available from the high school. Equally inadequate from the superintendent is the contribution "reappointed" or "not reappointed."

Only those data, measures, or estimates will enter into the decision which have been checked as to their accuracy or dependability in the case of the given

individual. For this reason semester scholarship averages, personality ratings, and the like, may well supersede the final four-year average or rating. No intelligence or aptitude test will be used unless the student's scores on at least three are available. For the teacher rating from a single principal or superintendent there will be substituted at least three independent and detailed ratings from the field.

The teachers college will be especially concerned in the analysis of teaching success into its principal component factors and in securing repeated independent evaluations of each of these factors.

Admission into the teaching profession will be completed and officially recognized by the granting of the "life diploma" or degree only after two or three years of service in the profession in as many different schools under the responsible oversight of a number of competent supervisory or administrative officers. This principle is already accepted in the practise of those state departments of education which grant a "provisional" teaching certificate upon completion of the teachers college course and award a permanent certificate only upon evidence of a certain number of months of successful teaching experience. It remains for the teachers college with its intimate knowledge of the individual and primary responsibility for him to make this principle a genuinely effective one.

Major Issues in American Education

THE REPRESENTATIVE ASSEMBLY of the National Education Association is a highly selected body of educational leaders. In the first place the delegates had to win their way into institutions for the education of teachers. Upon graduation they had to win their way past the standards and requirements of schoolboards representing the people. In the third place they had to win their way among their fellows to a point where they had been selected for the most representative body of educational workers in the world. At Los Angeles this Representative Assembly adopted a body of resolutions. These resolutions represent principles and purposes that have been before the profession for many years.

Wishing an even more specific indication of the problems that are immediately pressing, the JOURNAL of the National Education Association sent to each member of the Representative Assembly at Los Angeles a copy of the resolutions

asking him to indicate those which he considered of first importance. The reports from that inquiry because of their highly representative character are therefore most significant. The five resolutions that were ranked of greatest importance in the order given were:

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

[2] **Character education**—Character formation should be a major objective in education. The activities of the school should be fully utilized for character training and in securing

law observance and intelligent participation in public affairs.

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

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

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

The Nature of Problem Solving

LEO J. BRUECKNER

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EDUCATION seeks to develop in the individual a mind sensitive to problems and skilled in methods of attacking and solving them. Not only must the individual know methods of attack but he must also purpose to solve problems in cooperation with others of his group and be able to appraise the success of his efforts.

In the strict psychological sense, a problem arises in a situation when an individual or a group of individuals encounters some "felt need" or difficulty. Dewey has analyzed the complete act of thought into five logically distinct steps: a felt difficulty; its location and definition; suggestion of possible solution; development by reasoning of the bearings of the suggestion; further observation and experimentation leading to its acceptance or rejection.

Many of the problems that arise in life can be solved only by the application of quantitative methods, involving not merely computation but also the consideration of important social and economic relations. For example, suppose that a sidewalk in a state of disrepair is to be replaced. The problem the owner of the property faces is, "How can this be done most economically and efficiently?" The typical verbal problem in arithmetic which presents this situation to the pupil might be stated as follows, "Mr. Andrews plans to build a sidewalk 5 feet wide and 45 feet long. How much will this cost at \$2.25 a square yard?" In this statement the pupil is given all of the essential facts needed to get the answer to the question asked. He must decide on the processes to use and then perform the necessary computations. None of the important social and civic relations involved in the situation as it would develop in life are introduced in the statement of this typical verbal problem.

The questions that the property owner himself must face are much more far-reaching than those included in the above problem. Such considerations as the following arise in the typical situation: "Are there any legal restrictions on the type of sidewalk that may be laid, its width and materials of which it may be constructed? If so, why are there restrictions of this kind? Does the city build the sidewalk

or must I secure a contractor myself? If the latter, how do I go about it to select a contractor? How do I secure bids on the work to be done? What information should I have concerning the reliability of the various firms which will guide me in selecting the firm to do the work? How can I be certain that the contract is correctly drawn? Are the bids too high? What investigations can I make which will enable me to find out if the bids are too high? In the absence of legal specifications how can I be certain that my sidewalk will be constructed according to sound engineering principles? After I have let the contract need I check in any way on the extent to which the specifications in the contract are carried out? What steps will conclude the transaction? Does the city pay any portion of the cost of the sidewalk?" Similar questions are faced by the contractor in making out the bid so as to secure the work, in buying materials, laying the sidewalk, and supervising the work.

In many of these questions quantitative elements are involved but they constitute only a small part of the factors that must be considered in the activity. Numerous civic, social, and business relationships bear on the situation. Throughout, number is used as the basis for making definite all estimates, computations, and measurements. The individuals concerned must sense the many conflicting possibilities that arise in the situation. The property owner must make decisions which will assure that the work is done as economically and efficiently as possible and in accordance with all local legal restrictions, if any. The contractor must perform his part of the transaction in such a way that the property owner is satisfied with the work done and that the job yields a reasonable profit. Both parties to the transaction must know methods by which they can secure reliable information from various sources; they must know what weight to give these facts so that they can make decisions with a reasonable assurance that they are correct. In few cases is the solution as obvious to the individual as in the typical verbal problem in arithmetic.

It would seem as tho the word "problem" is a misnomer when applied to the verbal exercises in arithmetic in which

there is a statement of certain facts and a question based on these facts which the pupil is to answer. One is hardly justified in saying that in such a situation there is a "felt difficulty" for the pupil. It is true that the pupil must read the problem to get the meaning of the statement and the point to the question; that after considering the relations involved he must determine the processes to use to find the answer to the question; and that he must then perform the necessary computations and check the reasonableness of his answer. The inadequacy of such problems lies in the fact that they do not arise out of real problematic situations in which the individuals actually experience a felt difficulty. The solution of such problems involves very few, if any, of the numerous factors that arise in situations of daily life, other than the computations required. Furthermore, in many cases these arithmetic exercises are merely intended to give the pupil practise in performing the computations involved in getting the answer to the questions they contain. Because they are quite unlike the problems of daily life, their solution contributes little to the development in the pupils of the power to sense the problems of daily life and to apply effective methods in solving them. An analysis of the problem content found in modern textbooks, workbooks, local lists, and similar places shows that definite steps are being taken to improve the nature of arithmetic problems.

Probably the least valuable type consists of a group of isolated problems in which there is no functional relationship between the various problems it contains. In such a group the first problem may be about a game, the second about buying some fruit, the third a farm problem, and so on. Such groups of problems are apparently used for the purpose of giving practise in solving exercises containing processes that have been taught or to illustrate the use of such processes. In old textbooks these problems were usually abstract, unrelated to the experiences of pupils, and often were of the puzzle type. No particular point of social value was present. Often such groups of problems were labeled with the process to be used in solving them. Certainly such a practise was of little value in develop-

ing the power of the pupil to solve problems, since indicating the process to be used in solving them precluded any need on the part of the pupil of analyzing the statements given to determine the process to use. In the case of labeled problems, pupils often do not even read them but instead manipulate the numbers included in them according to the process with which the group is labeled. A much better practise, if isolated problems are to be used, consists in giving the pupils problems to solve in which the processes are varied and not indicated by the caption of the group. This makes it necessary for the pupil to analyze the problems and to decide for himself the processes to use.

Grouping problems under some convenient topic is an improvement over using groups of isolated problems labeled with the process by which they are to be solved, or merely lumped together indiscriminately as practise exercises. Such captions as "Farm problems," "Boy Scout problems," "Problems from history," and the like indicate that an attempt has been made to consider some of the functional uses of number. The problems included deal with a limited field, which, if wellchosen, may be within the range of the pupils' experience. The problems may also contain information of social value.

More recently there has been a tendency to organize groups of problems about some single situation, such as arises in daily life. Curriculum studies dealing with the uses of number in the lives of children and adults have aided in the selection of situations whose consideration has social value. Interesting and genuine problem groups may be prepared on such topics as "The receipts of the paper sale," "The cost of painting our classroom," "The cost of operating an automobile," "Finding the amount of canvas needed for a sail," "Buying in bulk and by the package," "Which is cheaper, buying icecream, or making it ourselves?" The preparation of such groups of problems requires a careful assembling of accurate data from actual life situations so that the factual information included in the unit may be genuine and real. It is not an easy task to prepare such a unit of problem material. The study of such a unit of subjectmatter may approximate quite closely the activity on which it is based, the chief difference being that the unforeseen difficulties and problems that the individual would encounter in the real situation are eliminated and all of the essential facts are arrayed for him.

However, if the material is wellpresented and its implications are carefully considered, many valuable outcomes would

THE NOBLEST wealth of a nation is not in its mines, its soils, or its forests, but in the idealism, the affections, and the energies of its teachers. When nations spend more for teaching than for fighting, the turning point in human affairs will have come and the world will move forward to the finer and richer things of life at a pace hitherto unknown. That turning point may come in America within a decade if we choose to have it so.—*From the JOURNAL of the National Education Association, January, 1931.*

result. The consideration of such wellintegrated units dealing with carefully selected applications of number is an excellent substitute for the real situation itself which it is in many instances impossible or impractical for the school to duplicate.

Another type of problem material which involves activities quite similar to those that occur in life is being increasingly used, namely problems dealing with the interpretation of simple tables, containing information of social value or illustrating some of their uses in life, the reading of maps, the analysis of house plans drawn to scale, the analysis of geometry in designs and elsewhere, the analysis of diagrams, charts, graphs, and other types of objective materials which portray quantitative relations. In units of these types the pupil is given a series of questions dealing with the arrayed data and he is required to analyze the situation himself, since he must search out the facts that will answer the questions. These questions can be so framed that they are similar to those that a person might consider in the actual use of these materials in some outofschool situation. Hence the activity is in many respects identical with the real application. This study should be followed by giving the pupils practise in applying these simple statistical technics in their own activities, thus teaching them their value as a means of systematizing quantitative data.

The organization of larger units for the mastery of such topics as insurance, taxation, banking, investments, the interpretation of graphs, the uses of geometry, measuring area, and finding interest includes much more than the solution of problems involving computation. The systematic presentation of such topics should include the consideration of a

large amount of pertinent informational material, the investigation of topics of special interest to individuals, reflection over some of the important social questions involved, and the study of the practical applications of the underlying principles. The kinds of questions that will be used in developing this subjectmatter obviously will not be wholly concerned with computation; rather will they be thought-provoking, suggestive problems and queries designed to help pupils to get the real social significance of the topic being studied. There is no good reason at all why teachers should feel that arithmetic problems of this kind should be avoided. Their use should be encouraged.

Many opportunities present themselves in the school which make it possible for the teacher to give the pupils practise in solving problematic situations in many respects similar to those that are encountered in life outside the school. Some of them may be initiated by the pupils, others suggested by the teacher. One day I saw on the blackboard, "Are you overweight or underweight?" Below the question was a height-weight chart. During the class period each pupil performed the several steps necessary to get the answer as far as he himself was concerned. His measurements were checked by two pupils. Questions as to the value of such information were dealt with during the latter part of the class period. Another class sought to answer, "Are we above or below standard in arithmetic?" By going thru the necessary steps, the question was answered to the satisfaction of the group. Another class was much dissatisfied with the discolored, faded paint on the walls of the classroom. The building had not been repainted for a number of years because of lack of funds. With the help of the teacher the pupils took the steps necessary to find out how much it would cost to paint the walls. The building was painted the following year. In another class the teacher used as a basis for the arithmetic lesson, the difficulty the pupils had in interpreting the scale to which a map in a geography text was drawn. The teacher must of course bear in mind the principle of relative values in making use of the opportunities to vitalize arithmetic that so frequently arise in the school. Some of the situations are much more valuable than others. Every course of study ought to contain helpful suggestions to guide the teacher in selecting significant and worthwhile local illustrative material and activities. Instruction in arithmetic can make a valuable contribution.

The United States Office of Education

IS IT FAIR for a community to spend \$125 per year on a boy who stays in high school, and nothing for the welfare of a boy who has to leave?

Francis W. Kirkham, superintendent of Granite District, Utah, did not believe it was fair. He asked his schoolboard if they thought it was fair. They agreed it was undemocratic, unamerican. He asked them for at least \$10 per year for each boy or girl under 18 who was not in school and they granted his request.

"Educating all the children of all the people," is a democratic ideal Superintendent Kirkham takes seriously. He interpreted that phrase to mean that the school had some responsibility for fitting every child up to the age of 18 for useful citizenship, whether he was in school or out.

Reinforced in his position by Utah's advanced educational legislation and strong community sentiment for education, he secured the cooperation of his assistants and teachers, the school board, the parents, extension workers, courts, 4-H clubs, Boy Scouts and Girl Scouts, Red Cross, doctors, dentists, and nurses. They all worked together, not for Granite District children en masse, but for the development of each and every child to the best of his abilities. Thorough continuing reports on school achievement, intelligence, health, use of leisure time, home, teachers' judgments, and the like, enabled them to work with knowledge of practically all factors bearing on each child's life. Granite District schools rejected the alibi that the school cannot be held responsible for a child's success or failure because the school only has the child 5 hours a day, 180 days a year. Superintendent Kirkham set up this new standard for school achievement: *The school may fail, but not the child.*

Reduction of crime is a vital problem in the United States. Granite District's record on this point alone should earn wide attention to the plan. In two years, cases reaching the west side juvenile court were reduced from 60 to 12; in the east side, from 67 to 19.

Equally important is the fact that Superintendent Kirkham was able to operate this remarkably comprehensive program at very little extra cost.

Granite District uses every effort to keep all the children within the legal attendance limits in school during school time. For those who are not getting on in

school it finds jobs, helps them on the job, gets them another job if they are "fired," and gives them parttime education.



DAVID SEGEL of Long Beach, California, who has recently been appointed to the staff of the Office of Education as specialist in educational tests and measurements.

Space does not permit giving details of the Granite District plan, but complete information on methods used, costs, forms used for the necessarily comprehensive records, and results achieved, is available in the new Office of Education Bulletin 1931 No. 11, *Educating All the Children of All the People*, by Francis W. Kirkham, price 10 cents. Order from Supt. of Documents, Wash., D. C.

School sickness—Have schools produced a new disease of childhood? Dr. James F. Rogers, specialist in health education in the Office of Education, says they have. School sickness is characterized by "nervousness, irritability, restlessness, anxiety, and a highly emotional state." "Even tuberculosis will not work such havoc with the child save in the final stages," declares Dr. Rogers in November *School Life*, monthly journal of the Office of Education. He finds the cause in pressure applied without consideration to individual differences, and suggests methods by which teachers and school administrators may prevent school sickness.

Unknowns of school finance—

The National School Finance Survey, it develops, will do something more than paint a detailed cyclorama of the life and history of the school dollar in 110 postures. This survey, Associate Director Mort insists, must be directly useful. So, with the help of his staff and consulting committees, he has listed the 21 major unknowns of School Finance. He does not guarantee that the Survey will answer all 21 unknowns, but he expects the investigations to throw light on them:

The cost of public education:

- [1] What do we pay for education?
- [2] Why has expenditure for education increased so markedly?
- [3] Where will present tendencies lead?
- [4] How much public expenditure is really needed?
- [5] What can we afford to spend for education?

Returns for money spent:

- [6] Why do expenditures vary so widely from place to place?
- [7] What advantages are obtained by communities spending exceptionally large amounts for education?
- [8] What disadvantages are suffered by communities spending exceptionally small amounts for education?

The tax burden for public education:

- [9] Under present financing systems, how is the tax burden for education distributed?
- [10] What changes in taxation and in state and federal aid would bring about a more defensible distribution of burden?

The elimination of backward areas in American education:

- [11] Why do they exist?
- [12] What will it cost to eliminate them?

Efficient expenditure for educational funds:

- [13] How can we secure greater value for what we spend?
- [14] How can we effect economies?
- [15] To what degree, if any, are we wasting money thru the overeducation of some boys and girls?
- [16] What is the extent of waste suffered thru failure to give some individuals sufficient education to develop their real potentialities?

Public education during business depression:

- [17] How should education be dealt with during business depressions?

The use of indebtedness:

- [18] What place is indebtedness now taking in educational finance?
- [19] What place should it take?

Public enlightenment on educational finance:

- [20] How can the public be continually informed on the pertinent questions of educational finance?

The economic status of the teacher:

- [21] What are the conditions that should determine salaries of teachers?

Radio—A New Force in Education

TOO VALUABLE TO IGNORE—Radio is worth at least one hundred million dollars a year to the schools of America. This estimate is really very conservative. It is based on a simple assumption which each of you can verify for yourself. Let us assume that by the use of master teachers—persons of unusual insight, skill, and dynamic power—radio can be made to increase the effectiveness of the common school by at least five percent. The probabilities are that it can contribute much more than that. 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 it 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 grownup population had less educational opportunity during their childhood than is now given to a child in an average elementary school. It would be plain stupidity 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.

Listening develops sense of hearing—Mr. Tracy F. Tyler, secretary and research director of the National Committee on Education by Radio, after careful summary of existing radio teaching, writes:

Sufficient data have been presented to show that teaching by radio can be and is being done. One question remains—Has it any advantage over teaching done before the development of the radio? Cleveland teachers say that classes which have had only one year of radio teaching in arithmetic follow directions better and require less repeating on the part of the teacher. Another interesting report is that school physical examinations reveal a higher measure of accuracy in the hearing of pupils who have received than among those who have not received radio in-

struction. But most important of all, pupils ranked higher in the subjects they learned by radio than pupils in the same subjects taught by ordinary methods.

THE MAGNITUDE OF EDUCATION BY RADIO—People who believe that education by radio can accomplish its work in an occasional hour over a commercial chain, utterly fail to comprehend the magnitude of our educational needs. Within a relatively short time the radio broadcasting stations of our several states will be the largest and most vital institutions in those states—in their effect on the lives of the people, in their financial budgets, and in their personnel and planning. They will be on the air full time both day and night broadcasting to homes, to schools, and to meetings of citizens and groups of all kinds, giving a new unity, a richer perspective, and a surer sense of direction to human life. They will do all this at a relatively small cost considering the vast numbers reached. All kinds of receiving and broadcasting equipment will be greatly reduced in price as monopoly forces are brought under control by the people. For a state to surrender its right to radio, is equivalent for it to surrender its right to the education of its people, as that education will be operated in the civilization of tomorrow.

In Wisconsin and Rhode Island—

The Wisconsin Teachers Association at its convention on November 4 adopted a resolution urging that the federal government take the necessary steps to set aside radio channels for educational and civic interests. The association's committee on propaganda in the schools also made a report on this subject. The teachers of Rhode Island, thru their association, the Rhode Island Institute of Instruction, adopted a resolution at their recent meeting which pointed out:

The people too frequently have been confronted in the past with the problem of buying back from great corporations rights established principally by public neglect to maintain the prior public right. The same mistake should not be made with reference to radio.

Fighting for a place on the air—

The Nation's Schools, a magazine of sturdy educational ideals, points out in an editorial:

If educational institutions are not alert and do not act at once to obtain opportunities for strictly educational broadcasting, we may discover before long that the air has been completely preempted by interests and institutions that have only selfish interests in the dissemination of information and that have no intention of transmitting unbiased, unprejudiced knowledge.

An insult to both parties—The "gift and favor form of bribery" is not new in American affairs. The railroads in their corrupt days were artists at controlling legislation and public opinion by granting free passes. The power-trust commercialized broadcasters use free time on the air in the same way. An article in the *Washington Star* for November 15 points out:

That the opponents of the radio trust and of present broadcasting practises will receive ready ears from some men on Capitol Hill may be expected. Men like Representative Davis are crusaders and vigorous and outspoken. On the other hand, this fact must be borne in mind: Democrats and Republicans alike, with depleted war chests and with depressed business promising to yield them no great amounts of money to spend in next year's campaigns, will undoubtedly ask many favors of the radio interests, particularly the broadcast station owners and the network broadcasters. Radio having achieved such giant stature as a campaigning medium, they will need all the time on the air they can get—and they will want as much of it without cost as they can get.

In view of the favors the politicians will ask from radio, it is doubtful whether their party leaders will be disposed to attack too vigorously radio as it is now conducted in this country.

How to keep yourself informed—

Persons especially interested in this subject should write to the National Committee on Education by Radio, 1201 Sixteenth Street N. W., Washington, D. C., for free copies of its weekly Bulletin. These are valuable for classes in civics and current events. Some titles are:

The Freedom of the Air [No. 5]
The Fess Bill for Education by Radio [No. 6]
The Power Trust in the Public Schools [No. 14]
The Americanization of Amusement [No. 16]
Education's Rights on the Air [No. 19]
National Committee on Education by Radio [No. 20]
Radio Channels for College Stations [No. 23]
Advertising Invades the Schools [No. 26]
Will There Be Freedom of the Radio? [No. 27]
Radio from the Citizen's Point of View [No. 28]
Broadcasts to the Schools of England [No. 29]
The Ohio School of the Air [No. 30]
What's Happening in Radio [No. 31]
The Radio Octopus [Nos. 32 & 33]
The Impending Radio War [No. 35]

Your influence—Teachers are closer to conditions that influence taste and character than any other large group in the population. Under sales-talk influence, radio programs are steadily degenerating. Have you let your representatives in Congress know how you feel about this?—The safety of the state is watchfulness in the citizen.

The Journal's Annual Roll Call

IN THE FACE of the difficulties of 1931, these reports in THE JOURNAL's tenth annual roll call are really a remarkable record of achievement. Altho here and there the line has bent back, there has been much solid achievement. Often where there seems to be little progress, the foundations are being laid for future advance. Under conditions like those of 1931, it is an achievement merely to hold the ground already gained. The year's record of advance was furnished by three people in each state—[1] the state superintendent of public instruction, [2] the secretary of the state education association, and [3] the NEA state director. The figures following the names of the contributors will correspond to the positions as listed here.

Alabama—The retention of the educational trust fund which was established by the legislature of 1927 and the defeat of proposed legislation which sought materially to reduce state appropriations for all educational purposes. As a result of the cooperation of all friends of education, school revenues and appropriations were left intact by the legislature of 1931, tho strong efforts were made to reduce both revenues and appropriations.—A. F. Harman [1].

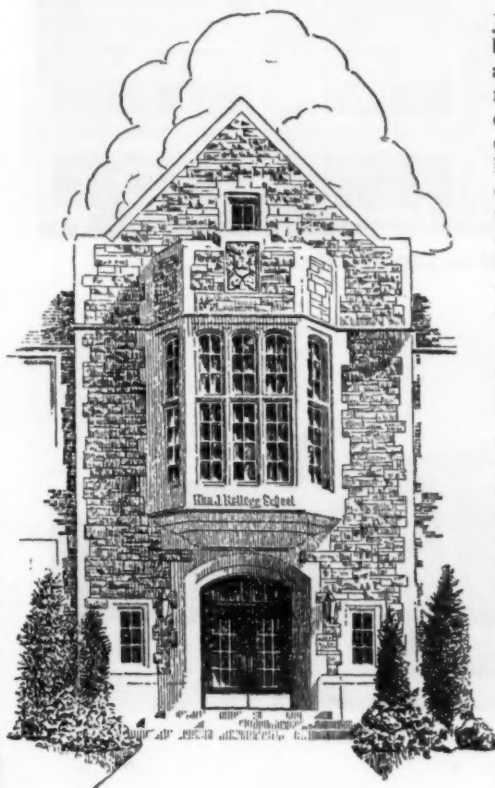
The defeat by the Alabama Education Association of proposed legislation that would have reduced our educational revenue by more than \$3,250,000.—Frank L. Grove [2].

The legislature has been in session during this depression and little or no reactionary legislation has been passed.—J. D. Williams [3].

Arizona—Elected schoolboards controlling amount and use of school maintenance budgets this year reduced them materially without reducing efficiency, signifying that control of the schools by the people can meet emergencies.—C. O. Case [1].

Arkansas—The enactment of a state school law which provides that the commissioner of education and county superintendents be selected by boards of education elected by the

people. This law also provides for a budget for schools at a limitation of indebtedness.—C. M. Hirst [1] and [3].



THE ANN J. KELLOGG SCHOOL, Battle Creek, Michigan, is designed and equipped to meet the individual needs of all types of children.

California—Progress made toward establishing a common integrating philosophy relative to public education in California.—Walter E. Morgan, chief, Division of Research and Statistics.

The maintenance of salary schedules and automatic salary increases of practically all of the schools of California. One very large city maintained its salaries but not the automatic increase. With this exception most of the school

districts, in the face of great difficulties, were able to maintain salary conditions.—Roy W. Cloud [2].

The enactment by the last state legislature, January to May 1931, to repeal the 15c special building fund tax in the elementary schools and a new one enacted to take its place making the rate 70c for the special building fund for all elementary districts thruout the state. This special legislature permits boards of education and boards of trustees to levy a direct tax sufficiently large, especially in the larger city systems, to take care of all building programs in elementary school districts without calling a bond issue for such work. This fully carries out the idea of a "pay as you go" plan.—F. F. Martin [3].

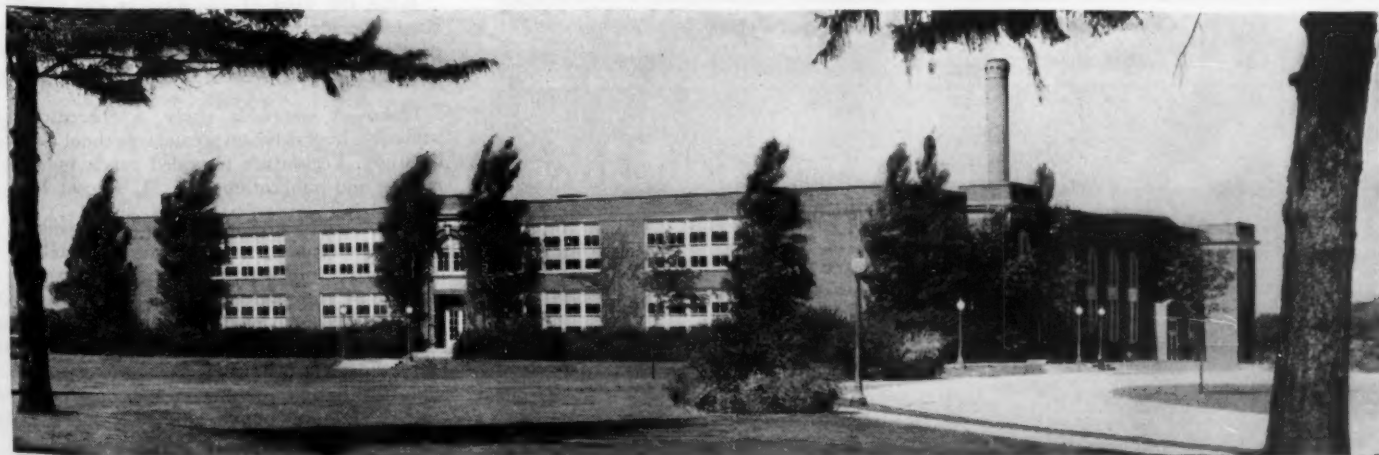
Colorado—An attempt to reorganize the system of financial support for our schools. A survey of the facts has been made by the Colorado Education Association in cooperation with the state department of education. As the facts revealed in this survey and the proposed remedies are now being studied by organized groups of the state, there is hope that the proposed plans will be adopted by the people of Colorado.—Lucy C. Auld, deputy state superintendent of public instruction.

A reorganization of the state department of education which will permit the appointment, rather than the popular election, of the state superintendent of public instruction; a reorganization of the financing of public education whereby the state will take over a portion of that burden; and a state system for the retirement of teachers—are the three major objectives of the Colorado Education Association.—W. B. Mooney [2] and [3].

Connecticut—By recent legislation marked advances have been made in the equalization of high-school and trade-school opportunities and in making effective school supervision.—E. W. Butterfield [1].

The 1931 state legislature codified the school laws of the state repealing obsolete and duplicated passages and rewriting others.—G. C. Swift [2] and [3].

Delaware—An increase of 12 percent in legislative appropriations, including a special appropriation for kindergartens for the first time; a three million dollar appropriation for



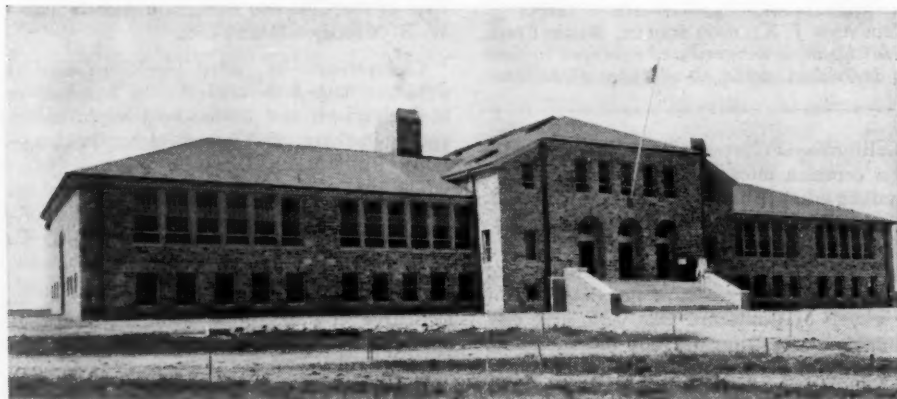
Mentor High School, Mentor, Ohio



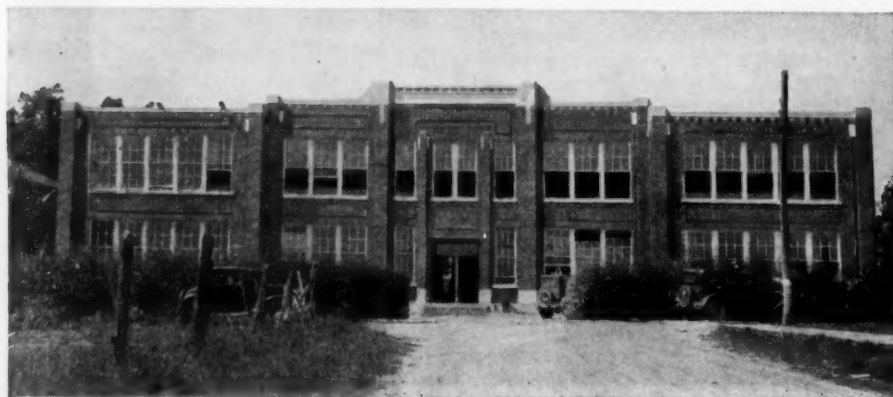
Dawson County High School, Glendive, Montana



Elementary School, Cartersville, Georgia



Consolidated School, Baltimore County, Maryland



Public School, Gretna, Virginia

the continuance of a state school building program; a demonstration school organized for the improvement of teaching in the elementary grades; the systematic teaching of music under a state director.—H. V. Holloway [1] and [3].

District of Columbia—An unusually large appropriation by Congress for the construction of buildings to meet pressing needs resulting from steadily increasing enrolments in the public schools.—Frank W. Ballou, superintendent of schools, Washington.

Florida—Passing of epoch-making statutes providing for a minimum of eight months free schooling in both elementary and high schools and for an appropriation to increase and regulate the county-school fund.—W. S. Cawthon [1].

Georgia—The general assembly provided for a code committee to revise the school laws; provided about \$2,000,000 net to be paid on debts, most of which was due education; and submitted to the people two constitutional amendments: The one to permit county boards of education and city boards of education to make contracts with each other so that rural pupils may attend the city high schools; the other to clear the constitutional amendment in regard to local tax districts issuing bonds, permitting new territory to be taken in by the old district, and the new territory to assume its share of the bonded indebtedness.—Kyle T. Alfried [2].

Hawaii—Development of the Territorial Normal School into a four year teachers college, thru consolidation with the University of Hawaii, thus making one strong territorial collegiate institution. In keeping with the above action, the requirements for teaching certificates have been raised to four years for elementary schools and five years for secondary schools. In spite of the so-called depression, the entire school program of the territory is continuing on a sound development program including regular salary increases and adequate funds for necessary educational supplies and equipment.—W. C. Crawford [1].

The Territorial Normal School has been amalgamated with the University of Hawaii, combining the teachers college with the school of education, and establishing a four year course for elementary school teachers, and a five year course for secondary teachers.—Grenville Hatch [2].

While the work of specialists is still emphasized, the ideal is a unified integrated health program which affects every phase of the child's school experience.—Oren E. Long [3].

Idaho—A statewide study, a concentrated summer-school drive on secondary-school course of study. Legislature provided funds for promotion and publication.—W. D. Vincent [1].

Illinois—The educational forces of Illinois held the schools up to their present standards in the legislature which met this year, even in the face of powerful attacks upon our tax system, opposition to paying taxes, and the most severe depression we have ever suffered. In fact we made a real achievement in getting the state distributive school fund appropriation increased by \$500,000 a year.—R. C. Moore [2].

Indiana—Thru the action of the state legislature Indiana is prepared to provide equal opportunities for education to the boys and girls

in all sections of the state. Altho in this period of retrenchment, the cry for reduction of costs in all lines has not slighted the public school systems, Indiana has had no legislation which would cause a reduction of the standard of efficiency.—George C. Cole [1].

Preventing the repeal by the 1931 legislature of any of our school laws, thus saving retirement, tenure, and wages for the teachers.—Charles O. Williams [2] and [3].

Iowa—Confirmation of the research division in the office of the superintendent of public instruction. Legislation converting the teachers' institute into a program for the improvement of instruction.—Agnes Samuelson [1].

The legislature refused to seriously handicap schools and the majority of boards of education refused to handicap teachers thru reduced salaries. In organization matters, amendments to the constitution to the state teachers association were made which, it is hoped, will bring about a larger participation of local teachers' associations in the deliberations of the organization.—Charles F. Pye [2].

Retaining of the state research division in the department of public instruction. Survey of the handicapped child. Continuing the work on the high-school course of study.—Mary A. Lord [3].

Kansas—Gradually increasing desire of educators and laymen alike for a complete revision of our method of school support and for more nearly equal educational opportunity for all our children.—George A. Allen, Jr. [1].

Louisiana—Two constitutional amendments approved by the voters: requiring the state government's support of the elementary schools and high schools to be as much as \$12 for each child of school age; and creating a state equalizing fund and financing it with a half-cent-a-gallon gasoline tax.—T. H. Harris [1].

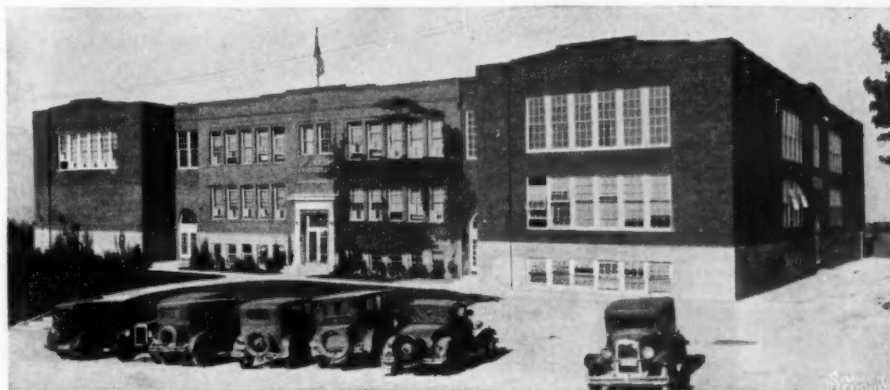
Maine—Progressive legislation which enables us to raise the standards for certification of elementary and secondary-school teachers. The publication of the curriculum for elementary schools started about two years ago and now in the hands of all teachers. No evidence of backward steps in education in Maine.—B. E. Packard [1].

Marked increase in trained teachers available for rural-school positions. First summer session of Eastern Music Camp at Lake Messalonskee. First summer school of Maine allstate school orchestra at Castine Normal School. The latter organization will give a concert at the convention of the Maine Teachers Association this year.—A. W. Gordon [2].

Revision of the elementary-school curriculum for the state. This course of study is a cooperative product of the classroom teachers and supervisory and teacher training officers of Maine, edited and revised by members of the faculty of the elementary division of New York University.—William B. Jack [3].

Maryland—State public-school budget for 1932 and 1933 adequately financed. Legislation passed providing for education of physically and mentally handicapped children with state aid, lengthening normal-school course from two to three years, and strengthening school attendance law.—Albert S. Cook [1].

Massachusetts—Forty teachers for home instruction of crippled children; fifty additional classes for mentally retarded; four additional



Public and Junior High School of East Wenatchee, Washington



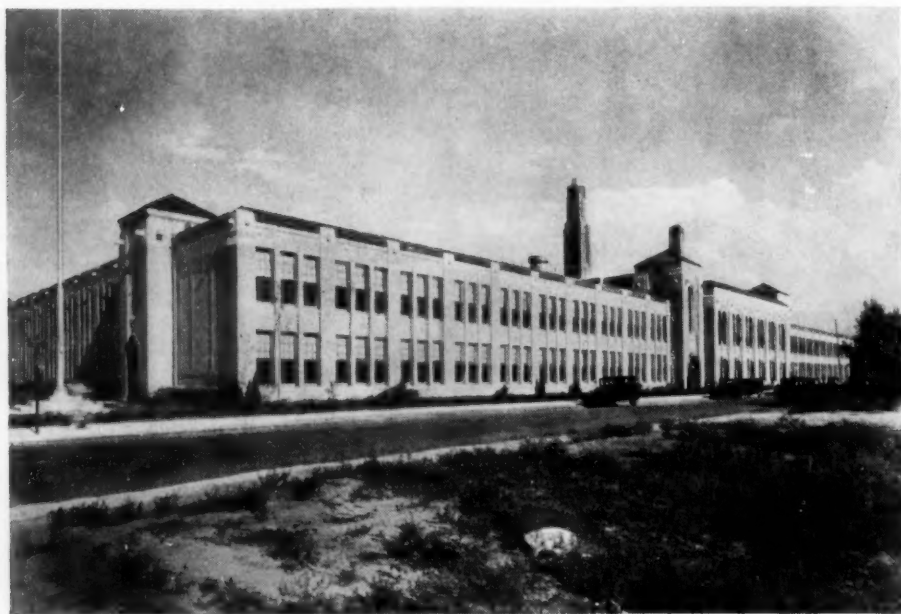
Hope School, Scituate, Rhode Island



John Deere Junior High School, Moline, Illinois



Henry Neill School, Aberdeen, South Dakota



Junior High School, Hamtramck, Michigan

classes for deaf and hard of hearing; provision for over three thousand gifted children.—Payson Smith [1].

The schools of Massachusetts have been fortunate during the past year in that, under the guidance of able and firm committees and administrative officers, they have in all but a few cases escaped the most drastic effects of the depression such as cutting of salaries, discharging of teachers, shortage of usual equipment and supplies, and the like.—Hugh Nixon [2].

Michigan—The movement inaugurated and sponsored by the superintendents of the North Central Association of Schools and Colleges to reorganize all school contests doing away with most of the state contests but increasing the participation of the student body in local contests.—Webster H. Pearce [1] and [3].

State legislative commissions, employing the services of recognized experts, made comprehensive studies of two of Michigan's major education problems—equalization of school costs, and teacher retirement. Both commissions submitted printed reports to the governor and the state legislature, and their recommendations will serve as bases for future intelligent action.—Arthur H. Rice, managing editor, Michigan Education Journal.

Minnesota—The enactment by the 1931 legislature of a sound teachers' retirement law.—J. M. McConnell [1].

Enactment of the revised teacher retirement fund law which assures annuities after thirty to thirty-five years teaching, replacing the inadequate 1915 law by a solvent, equitable, and permanent system. The Minnesota Education Association and state commissioner of education with a sympathetic governor gained this result, after ten years of effort, from an economy legislature.—C. G. Schulz [2].

Retirement was triumphant. On April 25, 1931, the governor, Floyd B. Olson, signed a bill that gave to the teachers of Minnesota, outside the Tri-cities, a sound retirement fund law. Bill introduced by Representative Harry L. Wahlstrand, himself a teacher.—Alice F. Sullivan [3].

Mississippi—Statewide survey of our entire educational system from the rural schools to the colleges. This study is being made as a part of a complete survey of our economic, industrial, and civic status.—W. F. Bond [1].

Missouri—The enactment of a reorganization and refinancing law. This law provides for an optional redistricting of the entire state into enlarged school districts and for the creating of a state school fund of approximately \$8,500,000 per year, two thirds of which will be used as an equalizing fund. This is the most important piece of school legislation enacted in this state in fifty years.—Charles A. Lee [1].

The enactment of a new school law which guarantees to every district in the state \$750 per elementary teaching unit and \$1000 per high-school teaching unit, on the basis of a local school tax of twenty cents on the \$100 valuation.—E. M. Carter [2].



Senior High School, Rayville, Louisiana

Income tax; larger state responsibility in financing schools; a minimum educational program for each district on a two mills local tax; state payment of high-school tuition, transportation and a part of building costs; provision for larger units.—Thomas J. Walker [3].

Montana—The most recent legislation pertaining to qualifications for county superintendents in Montana was passed by the 1929 legislature.—Elizabeth Ireland [1].

New high-school code adopted which unifies and codifies laws pertaining to all high schools—village, consolidated, city and county, junior and senior. Uniform provisions for financing based more nearly upon needs and determined upon number of pupils in attendance.—R. J. Cunningham [2] and [3].

Nebraska—Continuation of school district building programs by all classes of school districts, rural and urban. This indicates a particularly healthy state of public opinion with relation to the public schools.—Charles W. Taylor [1].

In these times of depression Nebraska has held to her ideals of an efficient school system and accordingly has not unduly handicapped the schools by retrenchment in financial support. Interest in a plan to refinance the schools on a state wide basis continues to grow.—E. M. Hosman [2].

Nevada—Legislation creating a new state board of education with a lay member in each of the five educational supervision districts of the state. The board consists of seven members: the governor, the state superintendent of public instruction, and the five lay members. This board will recommend new policies and our school system will derive many benefits under the direction of this new board.—Walter W. Anderson [1].

The creation of an elective state board of education. We were instrumental in blocking pernicious school legislation.—Lillian E. Esdon [2].

New Jersey—Thru regional conferences in state and county institutes and thru addresses and demonstrations at public meetings, New Jersey schools have made significant advance in developing program of progressive education.

A minimum standard for all elementary certificates of two years of normal school training or its equivalent was attained during the past year.—Charles H. Elliott [1].

New Mexico—Examinations for obtaining certificates have been eliminated. Standards for certification have been raised. Four counties have budgeted for rural-school supervisors following a law by recent legislature. In four years New Mexico expects to have no teachers with less than high-school education and perhaps with a minimum of two years of college.—Georgia L. Lusk [1].

Establishment of the San Jose training school for the training of teachers for Spanish speaking children. Kinney Bill, passed by state legislature, appropriating money from mineral leases for rural aid fund; this being used this year to employ rural supervisors and for purchase of supplementary reading material for rural libraries. Raising of requirements for certification of teachers. Establishment of office of director of information and statistics. Money provided by general education board of Rockefeller foundation. Purpose—general education research.—Paul L. Fickinger [2].

First: The legislature passed a rural aiding bill appropriating with income from mineral lands for the purpose of aiding rural schools in any way that the state board of education deems advisable. In the past few months approximately \$60,000 has been realized from this fund. Most of the money is being invested in rotating libraries for the rural schools. These libraries are the property of the state department of education. Under this plan, all of the thirty-one counties of the state will eventually enjoy the benefits of the entire expenditure for rotating libraries. This fund may later amount to enough that we can furnish free textbooks to the children of New Mexico. *Second:* The state educational association was instrumental in getting a bill passed by the legislature to put school transportation on a systematic businesslike basis.—Raymond Huff [3].

New York—During the year considerable progress was made in laying the foundation for the thoroughgoing revision of the secondary curriculum.—Harry W. Langworthy [3].



Eastern High School, Lynn, Massachusetts

North Carolina—Statewide support of the six months constitutional term without the levying of any local ad valorem taxes.—A. T. Allen [1].

After five months, the legislature of North Carolina increased the state fund for schools from \$6,250,000 to \$17,000,000. In doing this the state changed from the equalization plan of support of the constitutional term and went to state support from sources largely other than ad valorem. A part of the money for the constitutional term comes from a 15c tax on property.—Jule B. Warren [2].

The establishment, by legislation, of the foundation of a statewide school system with minimum standards set up and supported by the state.—T. Wingate Andrews [3].

North Dakota—The 1931 session of the legislature changed the minimum certification requirements from twelve weeks' attendance in

a normal department to one year of professional training. Two state teacher training institutions now offer four-year integrated professional courses in elementary [not secondary] education. The 1931 issue of the state course of study for elementary schools recognizes the value of correlation between subjects in the curriculum. A new administrative manual and course of study for high schools, together with detailed courses in several subjects have been prepared, also a completely new system of accounting for school district clerks and treasurers.—Bertha R. Palmer [1].

New legislation providing that hereafter teachers can qualify for certificates only after one year of professional training.—L. A. White [3].

Ohio—The bringing together of five thousand junior and senior high-school pupils at Springfield, Ohio, on the occasion of the sesquicentennial celebration of the victory of George Rogers Clark over the Indians at the battle of Piqua. This significant assemblage was the direct result of a statewide history project sponsored by the state department of education, in which senior and junior high schools of the state were asked to conduct a six-weeks' intensive study of the life and accomplishments of George Rogers Clark.—B. O. Skinner [1].

Ohio schools are facing the most critical year in the history of school people now living. In some few places salaries have been reduced; in some places terms have been shortened; in some places teachers have been hired only for the month; in some places teachers have not received any pay for work this year and will not receive any until after the beginning of 1932; in other places schools have not yet opened. This condition comes about largely because of uncertainty about school finances. A new system of taxation was written into the law by the last session of the legislature and nobody has yet been found in Ohio who knows how much money will come in under these new laws.—F. E. Reynolds [2].

No formal advance has been made but a growth of professional responsibility and spirit is clearly in evidence. Our vision of possibilities



Junior High School, South Orange and Maplewood, New Jersey

is clearer and the determination to provide for a more stable school support, both from the standpoint of finances and public opinion, is rapidly growing.—R. E. Offenbauer [3].

Oklahoma—The legislature appropriated \$750,000 to supplement the present equalization fund and revised the income tax providing for half of the revenue from this source to go to school support to relieve ad valorem taxation.—John Vaughan [1].

During the year the doors of 1564 schools were kept open for full term because of state assistance. This affected over 250,000 students and almost 7000 teachers.—C. M. Howell [2].

Oregon—A productive effort to give increased educational service for the increasingly precious tax dollar. This has been reflected in research activities resulting in locally written and published yearbooks, workbooks, standard tests, and curriculum revision.—Charles A. Rice [1].

Pennsylvania—Organization of a commission for the study of educational problems in Pennsylvania. Committees will study guiding principles; program of education; unit of school organization; school finance; teacher preparation, supply and demand; recodification of school laws. Findings of committees will be the basis of recommendations for legislation and the development of a ten-year program of education for Pennsylvania. On November 4 we dedicated a new four million dollar building to house the department of public instruction.—James N. Rule [1].

The legislature of 1931 enacted an amendment to the continuing contract requiring boards of education to give teachers a written notice *sixty days* before the close of the school term if their services are not desired another year.—J. Herbert Kelley [2] and [3].

Porto Rico—The enactment of a new certification law embodying 17 of the 18 principles advocated by the National Education Association, to replace an obsolete 1903 statute which legalized teacher certification thru examinations.—Jose Padin [1].

Rhode Island—In spite of the economic depression, municipal appropriations for schools and teachers' salaries have been maintained without decrease; the junior high-school movement continues apace; the school health program has become dominating.—Walter E. Ranger [1].

The granting by the Rhode Island state legislature of a charter for the new Roger Williams University. This college expects to open in the near future with a department of practical arts, a law school, medical school, and similar professional schools to be added later as the college develops.—Clarence W. Bosworth [2].

Increased enrolment in all vocational schools and classes; schoolhouse construction program unabated and almost without precedent; no losses in appropriations or teachers' salaries; one third of all public school teachers enroled for extension work.—Charles Carroll [3].

South Carolina—The proposal of a comprehensive study of certification by a committee from the state teachers association to the state board of education. The state board has appointed a subcommittee from its members to make a thoro revision of certification laws. These new regulations will probably be adopted

by the entire board at its winter meeting.—J. H. Hope [1].

South Dakota—Reconstruction of the curriculums for both the elementary and secondary schools. New system of financial accounting for the rural, independent, and consolidated schools of the state; this new system installed on July 1, 1931, gives us a uniform system of accounting for all of the schools. A complete recodification of our South Dakota school laws; many satisfactory changes were made and our certification laws were completely rewritten. We are now working under the new certification system.—E. C. Giffen [1].

Writing and installment of new course of study for all elementary and secondary schools of the state is now going on. Hundreds of classroom teachers and administrative officers are engaged in this progressive step.—S. B. Nissen [3].

Tennessee—The enactment of a law reorganizing high-school system providing for junior high schools seventh, eighth, and ninth grades; junior high schools seventh, eighth, ninth, and tenth grades; junior high schools ninth and tenth grades; senior high schools ninth, tenth, eleventh, and twelfth grades; senior high schools tenth, eleventh, and twelfth grades.—James A. Roberts, assistant commissioner.

Increased summer school attendance; largest attendance ever at the NEA, Los Angeles, and increased membership in local and state associations.—S. L. Ragsdale [3].

Texas—The supreme court of Texas rendered two important decisions: *First*: The constitutionality of an annual appropriation of \$2,500,000 from the general revenue to be distributed to financially weak schools under legislative restriction was upheld. The general state available school fund by provision of constitution is distributed on a scholastic per capita basis. This appropriation is supplemental and is intended to increase equality of opportunity. *Second*: Texas has the district system of schools. The Supreme Court also held that the expense of county supervision is a proper charge per capita against all school districts, including the large cities constituting independent districts. This is a long step toward a county unit of administration.—S. M. N. Marrs [1].

The continuation of the state scholastic apportionment of \$17.50 per pupil in spite of the numerous efforts to reduce it for the year 1931-32.—R. T. Ellis [2].

In spite of the depression, Texas is maintaining its per capita apportionment for the current year at \$17.50. This is a notable achievement in the administration of the public schools of this state.—L. W. Rogers [3].

Utah—During the last year the Utah legislature passed a law providing for the establishment of a fund to be used for equalization purposes, which fund by 1935-36 will be equal in amount to \$5 for each child of school age. This fund is in addition to the \$25 per school child fund which has been established for ten years and which is apportioned on the basis of the school census.—C. N. Jensen [1].

Vermont—Beginning teachers are required to take a minimum of two years of training beyond high school. The rural-school improvement program has been continued with vigor. The report of the committee on educational facilities of the Vermont Commission on coun-

try life has just been published.—Francis L. Bailey [1].

As a result of the two-year rural survey of Vermont conducted by the Vermont Commission on rural life there has been a very definite and constructive program worked out for improving and establishing libraries in rural schools. This program is in charge of a state librarian.—Marion C. Parkhurst [2].

Virginia—During the past year the school system has been maintained at its normal rate without any serious amount of curtailment. This we consider an unusual accomplishment in view of the great economic crisis which is now facing the country.—Sidney B. Hall [1].

A general plan of study has been launched by the general education board and the state board of education in Virginia. It is a survey testing program which in its procedure must react upon the schools to produce better pupil learning.—Edith B. Joynes [3].

Washington—Early reports from every part of the state show an unprecedented enrolment in secondary schools, in many cases running twenty percent over that of last year. The Washington Education Association recorded the highest percentage enrolment in its history. The state board of education raised the standards for elementary teachers from two to three years, with a graduated plan requiring an extra quarter annually, making the plan completely effective in 1933. At the same time the board increased certification requirements in the high school one year above the Bachelor's degree, upon the graduated scale to be completed in 1933. We have instituted a statewide plan to establish more firmly the confidence of patrons in our public school service.—N. D. Showalter [1].

Strong public relations program executed. Articles syndicated to newspapers interpreting the modern school. Speakers furnished cities and towns during Education Week and illustrated folder distributed to Education Week audiences.—Arthur L. Marsh [2].

West Virginia—The results of the effort put forth by the school people for a larger participation by the state in the support of education seem to have created a deeper interest in the work of the schools. A very large increase in enrolment of pupils challenges the best thought of our people as to the necessity for a stabilized support of schools which will insure wellprepared teachers and adequate housing and equipment. The attendance of teachers at the annual meeting of the state education association at Charleston reached almost seven thousand. This was nearly one thousand in excess of the best year, previous to this, we had ever had. Educational interest in this state is not lagging.—J. H. Hickman [2].

Wisconsin—Maintaining budgets in this time of depression; generally keeping our salary schedules intact. There was not much progress in the legislature. A very elaborate and, on the whole, excellent report of the interim committee was offered, but nothing much came of it.—Edgar G. Doudna [2].

Wyoming—After four years of research and study in which a large number of school officials and teachers participated, the state course of study for elementary grades, primary reading, grades 1, 2, and 3, has been published and is now in use in all rural schools of the state.—Katharine A. Morton [1].

The Need for Rural Leadership

J. T. ANDERSON

Nebraska State Teachers College, Kearney, Nebraska

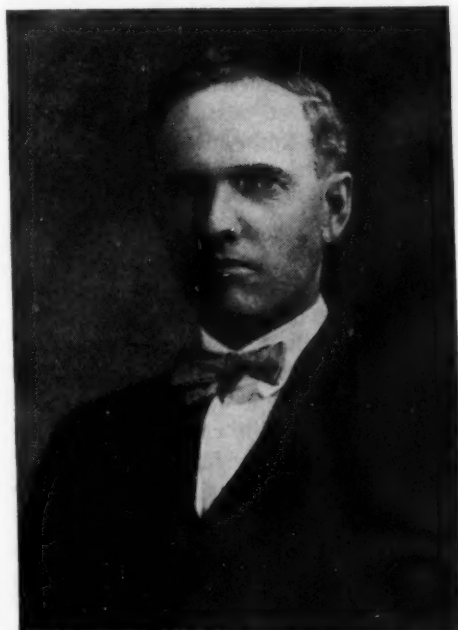
NCESSITY FOR LEADERSHIP—Nowhere is leadership more to be desired than among rural people. The most nonprogressive sections of the country are found where each farmer is, as nearly as possible, a law unto himself. On the other hand, the most progressive sections are those in which the farmers have learned to cooperate and to follow the advice of the best leaders of the community.

Most pioneer farmers realized the need of cooperation in such things as barn-raising, threshing, and cornhusking but failed to see the need in larger and more important matters such as production and marketing of livestock and field crops. This lack of a cooperative spirit has largely been due to the scarcity of efficient rural leaders. Many cooperative enterprises have failed because of incompetent leadership.

How to secure leaders—Two notions prevail in regard to obtaining leaders. One is that potential leadership exists in every community and that only the power of discovery is necessary to put that leadership into action. The other is that leaders have to be trained and that any one can lead if especially trained for such service. However, it would seem more nearly correct to combine these two ideas into one—that is to say, leaders must be discovered and they must also be trained. There is no doubt some truth in the assertion, commonly heard, that leaders are born, not made; but it is also true that native ability can be improved by training. The individual possessing natural musical talent becomes a better musician thru training; likewise, the individual with inborn talent for leadership becomes a better leader thru training. When those with native capacities for leadership are discovered and then trained for such service, we shall have more successful leaders and more willing followers.

Successful rural leaders can best be found among rural people. This means that rural America should produce and train her own leaders. Rural bred and rural trained leaders will be more in sympathy with rural people and will better understand rural problems and how to solve them. If, instead of losing the best of rural citizenry to city posi-

tions, these same individuals should devote their time and energy to rural problems, rural positions would become com-



J. T. ANDERSON, who has achieved educational distinction without losing his appreciation of the abiding values of country life.

parable to city positions both as to attractiveness and remuneration. Any service which brings the greatest good to the greatest number of human beings is certainly a worthwhile service and one which should challenge the best there is in any American wherever he may live.

Cooperation and organization—Rural people must meet the problem of cooperation as graciously as they have accepted progress along industrial and commercial lines. As communities grow and organizations become more complex and difficult, methods of cooperation must keep pace with the times. People are no longer satisfied with conveniences of pioneer days; neither should they be satisfied with nonprogressive methods of cooperation.

As examples of successful rural cooperation and leadership, one might mention the fruitgrowers of California, cooperative creameries, and other similar organizations thruout the United States. These organizations have demonstrated, beyond a doubt, that coopera-

tion under wise leadership is far more profitable and satisfactory than was the old practise of each man for himself. In contrast to this idea, we might say that the motto of any successful cooperative organization is, "each for all and all for each."

Ability to follow a good leader is just as important to successful cooperation as good leadership and only thru the combined efforts of both can the best results be obtained. However, it is generally true that good leadership insures willing followers. The degree of faith that the group has in its leader largely determines the kind of cooperation that exists.

One of the great needs of the day is rural organization and cooperation. The more progressive farmers are realizing this need and are seeking means to remedy the situation. On the whole, farmers have been slow to organize. This has chiefly been due to [1] isolation, [2] failure to realize the importance of organization, and [3] a lack of dependable leaders. The first obstacle is being largely overcome thru modern means of transportation and communication; the second, thru the encouraging influence of those cooperative organizations that have been successful among rural people; and the third may be overcome thru education.

Community boundaries are constantly enlarging—a situation which demands, likewise, a larger and more efficient leadership to meet the increasing need for organization. In thinking of a community, we generally have in mind a group of people who live in adjacent territory and who have some common purpose. The common purpose is coming more and more to include a greater number of people. Such growth is desirable, provided competent leadership may be procured to guide the activities of the enlarged community along cooperative lines.

Training of leaders—People have a right to look to the school for leaders of organizations which have to do with the wellbeing of society. Certainly, society cannot prosper without a happy, contented, progressive rural population. But schools cannot properly be expected to supply leaders in an adequate way until there is democracy in educational

opportunity and equality in the support of those institutions of education upon which we depend for our leaders. Just as the community unit is becoming larger, so should the school unit become larger in order that the school may train for the bigger and better service.

The school should prepare and inspire American youth to build bigger and better rural communities. It is not necessary that the school offer special courses for this purpose but it is essential that rural teachers be so much in love with their work that their lives radiate enthusiasm and inspiration to such an extent that they will influence all those with whom they come in contact to become supporters of every worthy rural enterprise. From such schools will come our best rural leaders and from their efforts will come the social and economic salvation of rural people.

Extracurriculum activities in many of our more progressive schools are serving as a means of training for leadership. Leaders are often discovered among the young people thru plays and games and thru clubs and other social activities, such as Hi-Y, Boy Scouts, 4-H Clubs, and other kindred organizations.

Leaders among the adults are discovered and trained in much the same way. The old-fashioned literary society, the grange, and the church organizations have rendered worthwhile service in the opportunities they have afforded

in the selection and training of leaders. At the present time, the parent-teacher association, thru its regular programs and its adult training classes, is doing a splendid piece of work along this line.

Characteristics of a good leader— A good leader is one who knows more about the field in which he is leading than do those who are expected to follow his leadership. The successful rural leader must have a sound education and must be a specialist in rural problems. However, he must not only know what to do but must possess a will to do. Many people know more than they are willing to put into practice. The successful leader must also possess the ability to help others to know. In addition, he must have the power of persuading others to action. He must be able to inspire his followers to desire the things that are right. In short, he must possess those traits of character that insure efficiency in the highest type of leadership and a magnetic personality capable of influencing others to follow his guidance.

There are a great number of would-be leaders and petty politicians who pretend to be in sympathy with, and willing leaders of, rural people. In most cases, however, such individuals lack every qualification of a good leader. Their interest lies more in personal reward than in the wellbeing of the farmers, while the true leader must have unselfish service as his highest goal. Not until farm people discover and train their own lead-

ers can they expect successful organizations and successful legislation.

The ability to cause others to desire the right is the highest type of leadership. To do this requires a knowledge of ultimate values. It also requires a sincere desire for the welfare of others. The individual who can succeed in getting his fellowmen to gain a knowledge of the worthwhile things in life and can inspire them to seek these blessings becomes a great factor in community building and in the improvement of the human race.

Some problems in rural education for group study are:

[1] To discover means of obtaining rural leaders: What organizations in your community tend to develop leadership among the young people? Among adults? What made Theodore Roosevelt a great leader? In what instances have city leaders attempted to lead rural projects in your community and with what results?

[2] To discover results of lack of leadership: What worthy activities have been unsuccessful in your community because of incompetent leadership? What enterprises have failed to come to your community because competent leaders could not be found to sponsor them?

[3] To discover qualities of leadership in the rural teacher: To what extent is the rural teacher in your district the leader of her patrons? What organizations has she perfected among her patrons? What organizations have been inspired with new life through her leadership? What organizations is she sponsoring among the young people of the community?

The Significance of Rural Life

OUR CIVILIZATIONS are a nightmare, a bad dream. They have no longer the grandeur of Babylon or Nineveh. They grow meaner and meaner as they grow more urbanized. What could be more depressing than the miles of poverty-stricken streets around the heart of our modern cities? The memory lies on one "heavy as frost and deep almost as life." It is terrible to think of the children playing on the pavements; the depletion of vitality, with artificial stimulus supplied from the flaring drinkshops. The spirit grows heavy as if death lay on it while it moves amid such things. And outside these places the clouds are flying overhead snowy and spiritual as of old, the sun is shining, the winds are blowing, the fields are green, the forests are murmuring leaf to leaf, but the magic that God made is unknown to these poor folk. The creation of a rural civilization

is the greatest need of our time. It may not come in our days, but we can lay the foundations of it, preparing the way for the true prophet when he will come. The fight now is not to bring people back to the land, but to keep those who are on the land contented, happy, and prosperous. And we must begin by organizing them to defend what is left to them; to take back, industry by industry, what was stolen from them. We must organize the country people into communities, for without some kind of communal life men hold no more together than the drifting sands by the seashore. There is a natural order in which men have instinctively grouped themselves from the dawn of time. It is as natural for them to do so as it is for bees to build their hexagonal cells. If we read the history of civilization we will find people in every land forming little clans cooperating together. Then the

ambition of rulers or warriors breaks them up; the greed of powerful men puts an end to them. But, whether broken or not, the moment the rural dweller is left to himself he begins again, with nature prompting him, to form little clans—or nations rather—with his fellows, and it is there life has been happiest. We did this in ancient Ireland. The baronies whose names are on Irish land today and the counties are survivals of these old cooperative colonies, where the men owned the land together and elected their own leaders, and formed their own social order and engendered passionate loyalties and affections. It was so in every land under the sun. . . . The European farmers, and we in Ireland along with them, are beginning again the eternal task of building up a civilization in nature—the task so often disturbed, the labour so often destroyed.—From *The National Being* by George Russell.

Budgeting the Teacher's Income

A TEACHER may receive an adequate salary and have continuous employment, and yet fail to achieve economic independence. In such cases the failure is usually due to unwise handling of income. A fundamental principle of financial security is that the individual should follow a definite program of expenditure based on genuine needs and modified in accordance with his income. Teachers especially need to plan their financial programs intelligently for three reasons: [1] they usually receive no pay during the summer months; [2] the nature of their profession makes it highly desirable that they have money available for further professional training and cultural improvement; and [3] the welfare of school children requires that teachers retire from service when they have outlived their efficiency.

A sound plan for managing an income requires that the individual estimate in advance the amounts he must spend for food, lodging, clothing, and other necessities at an appropriate standard of living. He should also make reasonable estimates for saving, giving, and cultural improvement. Care must be taken to keep the total within the expected income, and to have the program as well-balanced as the size of income will permit. The teacher should not scrimp on proper food, respectable clothing, and decent living quarters in order to have money for less essential purposes. His present standard of living has a profound effect upon the attitudes and tastes of children. On the other hand no teacher can afford to spend all of his earnings for immediate material needs. He should spend a fair share for professional and cultural development, and above all, he must lay by an adequate amount for future contingencies. To avoid the risk of poverty or dependency in old age and during extended periods of illness, he dare not spend all he earns for present commodities and services.

A budget is a plan for future expenditure. An expense account is a record of expenditures as they are made. A classified record of expenditures is of little value in itself, but is an essential of good budgetary procedure. In drawing up a plan for next year's expenditures, the amounts spent during the past year may well be used as a starting point. These should be studied carefully to determine

whether they were unnecessarily high in some cases and unduly low in others. Not infrequently cuts can be made without loss of genuine satisfactions. Conversely, careful study may reveal items which deserve larger expenditures than have been devoted to them previously. If an increase in salary is expected, it must be wisely apportioned among the items of the budget.

Many teachers have no record and little memory regarding their past expenditures. They may obtain some guidance from the standard budgets published in books and bulletins, and by some banks and insurance companies. Such plans, however, should not be followed slavishly. They are usually based on the average expenditures of many people in different localities. The needs and tastes of any individual may vary from those of other persons with similar incomes. Moreover, the cost of items like food and rent often varies widely in different localities. For these reasons the teacher will usually do well to make his budget in terms of his own needs and desires, taking care to maintain a wellbalanced program and to keep its cost within his income. A selected list of references on this subject may be found in the *Sixth Yearbook* of the Department of Classroom Teachers.

Once formulated, the budget must be followed rigorously if it is to be of value. The individual should record all expenditures under the proper headings, and subtract these once a week or once a month to find the unexpended balance under each heading. This will help him to avoid exceeding the amount allotted to any principal item, and will facilitate a better distribution of expenditure throughout the year. The teacher should make sure that enough will remain to tide him over the vacation months without scrimping. It is not essential to use a highly detailed classification of expenditures. In the beginning it is better to employ a simple one like the following:

[1] food, [2] housing [rent, or taxes, house repairs, and the like], [3] clothing, [4] operating costs [fuel, phone, laundry, household supplies, and the like], [5] medical and dental expenses, [6] recreation and cultural improvement, [7] savings and insurance, [8] church and charity, and [9] miscellaneous.

Later on more detail may be employed, but the degree of detail should be governed by the budget needs of each indi-

vidual and by his aptitude in performing the routine work involved. A simple budget is always better than none; a more detailed plan is better for those who will use it effectively.

One of the most essential items in any budget, and the one most generally neglected, is that of savings for future needs. Only about 10 percent of the persons living at the age of 65 have sufficient property to support themselves without working or receiving assistance. Teachers often assume that their salaries are too low to permit a significant amount of saving. But the workings of compound interest will transform a relatively small sum invested regularly into a surprisingly large amount in a few years. For example, \$100 invested each year at 5 percent compounded semiannually will accumulate to \$1277 in ten years, to \$3370 in twenty years, and to \$12,419 in forty years. Teachers frequently ask: *How much should I save to be assured of an adequate income during retirement?* The answer depends upon four major factors: the amount of income desired, the size of one's income during active service, the number of years remaining before retirement, and the rate of interest earned. Take, for example, a teacher 30 years of age with an annual salary of \$2000. To simplify the illustration, assume that this salary will remain the same until the teacher retires, say, at age 62. If he wishes his investment to yield an income equal to his living expenses during active service, he may achieve this by investing \$400 each year, or 20 percent of his salary, at 5 percent interest compounded semiannually. At 62 he will have accumulated \$30,852, and his annual income from this sum will be about \$1543. If he had begun to save at age of 20, on the same salary, he would have needed to invest only one eighth of his salary, or \$250 each year. If he does not begin until he is 40, he must save one third of his salary, or \$667 each year. In any practical situation, this example would have to be modified according to additional factors such as probable increases in salary, insurance needs, and provisions of teacher retirement systems. Assistance in formulating a detailed plan for old-age retirement may be obtained from reputable financial institutions and from literature on the subject.—Richard R. Foster, Research Division, NEA.

Ten Facts on Financing Public Education

THE FOLLOWING STATEMENT, prepared by the Research Division of the National Education Association, is based on the most recent and comprehensive data available. Most of the figures are for 1928. Write the Research Division for citations to the various sources consulted.

[1] **School costs and national income**—The cost of public elementary and secondary education is 2.4 percent of the total national income. This percent is not "rapidly increasing." It has remained practically static for a decade. [National income: \$89,419,000,000. School expenditures: \$2,184,847,200.]

[2] **School costs and tax collections**—The cost of public elementary and secondary schools is 24 percent of all federal, state, and local tax collections. The cost of these schools is 36 percent of state and local tax collections. [All tax collections: \$9,288,845,000. State and local tax collections: \$6,094,845,000.]

[3] **School property and national wealth**—Property used for public elementary and secondary school purposes constitutes 1.55 percent of the value of all tangible property in the United States. [Value of all tangible property: \$353,520,000,000. Value of public school property: \$5,486,938,599.]

[4] **School costs and certain other expenditures**—The cost of all public education, elementary, secondary, and collegiate, is 78 percent of the annual expenditures for life insurance; 35 percent of the expenditures for building construction; 20 percent of the expenditures for purchase and operation of passenger automobiles; and 38 percent of the expenditures for certain luxuries—tobacco, soft drinks, confections,

amusements, jewelry, perfumes, cosmetics, sporting goods. [Expenditures for life insurance: \$3,145,584,000. For building construction: \$7,065,000,000. For certain luxuries: \$6,401,650,000. For passenger automobiles: \$12,500,000,000.]

[5] **Taxes in the United States and elsewhere**—The United States is not heavily taxed as compared with other civilized nations. Great Britain, Germany, and Norway all spend twice as large a proportion of their national income for public purposes as the United States. [Percent of national income expended for all public purposes in Great Britain: 22%. In Germany: 20%. In Norway: 20%. In Australia: 18%. In Italy: 18%. In Hungary: 18%. In Austria: 17%. In France: 17%. In Japan: 14%. In the United States: 10%.]

[6] **Causes of increases in school costs**—School costs have increased from \$555,077,000 in 1914 to \$2,184,337,000 in 1928. Reasons for this increase: [1] Longer terms and increased attendance, especially in high school; [2] depreciation of the dollar; and [3] increases in services, especially better trained teachers, better equipment, extended curriculums. Approximate analysis of these causes for increase in school costs since 1914 is shown in Table 1.

[7] **Relative position of teachers' salaries**—Teaching has always been an underpaid profession. It has never been able to compete in economic attractiveness with other important occupations. The average salary of teachers in the United States is 71 percent of the average salary of all gainfully occupied persons and 65 percent of the average salary of all salaried employees. [Average sal-

ary of gainfully occupied persons: \$1920. Of salaried employees: \$2075. Of teachers, principals, and supervisors: \$1364.]

[8] **Increasing requirements for teaching**—Requirements for entrance to teaching are going up. In 1923 only 79 percent of the larger city school systems required normal-school graduation for appointments to elementary-school positions. Today such requirements, or higher ones, are all but universal. In addition, continued study is necessary for teachers who wish to keep up with the best developments in their profession. Last summer 273,148 teachers attended professional summer-school courses and many others increased their skill by private study and travel.

[9] **Increasing responsibilities of American education**—The facts shown in Table 2 are especially significant.

[10] **Some accomplishments of American education**—A large part of the following gains should be credited to the American public-school system: [1] national income has multiplied fivefold in 30 years; [2] national wealth has increased fourfold in the same period; [3] the per capita circulation of public library books has multiplied more than tenfold in a half century; [4] the average school term has been increased by approximately three weeks in the past twenty years; [5] illiteracy has fallen from 6 percent to 4.3 percent in a decade; [6] life expectancy in years has increased 18 percent since 1900; [7] the index of the amount of output per worker stands now at about 190 units as compared with 100 in 1899; [8] the value added to raw materials by manufacture has increased sixfold in less than 30 years.

Table 1
Estimated Causes of Increases in School Costs

Cause of Increase	Amount of Increase	Percent of Total Increase
Depreciation of the dollar	\$865,989,000	53
Increased attendance and longer terms	421,859,000	26
Added services and other factors	341,412,000	21
Total increase [1914-28]	\$1,629,260,000	100

Table 2
Increases in Public School Enrolment

Item of Comparison	1900	1928	Percent of Increase
Public-school enrolment	15,500,000	25,000,000	61.29
Public-school attendance	10,600,000	20,600,000	94.34
High-school enrolment	519,251	3,900,000	651.08
Enrolment in higher education	224,000	919,000	310.27
Percent of children of school age enrolled	72.43	81.50	12.52

Schools That Are Prophecies

IN 25 YEARS the auto has taken the place of horse transportation. Airplane travel is fast being extended. These developments mean a great enlargement of consciousness. Is the school keeping pace? Can the school keep pace without the spirit of pioneering and experiment? Carefully planned new enterprises help the child, the school, the home, and the community.

Readers are invited to send material for this page.

Elementary schools—The Georgetown, Delaware, demonstration school with the cooperation of the state department of education, arranged an intensive visiting schedule from September 29 to November 12, 1931 whereby every rural teacher in Delaware and many special districts have spent a day's observation at the school accompanied by their supervisors. Conferences with the demonstration teachers followed.

Toronto, Canada has two forest schools where from May 1 to October 31, some 500 children from 6 to 16 years are in daily attendance. All classes are in the open, except on rainy days. Children who need long hours in the open air are admitted on advice of a physician.

High schools—Bugard Vocational high school, Buffalo, New York, has a four-year course in aviation in both day and evening classes. Registration is limited to high-school juniors, seniors, and graduates.

The junior high schools of Wichita, Kansas have abolished interschool competition in athletics and devote their efforts to a play program of intramural activities.

The Newport News, Virginia, high school has adopted a plan in regard to expenses incident to the maintenance of high-school activities and graduation. A pupil's budget for activities under the old plan for 4 years was \$66; under the new plan, \$24.50. Practically 100 percent participation of students obtains under the new plan as compared to 50 percent formerly.

Colleges and universities — The University of Buffalo is undertaking a five-year study of the gifted student in high school.

The University of Minnesota is broadcasting a weekly radio course in music appreciation for schools from September 1931 to May 1932.

The Junior College of Connecticut [Bridgeport] with a faculty of 21 members, is offering this year, in addition to



SIDNEY B. HALL, new superintendent of public instruction for Virginia, is developing plans for a statewide curriculum revision in the elementary and high schools. The three year program provides opportunity for 100 percent teacher participation.

the regular work, more than 40 special courses for adults in the community.

As a result of the White House Conference, the school of home economics at the Utah State Agricultural College has been enlarged to make room for a child development department with a nursery school as a laboratory.

Teachers colleges and normal schools—One hundred and eighty field teachers attended a special Saturday morning demonstration school held at the State Teachers College at La Crosse, Wisconsin.

Rural schools of Oklahoma will be served thru the circulating library of Southeastern State Teachers College at Durant, Oklahoma. The service is intended for schools which have limited library facilities.

Kearney, Nebraska, State Teachers College has a faculty committee studying the improvement of college teaching. The rating sheet published in the November 1931 JOURNAL is being used.

City departments of education—The Bessemer, Alabama, schools are offering courses in vocational education this year to Negro girls and women to

enable them to give more efficient service as cooks, housekeepers, waitresses, nurses, laundresses, office girls, and other jobs the community offers.

The schools and juvenile courts of Richmond, Virginia, are making a combined effort to reduce delinquency. Each school is given a map showing the location of delinquents in the area under its jurisdiction.

Radburn, New Jersey, has selected three articles of the Children's Charter as a goal for its child health work.

County departments of education—County superintendents of South Carolina hold an annual all-day conference concerning the work of county teachers associations and their relation to their state association.

Hart county, Georgia, has made it possible for every individual in the county desiring training in agriculture to get it without going out of his school district. About 20 percent of the adult farmers of the county last year enrolled in evening classes in farm problems.

State departments of education—A supervisor of public school libraries has been added to the staff of the state department of Alabama.

The state department of Missouri and county superintendents are undertaking county school surveys preliminary to redistricting the state as authorized by recent state legislation.

A committee of teachers and others has been appointed by the state department of Massachusetts to organize a program of temperance instruction. An advisory committee of physicians will supplement the original committee.

Education associations — A committee of the California Public School Superintendents Association has prepared a plan to relieve taxation on real estate and equalize educational opportunities. Fletcher Harper Swift of the University of California is chairman.

A beautiful mural decoration in the state capitol of Iowa typifies Iowa pioneer days. For more than two years the executive committee of the Iowa State Teachers Association has had artists at work, reproducing this fine painting in its original colors so that reproductions can be placed in every school in Iowa.

The program committee of the Alabama Congress of Parents and Teachers has prepared a series of studies for local groups on "Schools and Money."

Vitalized Group Study and Faculty Meetings

THE FACULTY MEETING reflects the tone of the school, shows the attitude of the teachers toward professional development, indicates the standing of the principal as a professional leader, and offers a measure of the effectiveness of the entire school organization."—Roberts and Draper in *The High-School Principal* [Heath].

The JOURNAL believes that constructive faculty meetings are a genuine help in the professional growth of educators. The JOURNAL has statements from many schools that their teachers meetings are enjoyable. This is fairly good evidence that their discussions are worthwhile. "Dull," "tiresome," "dry" need not characterize the faculty meetings of today. Why? There is an abundance of excellent material in print now, as compared to a decade ago, which might well be used for study and discussion: your own state education journal, the NEA JOURNAL, other educational magazines and books. There is a larger number of capable teachers and administrators who will give cooperation and leadership. There is the challenge in your own classroom and community of conditions which make the best kind of education for every child a bigger task than it was years ago.

January is a good time to plan your professional meetings for the remainder of the school year if you have not already done so. Many schools plan meetings a year in advance. Some points to be considered in planning: 100 percent teacher participation; vital, current problems and material as the basis of discussion; the improvement of instruction and community conditions as a result of discussions. Leland P. Brown, principal of the high school, Olympia, Washington, writes in the *School Executives Magazine*:

It is indeed an unusual school in which teachers cannot be aroused to a real interest in the faculty meeting, if the meeting is carefully planned, with consideration being given to the subjects in which the group is most interested, if an opportunity for active participation by every teacher is given, if routine business is eliminated or at least cut to a minimum, and if the meetings are started and closed promptly as scheduled.

Superintendent G. A. Eichler of Northampton, Pennsylvania writes:

We have been using for two years the Vitalized Group Study and Faculty Meeting topics. We like them. To provide for the professional growth of teachers in service has become more challenging in recent years, because of the rapidly advancing standards of the profession

and because changing economic and social conditions demand a new type of education.

For many years, teachers institutes were established to meet this need. In 1923, Pennsylvania state law was modified to permit such institute substitutes as the Department of Public Instruction might approve. The program developed by this district provides for general inspirational meetings, principals meetings, extension courses with incidental supervision, and for small discussion groups.

Several times a year all the teachers and supervisors employed by the district meet in common session for the discussion of general educational problems or to be addressed by outside speakers. Most of the lectures are of a general inspirational nature. Integration of the staff is sought at these meetings. In this way the only acknowledged good feature of the institute is retained.

Once a month the principal of each building conducts a meeting attended by the members of his faculty in which special building problems are discussed as well as problems of general professional interest. Frequently the *Pennsylvania School Journal* and the JOURNAL of the National Education Association are used as a basis for discussion. [Our staff is 100 percent in state and national associations.] These meetings are conducted to develop unity of aims and cooperation in advancing standards in each building.

Professional service from without the district is in the form of extension classes. The elementary and secondary teachers have separate classes, both of which are under the direction of professors from the Pennsylvania State College who work sixteen days during the term. Teachers can earn undergraduate or graduate credit in these courses. Both professors spend the day up to 3 pm visiting classrooms in order to get a thoro background of the educational situation as it exists in the district and to give such help as the teachers are ready to accept. After school, extension classes are conducted. The elementary teachers this year are taking a course in "Teaching the Subjects of the Elementary Curriculum" and the secondary teachers in "Modern Tendencies in Educational Method." These courses are more helpful than campus courses because professors have an opportunity of observing their students in action. They see conditions as they are in the classrooms and can observe professional growth among the teachers. The courses are more than just another textbook course. They are helpful, roundtable conferences.

Small group meetings are held about once a month. Teachers of the elementary grades meet by grades. Fourth, fifth, and sixth grade teachers who do departmental work sometimes meet as one group to discuss common problems and sometimes are divided into groups on the basis of the subjects they teach. In the junior and senior high schools the teachers frequently meet in small groups according to the subject they teach. In the junior high school the faculty is divided into committees for the study of such matters as honors and awards, marks and promotion, safety and traffic control, intramural contests, special activities. These committees

sometimes meet at the time provided for these small group meetings.

Each of these group meetings has a leader who prepares a list of questions for discussion with the aid of the superintendent and principal. Each group also has a secretary who reports to the superintendent, on a form provided for the purpose all constructive suggestions brought out in the conference. These small group meetings have generally from four to eight teachers attending. There is a different leader each time and everybody takes part in the discussion. It is the teachers' own meeting. They generally select the subject for discussion and discuss it in their own way. The teachers like these small, informal group meetings and the reports submitted to the superintendent fairly bristle with good suggestions.

Practically all these meetings are held on school time. The pupils are dismissed every Tuesday at 3 pm and all meetings take place from three to four o'clock with the exception of the extension classes which are held from three to four-forty o'clock.

Our teachers like this program of inservice training, because it provides for varied programs, lectures, and discussions; socialized subjectmatter on their own problems; consultant service of experts; meetings held on school time; teacher participation in planning programs; and credits earned by those needing them.

Note the variety of material in this issue of the JOURNAL suitable for individual or group study: social planning, mental hygiene, better teaching of art and arithmetic, world disarmament, suitable dress for teachers, selective admission in teachers colleges, radio in education, rural leadership, educational achievements by states, character education, economic status of teachers, school finance, convention program of Department of Superintendence, vocational guidance.

"Teacher Demand and Supply" is the title of the November 1931 Research Bulletin of the National Education Association. Secretary Crabtree says: "It is the wish of the Association that this bulletin will form the basis for conferences in state and local education associations. Out of the crucible of group thinking should come new plans and new principles to aid in the solution of our present teacher supply and demand problems."

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

First, "Personality Adjustment in the Classroom" by Caroline B. Zachry; second, "Business is Good in the Schools," editorial; third, "Evaluating Your Own Teaching" by Roland Eberhart.

The Superintendents at Washington

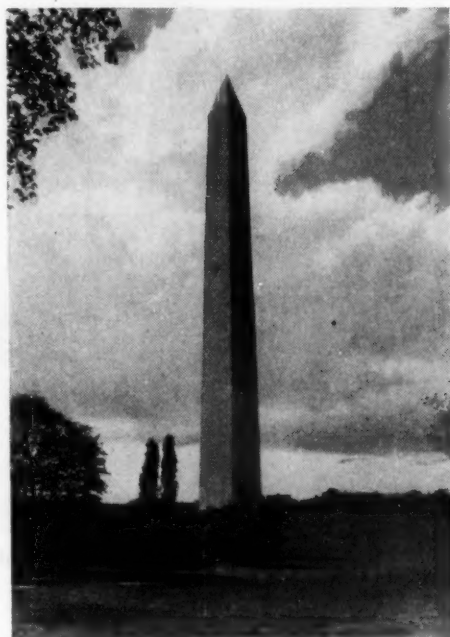
A COUNTRY'S CAPITAL is its mind. Here the nation thinks. Here sits in judgment of right and wrong the highest court of justice. Decisions reached in legislative halls touch the lives of the teeming millions who compose the "body politic." Here is the source of protection from foes without and of provisions for security within. From here the nation speaks with authority to all the world.

When the Department of Superintendence gathers in Washington for its sixty-second annual convention it will find this vital center of the country's life intensely active. The seventy-second Congress will be engaged in the climax of a supreme effort to redeem the nation and the world from economic chaos. Convention delegates will press the crowded galleries of Senate and House for a glimpse of what promises to be one of the most exciting dramas ever enacted in these famous halls.

During the week of the convention the capital will pause for a moment in its concern for the present and the future to revive the faith and courage of a glorious past. The celebration of the 200th anniversary of George Washington's birth will reach its height on February 22, the third day of the convention. The members of the Department of Superintendence will be honored guests on that occasion. It is an opportune time to be in the nation's capital.

Successful solutions of the problems which the superintendents themselves face are of outstanding importance in the maintenance of the welfare and security of the United States. The crisis which affects the present threatens the future thru the handicaps which it im-

poses upon childhood. It will be the supreme task of this meeting to make plans to prevent the sacrifice of the na-



Washington Monument

tion's children. Toward accomplishing this purpose, President Edwin C. Broome is preparing one of the most appropriate and effective convention programs which has ever been presented to this great body of educators.

At convenient times thruout the six-day meeting, members will find time to become familiar or renew their acquaintance with the nation's capital. Activity in the development of plans for federal buildings and parks is more extensive at the present time than it has ever been in the city's 134-year history.

The most frequent visitor to Washing-

ton now sees something new upon every visit. The first sight that greets the eyes from the Union Station Plaza is an unobscured view of the Capitol across a vast expanse of sodded parks with tree-lined walks, where a few months ago stood the cheap stucco ruins of temporary war-time buildings. East from the Capitol steam shovels are digging the excavations for the new home of the Supreme Court. South of the Capitol, steel cranes are placing the last stone blocks of the annex to the House Office Building.

Across the Capitol Park is the Library of Congress. Back of the Library with its newly burnished golden dome is an architectural gem which excites the admiration of every person interested in education—for its simple beauty without and its priceless collection of literature within. It is the new Folger Shakespeare Memorial Library, the realization of the lifelong dream of one of the most ardent devotees of the Bard of Avon. This building blends the artistic influences of the Elizabethan period with the modernness of America. A faithful reproduction of the theater used by Shakespeare himself is built into it. The principal feature of the building is the most complete library of Shakespeareana in the world. Here in a reading room of rare beauty, adorned by a magnificent Gothic window in the stained glass of which is caught glimpses of the poet's *Seven Ages of Man*, lovers of the great dramatist's work may read his poems and plays from the original volumes in which they were printed.

When Henry C. Folger was a student at Amherst in the late '70's he played roles of the Shakespearean plays in the college dramatic society and developed



CONSTITUTION and Continental Halls, homes of the Daughters of the American Revolution, meeting places of the Department of Superintendence.

a keen interest in these masterpieces. Collecting first folios, paintings, engravings, and etchings of Shakespeare and the actors who played the original roles in Shakespearean plays, was his lifetime hobby. When Mr. Folger died in 1930, he left \$10,000,000 for the maintenance of the \$2,000,000 library already building before his death. The fund will be administered by the trustees of Amherst.

The first instalment of books brought to the new library in a closely guarded armored car from vaults in New York, contained 70 of the 200 known existing copies of the first folio of Shakespeare's plays. They were published in 1623. The literary sanctuary this collection will compose is unmatched in all the world.

From this depository of priceless relics, convention visitors may ride down Pennsylvania Avenue, street of inaugural parades, where crumbling red brick walls of junk shop and unkempt market, long an eyesore to lovers of the nation's capital, are giving way to classic architraves and columns carved in beautiful white stone.

The visitor will pass the new \$17,500,000 Department of Commerce building, not yet formally opened, and the new Internal Revenue building, the offices of which have been occupied only a little more than a year.

From the 500-foot vantage point of Washington's monument in the Mall the convention delegate will look down upon a veritable beehive of construction activity. The old Center Market is gone. The Archives Building is soon to take its place. Toward the west he will see the placid Potomac spanned by a pure white ribbon of highway that takes the traveler from the Lincoln Memorial past Arlington Cemetery on the Mt. Vernon Boulevard just opened to traffic. Outlined against the heights of Arlington he will see the great Doric columns of the home

of Robert E. Lee, modeled after the Temple of Theseus at Athens. This home, built in 1802 by George Washington



THE George Washington Masonic National Memorial at Alexandria, Virginia.

Parke Custis, grandson of Martha Washington, hallowed by the visits of friends of Washington, including Lafayette, has recently been restored and furnished with relics of the Lee family.

South of the Lee Mansion the government is pushing to completion the Tomb of the Unknown Soldier, to which the superintendents will conduct a pilgrimage. A broad flight of granite steps is soon to form an approach to the Tomb. Upon the base of the Tomb itself is being superimposed a huge sarcophagus.

Still farther to the southward the massive dark gray walls of a structure not yet completed contrast with the geometric traceries of the Arlington wireless towers against the Virginia sky. The new

structure is the National Masonic Memorial to George Washington, which will contain the silver trowel and other Masonic relics of the Father of our Country, which now rest in Alexandria Washington Lodge.

To the northward the visitors will look upon Constitution Hall and Memorial Continental Hall, buildings of the National Society of the Daughters of the American Revolution, where the general sessions and some of the departmental meetings of the convention will be held. Nearby is the Washington Auditorium where convention exhibits will be housed.

Beyond the White House with its curved south portico bounding the gentle green slopes of the Mall one may look across Lafayette Square up Sixteenth Street where the new seven-story NEA headquarters building has taken its place on the "Street of the Embassies." The headquarters staff will be at home to the superintendents thruout the week.

In the far northwest, on what is said to be the highest spot in Washington, is rising the Cathedral of St. Peter and St. Paul, an English Gothic temple of many flying buttresses and delicately carved towers. One of the twelve largest cathedrals of the world, the last resting place of Woodrow Wilson, Admiral Dewey, and other notables, it is well worth a visit of those interested in the age-long art of cathedral building.

Many convention delegates will visit the U. S. Office of Education, the work of which has been greatly expanded during the last two years. Here specialists are busily engaged on three great nationwide surveys of education.

The Washington convention offers an outstanding opportunity for general intellectual enrichment as well as for participation in the formation of plans which are vital for the progress of the nation's schools.



A DELEGATION of the Department of Superintendence at the tomb of the Unknown Soldier during the Convention held at Washington in 1926.

Pilgrimages of the Washington Convention

ANATION'S HEROES personify its ideals. Real or legendary, these heroes, increasing in stature with the march of time, strike the spark of ambition in youth and claim the homage of reverence from age. Ithaca had its Odysseus, Rome its Romulus, England its King Arthur; the United States has its George Washington.

When the Department of Superintendence meets in the nation's capital, for its sixty-second convention, February 20-25, 1932, its members will pay tribute to George Washington on the 200th anniversary of his birth. The Father of our Country is no mythical character. His statesmanship is written into our fundamental law. His vision in civic planning may be seen in the wide avenues, classic architecture, and beautiful parks of what he himself called the Federal City. His love of home is permanently recorded in the estate which he maintained on the wooded knolls of Mt. Vernon.

In paying homage to George Washington at this appropriate time, superintendents will help awaken in our people a new devotion to his ideals—ideals of courage and faith in the future of America which are so sorely needed at the critical period thru which our nation is passing.

Pilgrimages to the places especially sacred to George Washington and other national heroes will begin the first day of the convention. Sunday afternoon, February 21, the superintendents will visit the Washington Monument. President Edwin C. Broome will be in charge of this delegation. Herbert S. Weet,

superintendent of schools, Rochester, N. Y., will lead the delegation which will visit Old Christ Church at Alexandria.



EDWARD SAVAGE'S *George Washington*. Now in possession of Harvard College, it will be exhibited in Washington during the Convention of the Department of Superintendence.

A delegation to the tomb of the Unknown Soldier at Arlington will be headed by Norman R. Crozier, superintendent of schools, Dallas, Texas, and first vice-president of the Department of Superintendence. Those who select the Lincoln Memorial for their pilgrimage will be led by George C. Bush, superintendent, South Pasadena, California.

At the hour of George Washington's

birth, 10:15 o'clock, Monday, February 22, members in general session assembled in Constitution Hall will arise and give the pledge of allegiance to the flag and sing *America*.

The pilgrimage to Mt. Vernon on Monday afternoon will be one of the high spots of the program. During the services held there, President Broome will place a wreath upon the tomb of George Washington, and Florence Hale, president of the National Education Association, will pay the same tribute at Martha Washington's tomb.

Special ceremonies will be held on the great colonial porch of the mansion and members will have the unique opportunity of being present in the home of Washington upon the 200th anniversary of his birth. The relics of our great first leader, preserved here in their original condition, bring visitors most intimately in contact with Washington as a man who loved his family.

The convention will close Thursday night with an historical pageant presented under the auspices of the George Washington Bicentennial Commission, in honor of the Department of Superintendence. The author and director of the pageant is Percy Jewett Burrell, who prepared and presented the *Pageant of Time* at Atlantic City in 1930.

Thruout a busy convention devoted to the pressing problems of presentday education, the superintendents will find many occasions to pay tribute to the genius of him who was "First in War, First in Peace, and First in the Hearts of his Countrymen."



Left: Mt. Vernon. **Right:** The Arlington home of Robert E. Lee, son of General Henry [Light Horse Harry] Lee of Revolutionary fame. The home was the property of Robert E. Lee's wife, Mary Ann Custis, great-granddaughter of Martha Washington.

Plans for the Washington Meeting

THE SIXTY-SECOND annual meeting of the Department of Superintendence will be held at Washington, D. C., February 20-25, 1932. The general sessions are to be in Constitution Hall, the beautiful new building of the Daughters of the American Revolution.

Special railroad rates—Round trip tickets on the identification certificate plan will be sold to Washington, D. C. at one and one half fare for members of the National Education Association and dependent members of their families.

Tickets will be on sale February 14 to 22 in the territory of the Trunk Line, Central, Southeastern, New England, and Canadian Passenger Associations. Selling dates are earlier in western and transcontinental territory. Tickets will be good for return to reach original starting point not later than thirty days from date of sale.

Identification certificates will be ready for distribution January 9. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. If in arrears, inclose check for membership dues. If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in Washington.

Washington hotels—No headquarters hotel has been designated. Single rooms in principal hotels are no longer available. Fifteen of the leading downtown hotels are already reserved to capacity. Inquiries regarding sleeping room accommodations should be addressed to Augustus Gumpert, director, Washington Convention Bureau, 1730

H Street, Northwest, Washington, D. C.
Headquarters and exhibits—The entire Washington Auditorium at Nine-



EDWIN C. BROOME, president of the Department of Superintendence, and engineer of the Washington meeting.

teenth Street and New York Avenue, N. W., will be used for convention headquarters, registration, exhibits, and convention service. It is two blocks from Constitution Hall where the general sessions of the Department of Superintendence will be held, and within walking distance of hotels.

Departments and allied organizations officially invited to participate:

American Educational Research Association:

J. L. Stenquist, Baltimore, *president*; William S. Gray, University of Chicago, *secretary*.

Department of Elementary School Principals: Earl R. Laing, Detroit, Michigan, *president*; Maude A. Rhodes, Atlanta, Georgia, *secretary*.

Department of Rural Education: Kate V. Wofford, Columbia University, *president*; Mrs. Katherine M. Cook, Washington, D. C., *secretary*.

Department of Secondary School Principals: C. H. Threlkeld, South Orange, N. J., *president*; H. V. Church, Cicero, Ill., *secretary*.

Department of Supervisors and Directors of Instruction: J. Cayce Morrison, Albany, New York, *president*; James F. Hosc, Teachers College, Columbia University, *secretary*.

Department of Vocational Education: R. W. Heim, Newark, Delaware, *president*; Julian McPhee, Sacramento, California, *secretary*.

Municipal Normal School and Teachers College Section: Robert M. Magee, Detroit, Michigan, *chairman*; Frank Webster Smith, Ridgewood, New Jersey, *secretary*.

National Association of Deans of Women: Florence K. Root, Cleveland College, *president*; Floy V. Elliott, Tulsa, Oklahoma, *secretary*.

National Association of High School Inspectors and Supervisors: Harry M. Thrasher, Springfield, Illinois, *president*; J. S. Stewart, University of Georgia, *secretary*.

National Council of Childhood Education: Julia Wade Abbot, Philadelphia, Pennsylvania, and Lois Hayden Meek, Teachers College, Columbia University, *convention committee*.

National Council of Education: William C. Bagley, Teachers College, Columbia University, *president*; Adelaide S. Baylor, Washington, D. C., *secretary*.

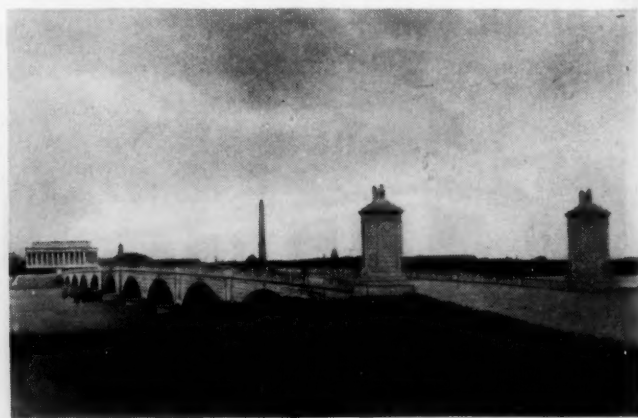
National Council of State Superintendents and Commissioners of Education: John Callahan, Madison, Wisconsin, *president*; W. F. Bond, Jackson, Mississippi, *secretary*.

National Society for the Study of Education: W. W. Charters, Ohio State University, *chairman*; Guy M. Whipple, Danvers, Mass., *secretary*.

National Society of College Teachers of Education: Lester B. Rogers, University of Southern California, *president*; S. A. Courtis, University of Michigan, *secretary*.



LEFT: Old Christ Church at Alexandria, of which Washington was a vestryman. **Right:** Arlington Bridge which spans the American Tiber on the new Mt. Vernon Highway.



Builders of Our Profession

Fourteen Years

WISCONSIN—Racine, Gilbert Knapp.

ORGANIZATION PAYS—The impact of the National Education Association in co-operation with local associations has been felt in every corner of the civilized world. Had it not been for organized effort, it is practically certain that teachers would have been farther down in the social scale than they are now. The teacher organization movement, although comparatively young, is gaining momentum as never before and this great movement will be rendered effective or ineffective in proportion to the support it gets from all the teachers. Every teacher at work upon the problems of the profession is our slogan. Join local, state, and national associations and if you do nothing except support them and boost you will do a great work for yourself, for the children, for your fellow teachers, and for generations yet unborn.—*Official bulletin of the Cincinnati Teachers Association.*

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on December 1 was 4700. The following life members have been reported since the list was published in the December JOURNAL.

CALIFORNIA—Ruth Bean, Harry Norton Stone.
 COLORADO—George E. Hook, J. W. Yost.
 CONNECTICUT—Katharine A. Brennan, E. Ward Ireland, Margaret Kiely.
 DISTRICT OF COLUMBIA—Verne E. Chatelain.
 FLORIDA—Benjamin R. Weld.
 GEORGIA—J. E. Carruth.
 ILLINOIS—Marie Voy Brewster, Quincy A. Wemple.
 INDIANA—Gilbert E. Coble, Helen Ederle, Esther Fay Shover.
 IOWA—Charles H. Obye.
 KENTUCKY—Ana A. Schnieb, C. N. Shutt, W. M. Willey.
 MAINE—Adelaide V. Finch, L. Brooks Varney.
 MARYLAND—John H. Schwartz, Wallace Victor Smith.
 MICHIGAN—Frank E. Ellsworth, Jean Armour MacKay, Charles W. McLaughlin, Nina C. Vanderwalker.
 MINNESOTA—Marie A. Larpenteur.
 MISSOURI—John L. Bracken.
 MONTANA—Mrs. Josephine Duntley.
 NEBRASKA—H. Velma King, Jessie F. Modlin, Bess Wilson, Irene Zika.
 NEW JERSEY—Roland M. Fennimore, Reese Matteson, Esther Johnson Moore, Paul I. Redcay, Joseph M. Wright.
 NEW YORK—Grace M. Anderson, Jessie Bugg, Hermann Cooper, Helen S. Daley, Arthur I. Gates, W. G. Kimmel, P. A. Knowlton, William F. Merrill, Winifred A. Naylor, Milton G. Nelson, Edna K. Phillips, C. A. Pugsley, Florence M. Redding, Virginia M. Schwarte, Calvin U. Smith, Emmy R. Turner.
 NORTH DAKOTA—Thorbjorn Koen, C. L. Robertson.
 OHIO—Marie Becker, Lillian L. Binns, Erna Driftmier, Floy E. Jacobs, Susan Mary Knight, Robert MacQuiston, Harold H. Pickering, Norma Struke, Ellen Florence Sullivan, Nora E. Sullivan, Ethel May Weaver, Russell J. Woolman.
 OREGON—Fred A. Brainerd, Minnie M. Johnson.
 PENNSYLVANIA—Herbert E. Allshouse, Ira Y. Baker, Mrs. Jessie B. Dotterer, Elsie M. Eidam, Ira M. Frankenfield, Edward A. Glatfelter, Harold B. Guthrie, Elmer T. McCready, Francis E. Mitchell, Dr. E. Leigh Mudge, J. H. Neff, K. Fife Sterrett, Elsie M. Young.
 TEXAS—Mrs. C. J. Brown, Mrs. Tura W. Dial.
 UTAH—Maud B. Clark.
 VIRGINIA—Miss L. M. James, Antoinette Pool.
 WASHINGTON—Hazel K. Murray.
 WEST VIRGINIA—F. J. Pyle, Sylvia M. Reil, Frank S. White.
 WISCONSIN—Laura E. Kimpel, A. W. Krueger, Emily F. Webster, Edith E. White.

Completed Enrolments

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



WILLIAM J. BICKETT, superintendent of the Trenton schools, whose recent death is a great loss to education. Dr. Bickett was an active leader in state and national associations.

Thirteen Years

COLORADO—Denver, Perry; Greeley, Central Platoon, Washington.
 IOWA—Sioux City, Hopkins; Keokuk, Garfield, Jefferson, Lincoln, Torrence, Washington, Wells Carey.
 OHIO—Elyria, Elyria Public Schools, Allen, Ely, Franklin, Garford, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson, McKinley, Opportunity, Roosevelt, Washington; Kenton, Kenton Public Schools, East, Espy, Grammar, High, North, West.

Twelve Years

CALIFORNIA—San Francisco, Pacific Heights.
 ILLINOIS—Decatur, Roach.
 IOWA—Sioux City, Irving, Smith.
 MASSACHUSETTS—Brookline, J. Elliot Cabot, Pierce.
 MISSOURI—St. Louis, Simmons.
 NEW JERSEY—Bridgeton, Vine Street.
 VIRGINIA—Norfolk, Henry Clay.
 WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson.
 WYOMING—Cheyenne, Converse.

Eleven Years

ARIZONA—Prescott, Prescott Public Schools, Junior-Senior High, Washington; Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.
 CALIFORNIA—San Jose, Washington.
 COLORADO—Arvada, Grade.
 ILLINOIS—Elgin, Columbia.
 IOWA—Sioux City, Bancroft, Floyd.
 LOUISIANA—Grand Cane, High.
 MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Monument Street, Peaks Island, Saunders Street, Shailer, Rosa E. True.
 MASSACHUSETTS—Springfield, Homer Street.
 MICHIGAN—Saginaw, Washington.
 NEBRASKA—Omaha, Central Park.
 OHIO—Cincinnati, Vine; Massillon, Harvey, Whittier; Norwood, Allison Street, Sharpsburg.
 VIRGINIA—Lynchburg, Floyd.
 WYOMING—Cheyenne, Central, Churchill, Gibson Clark.

Ten Years

ARIZONA—Globe, Globe Public Schools, Central, East Globe, High, Hill Street, Noftsgar Hill; Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Fillmore, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Washington, Booker

T. Washington; Tucson, High, Mansfield Junior High, Mission View, Pascua, University Heights.
 CALIFORNIA—San Francisco, Kate Kennedy.
 COLORADO—Boulder, University Hill; Wray, Wray Public Schools.
 CONNECTICUT—Hartford, Union.
 ILLINOIS—East St. Louis, Rock Junior High; Elgin, Franklin, Garfield, Lowrie; Sandwich, Sandwich Public Schools, Township High, W. W. Woodbury, A. E. Woodward; Wanegas, Glen Flora, Jackson.
 INDIANA—Anderson, Anderson Public Schools, Central Avenue, Columbia, Hazelwood, Jefferson, Junior High, Junior High Annex, Longfellow, Mt. Hope, Park Place, Riley, Senior High, Seventh Street, Shadeland, Twenty-ninth Street, Washington; Terre Haute, McLean Junior High; Wabash, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
 IOWA—Burlington, Burlington Public Schools, John Lockwood Corse, James Wilson Grimes, Lincoln, North Hill, Charles Elliott Perkins, Prospect Hill, William Salter, Saunderson, Senior High, Sunnyside, Washington; Sioux City, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hawthorne, Hunt, Lowell, McKinley, Roosevelt, Washington, Webster.
 KENTUCKY—Louisville, George Washington.
 MASSACHUSETTS—Beverly, Farms.
 MICHIGAN—Hastings, Hastings Public Schools, Central, First Ward, High, Junior High, Second Ward; Mt. Clemens, Mt. Clemens Public Schools, Clemens, Dickinson, Andrew T. Donaldson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson; South Haven, South Haven Public Schools, Central, Hartman, Indiana, Junior High, Senior High.
 MINNESOTA—Duluth, Nettleton.
 NEW JERSEY—New Brunswick, Lord Stirling; Plainfield, Lincoln.
 NEW YORK—Lockport, DeWitt Clinton, Charlotte S. Cross, Hawley Street, Intermediate, Part Time Continuation, Walnut Street, Williams Street.
 OHIO—Cincinnati, Pleasant Ridge; Mansfield, Hedges; Oberlin, Oberlin Public Schools, Centennial, Junior-Senior High, Pleasant Street, Prospect Street.
 OKLAHOMA—Muskogee, Muskogee Public Schools.
 PENNSYLVANIA—Doylestown, Doylestown Borough Public Schools, Grade, High.
 VIRGINIA—Lynchburg, Frank Roane.
 WISCONSIN—Kenosha, Durkee, Durkee Annex, Lincoln, Lincoln Junior High; Wausau, John Marshall, Spring.

Nine Years

CALIFORNIA—Los Angeles, Cahuenga; Monrovia, Orange Avenue; San Jose, Gardner, Hawthorne; Santa Ana, McKinley; Stockton, Monroe.
 COLORADO—Boulder, Whittier.
 CONNECTICUT—Darien, High.
 DELAWARE—Wilmington, Public Number 13, Public Number 21, Public Number 23.
 ILLINOIS—Blue Island, Lincoln, Seymour Junior High, Whittier; Decatur, Roosevelt Junior High; Elgin, Grant; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington; Wanegas, McAllister, West.
 INDIANA—Fort Wayne, Washington.
 IOWA—Council Bluffs, Longfellow; Sioux City, Longfellow, Riverview, Whittier.
 KANSAS—Hutchinson, Allen.
 MAINE—Houlton, Houlton-Littleton-Hammond Union Public Schools; Portland, Morrill, Oakdale, Vaughn Street.
 MARYLAND—Galena, Grade, High.
 MICHIGAN—Grand Rapids, Madison; St. Joseph, St. Joseph Public Schools, Garfield, High, Lincoln, Washington.
 MISSOURI—Kansas City, Milton Moore.
 NEBRASKA—Omaha, Jungman, Saratoga.
 NEW JERSEY—Plainfield, Stillman, Washington.
 NEW YORK—Binghamton, Thomas Jefferson Number 8, Laurel Avenue Number 10, Florence Nightingale Number 4, Woodrow Wilson Number 16.
 OHIO—East Cleveland, Caledonia; Mansfield, Bowman; Norwood, North Norwood; Wooster, Beall Avenue; Zanesville, Zanesville Public Schools, Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash Senior High, Lincoln, McIntire, Madison, Monroe, Munson, Norval Park, Pioneer, Roosevelt Junior High, Sheridan, Westview, Wilson.
 OREGON—Salem, Highland.
 PENNSYLVANIA—Erie, Burns, Garfield; Mauch Chunk, First Ward.
 SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow; Sioux Falls, Bancroft, Emerson, Benjamin Franklin, Lincoln, Mark Twain.
 VIRGINIA—Lynchburg, Biggers; Norfolk, James Monroe; Winchester, Winchester Public Schools, Grammar, High, Primary.
 WEST VIRGINIA—Charleston, Roosevelt Junior High; Clarksburg, Central Junior High; Pierpont.
 WISCONSIN—Kenosha, Weiskopf.

(Continued on page 35)

Population at Various School Levels and Number Attending School According to the 1930 Census

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

States	Total population	Population				Percent of total population				Number of persons of ages 7 to 20 years inclusive attending school. ¹	Percent of population ages 7 to 20 years inclusive attending school
		Ages 7 to 13 years inclusive	Ages 14 to 17 years inclusive	Ages 18 to 20 years inclusive	Total ages 7 to 20 yrs. inclusive	Ages 7 to 13 years inclusive	Ages 14 to 17 years inclusive	Ages 18 to 20 years inclusive	Ages 7 to 20 years inclusive		
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	122,775,046	17,209,566	9,341,221	6,815,710	33,366,497	14.0	7.6	5.6	27.2	24,681,419	74.0
Alabama.....	2,646,248	439,680	243,591	166,600	849,871	16.6	9.2	6.3	32.1	581,859	68.5
Arizona.....	435,573	64,463	32,040	24,153	120,656	14.8	7.4	5.5	27.7	86,717	71.9
Arkansas.....	1,854,482	303,520	164,599	117,494	585,613	16.4	8.9	6.3	31.6	420,479	71.8
California.....	5,677,251	621,668	333,367	268,272	1,223,307	10.9	5.9	4.7	21.5	993,110	81.2
Colorado.....	1,035,791	142,870	76,446	55,850	275,166	13.8	7.4	5.4	26.6	212,797	77.3
Connecticut.....	1,606,903	222,050	121,355	85,449	428,854	13.8	7.6	5.3	26.7	314,497	73.3
Delaware.....	238,380	31,947	16,991	12,695	61,633	13.4	7.1	5.3	25.8	45,480	73.8
District of Columbia.....	486,869	47,809	26,099	24,996	98,904	9.8	5.4	5.1	20.3	75,326	76.2
Florida.....	1,468,211	205,969	111,830	81,735	399,534	14.0	7.6	5.6	27.2	282,756	70.8
Georgia.....	2,908,506	484,124	270,023	198,812	952,959	16.7	9.3	6.8	32.8	615,474	64.6
Idaho.....	445,032	70,290	37,158	25,247	132,695	15.8	8.3	5.7	29.8	108,113	81.5
Illinois.....	7,630,654	956,569	543,701	402,745	1,903,015	12.5	7.1	5.3	24.9	1,421,472	74.7
Indiana.....	3,238,503	426,719	231,148	166,901	824,768	13.2	7.1	5.1	25.5	636,701	77.2
Iowa.....	2,470,939	336,067	183,839	129,793	649,639	13.6	7.4	5.3	26.3	504,479	77.7
Kansas.....	1,880,999	259,828	141,200	103,217	504,245	13.8	7.5	5.5	26.8	396,230	78.6
Kentucky.....	2,614,589	411,252	213,298	146,226	770,776	15.7	8.2	5.6	29.5	543,841	70.6
Louisiana.....	2,101,593	331,101	175,255	129,885	636,241	15.8	8.3	6.2	30.3	431,092	67.8
Maine.....	797,423	101,292	56,579	39,465	203,336	13.5	7.1	4.9	25.5	157,245	77.3
Maryland.....	1,631,526	221,212	116,836	87,407	425,455	13.6	7.2	5.3	26.1	298,830	70.2
Massachusetts.....	4,249,614	546,100	298,808	213,791	1,058,699	12.9	7.0	5.0	24.9	818,467	77.3
Michigan.....	4,842,325	658,881	341,979	244,418	1,245,278	13.6	7.1	5.0	25.7	963,601	77.4
Minnesota.....	2,563,953	359,072	197,755	137,879	694,706	14.0	7.7	5.4	27.1	532,741	76.7
Mississippi.....	2,009,821	330,112	181,209	130,831	642,152	16.4	9.0	6.5	32.0	462,624	72.0
Missouri.....	3,629,367	463,249	261,689	193,754	918,692	12.8	7.2	5.3	25.3	666,414	72.5
Montana.....	537,606	78,459	41,991	28,383	148,833	14.6	7.8	5.3	27.7	118,724	79.8
Nebraska.....	1,377,963	195,194	106,779	77,528	379,501	14.2	7.7	5.6	27.5	293,434	77.3
Nevada.....	91,058	10,451	5,440	4,134	20,025	11.5	6.0	4.5	22.0	15,899	79.4
New Hampshire.....	465,293	60,045	32,017	22,647	114,709	12.9	6.9	4.9	24.7	87,738	76.5
New Jersey.....	4,041,334	541,293	295,470	214,280	1,051,043	13.4	7.3	5.3	26.0	771,838	73.4
New Mexico.....	423,317	69,853	34,874	25,184	129,911	16.5	8.2	6.0	30.7	93,689	72.1
New York.....	12,588,066	1,524,885	841,331	663,115	3,029,331	12.1	6.7	5.3	24.1	2,270,691	75.0
North Carolina.....	3,170,276	557,912	297,430	206,684	1,062,026	17.6	9.4	6.5	33.5	749,529	70.6
North Dakota.....	680,845	111,275	62,103	42,927	216,305	16.4	9.1	6.3	31.8	164,587	76.1
Ohio.....	6,646,697	877,041	468,838	341,728	1,687,607	13.2	7.1	5.1	25.4	1,323,018	78.4
Oklahoma.....	2,396,040	379,254	201,665	149,038	729,957	15.8	8.4	6.2	30.4	549,144	75.2
Oregon.....	953,786	116,671	66,513	49,374	232,558	12.2	7.0	5.2	24.4	185,970	80.0
Pennsylvania.....	9,631,350	1,396,427	754,579	528,824	2,679,830	14.5	7.8	5.5	27.8	1,979,562	73.9
Rhode Island.....	687,497	93,110	49,974	36,787	179,871	13.5	7.3	5.4	26.2	129,431	72.0
South Carolina.....	1,738,765	321,769	173,215	122,258	617,242	18.5	10.0	7.0	35.5	404,678	65.6
South Dakota.....	692,849	107,718	56,986	40,240	204,944	15.6	8.2	5.8	29.6	159,439	77.8
Tennessee.....	2,616,556	406,554	221,339	164,421	792,314	15.5	8.5	6.3	30.3	557,849	70.4
Texas.....	5,824,715	879,942	480,955	364,831	1,725,738	15.1	8.2	6.3	29.6	1,192,713	69.1
Utah.....	507,847	85,122	43,528	30,402	159,052	16.8	8.5	6.0	31.3	132,122	83.1
Vermont.....	359,611	47,926	25,828	18,388	92,142	13.3	7.2	5.1	25.6	69,492	75.4
Virginia.....	2,421,851	390,807	208,359	147,375	746,541	16.1	8.6	6.1	30.8	516,094	69.1
Washington.....	1,563,396	194,814	110,321	81,347	386,482	12.5	7.0	5.2	24.7	312,833	80.9
West Virginia.....	1,729,205	285,269	144,427	100,895	530,591	16.5	8.4	5.8	30.7	387,124	73.0
Wisconsin.....	2,939,006	404,159	224,248	154,984	783,391	13.8	7.6	5.3	26.7	597,895	76.3
Wyoming.....	225,565	31,832	16,216	12,321	60,369	14.1	7.2	5.5	26.8	47,581	78.8

YOU may obtain the figures for your state by reading table as follows: In 1930 the total population for Alabama was 2,646,248 [column 2]; 439,680 [column 3] or 16.6 percent [column 7] of the total population in this state were ages 7 to 13 years inclusive, 243,591 [column 4] or 9.2 percent [column 8] were ages 14 to 17 inclusive, 166,600 [column 5] or 6.3 percent [column 9] were ages 18 to 20 inclusive, making a total of 849,871 persons, ages 7 to 20 years inclusive. This last figure is 32.1 percent [column 10] of the total population in this state. According to the 1930 census¹ there were 581,859 [column 11] of the 849,871 persons ages 7 to 20 inclu-

sive or 68.5 percent [column 12] in school attendance.

In studying the above table note: *First*, states vary greatly in their educational responsibilities as represented by the percent of total population which is of school age. [Compare figures of columns 7 to 10.] In the District of Columbia 20.3 percent of its population or 1 in every 5 persons, are at ages 7 to 20 inclusive, while in South Carolina the percent is 35.5 or 1 in every 3 persons. The average for the United States as a whole is 27.2 percent. *Second*, states also differ in the percent of population ages 7 to 20 years inclusive attending¹ school. In Utah 83.1 percent are

attending¹ school while in Georgia the percent is 64.6.

Sources of data:

Figures in the above table are from *Fifteenth Census*, Department of Commerce, Bureau of Census.

¹ The Fifteenth Census inquiry as to school attendance was as to whether the person enumerated had attended school, (either day or night) of any kind, at any time between September 1, 1929 and January 1, 1930. Therefore, the figures given in column 11 should be interpreted as more nearly equal to school enrolment than to school attendance.

(Continued from page 33)

Eight Years

ARIZONA—Flagstaff, Emerson, High; Hayden, Grammar; Nogales, Nogales Public Schools, Elm Street; Grand Avenue, High, Lincoln, Plum Street.

CALIFORNIA—San Jose, Grant.

COLORADO—Denver, Barnum, Bromwell, Gilpin, Globeville, Hyde Park, Steele, Thatcher, Twenty-fourth Street, Washington Park, Wyman; Pueblo District Number 1, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlidge, Thatcher; Englewood, Grammar; Erie, Erie Public Schools; Louisville, Louisville Public Schools; Teller County District Number 1, Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High; Trinidad, East Street, Park Street; Wray, Yuma County High.

CONNECTICUT—Darien, Darien Public Schools, High, Royle.

DELAWARE—Wilmington, Public Number 5, Public Number 22, Public Number 30; Western New Castle County, Townsend.

FLORIDA—Dade County, Highland Park, Southside.

ILLINOIS—Belvidere, High; Bismarck, Township High; Blue Island, Blue Island Public Schools, Community High, Greenwood Avenue, Lincoln, North Side Junior High, Paul Revere, Sanders, Seymour Junior High, Whittier; Elgin, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; Elmhurst, Lincoln, Roosevelt; Jacksonville, Franklin, Jefferson, Lafayette, Morton, David Prince, Washington; Maywood, Emerson; Naperville, Naperville Public Schools, Ellsworth, Junior-Senior High, Naper, Special Teachers; Oak Park, Holmes; Rockford, Kent; Waskegan, Andrew Cooke.

INDIANA—Fort Wayne, Hamilton, Lakeside, Riverside; Michigan City, Benjamin Harrison, Jefferson.

IOWA—Sioux City, Grant, Joy.

KANSAS—Hutchinson, Roosevelt; Pittsburgh, Lake-side Grade.

MAINE—Portland, Americanization, Isabella Garvin, Jackson, Libby, Lincoln Junior High, Longfellow, McLellan, North, Presumscot, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.

MARYLAND—Queen Anne's County, Queen Anne's County Public Schools, Barclay, Price, Centerville, Centerville High, Church Hill, Grasonville, Queens-town, Church Hill High, Crumpton, Sudlersville High, Queen Anne, Queen Anne High, Templeville, Stevensville, Stevensville High, Chester, Sudlersville.

MASSACHUSETTS—Belmont, Winthrop L. Cheney; Beverly, Washington; Brookline, Lawrence; Melrose, Whittier; Waltham, Bright.

MICHIGAN—Adrian, Jefferson, Lincoln, McKinley; Detroit, Logan, Pattengill, Wilkins; Grand Haven, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High, Dickinson; Hamtramck, Hamtramck Public Schools, Copernicus Elementary, Dickinson, Holbrook, Kosciuszko, Playfair, Pulaski, Senior High.

MINNESOTA—Minneapolis, John A. Johnson, Thomas Lowry, Simmons.

MISSOURI—Clayton, Clayton Public Schools, Bellevue, De Mun, Forsythe, Glenridge, High.

NEBRASKA—Omaha, Beals, Belvidere, Florence, Howard Kennedy.

NEVADA—Elko, Elko County High.

NEW JERSEY—Bernardsville Borough, Bernards High; Englewood, Cleveland, Franklin, Intermediate; Hackensack, Hackensack Public Schools, Broadway Number 1, Fairmount Number 5, First Street Number 4, High, Jackson Avenue Number 6, Longview Avenue Number 7, State Street Number 3, Union Street Number 2; Newark, Bruce Street School for the Deaf; New Brunswick, Livingston; Ocean Grove, Elementary; Middlesex County, Raritan Township, Stelton; Rutherford, Pierrepont; Summit, Roosevelt.

NEW YORK—Binghamton, Columbus Number 5, Abraham Lincoln Number 6, Longfellow Number 13, Robinson Street Number 3, George Washington Number 1; Yonkers, Public Number 14.

OHIO—Amherst, Amherst Village Schools; Barberton, Barberton Public Schools, Central, Hazelwood, High, Highland, High Street, Johnsons, Lincoln, Oakdale, Rose, Washington; Columbus, Medary Avenue, Reeb Avenue; Cuyahoga County, Berea Public Schools, Brook Park, Central, Fair Street, High, Parma Public Schools, Pearl Road, Henry J. Schaal Junior High, Senior High, State Road, Thoreau Park; East Cleveland, Chambers; Mansfield, Prospect Elementary, Marion, Greenwood, Pearl Street; Norwood, High, Williams Avenue; Warren, McKinley, State Park Avenue.

OREGON—Lakeview, Lakeview Public Schools.

PENNSYLVANIA—Erie, Glenwood, Harding; Greenville, Columbia, Junior High, Washington, West Side; Lehigh, Lehigh Public Schools, First Ward, High, Third Ward; Mauch Chunk, Asa Packer.

RHODE ISLAND—Jamestown, Carr, Thomas H. Clarke.

UTAH—Salt Lake City, Washington; South Sanpete District, Axtell Elementary, Centerfield, Grade, Clarion Elementary, Fayette Elementary, Gunnison High, Manti Grade, Manti Junior High, Mayfield Junior High and Elementary.

VERMONT—Brattleboro, Canal Street.

VIRGINIA—Lynchburg, Ruffner; Richmond, Armstrong Normal.

WEST VIRGINIA—Charleston, Kanawha, Lincoln; Sistersville, High, Main Street.

WISCONSIN—Racine, Fratt, Jefferson; Wausau, Wausau Public Schools, Central, Franklin, Grant, Junior High, Lincoln, Longfellow, John Marshall, Senior High, Spring, Vocational, Washington; Wauwatosa, Aetna Park.

WYOMING—Cheyenne, Corlett.

Seven Years

ALABAMA—Birmingham, Avondale, Jackson.

ARIZONA—Gilbert, Gilbert Public Schools; Winslow, Winslow Public Schools, Coopertown, East Washington, Junior-Senior High, South Side, West Washington.

CALIFORNIA—Anderson, Union High; Hermosa Beach, Hermosa Beach Public Schools, North Grade, Ocean View, Pier Avenue, Prospect Avenue, South Grade; Los Angeles, Dahlia Heights, Eighty-seventh Street, Garvanza, Hyde Park, Lafayette Junior High, Lockwood Street, Reseda, Rosemont Avenue; San Francisco, Franklin; San Jose, Woodrow Wilson Junior High.

COLORADO—Denver, Alameda; Pueblo District Number 1, Pueblo Public Schools District Number 1, Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill Junior High, Park View, Riverside, Somerlidge, Thatcher; Trinidad, Centennial, Rice.

CONNECTICUT—Bridgeport, Garfield, Lincoln.

DISTRICT OF COLUMBIA—Washington, Langdon.

FLORIDA—Daytona Beach, Seabreeze High.

GEORGIA—Atlanta, Grant Park, Whiteford.

ILLINOIS—Evanston, Lincolnwood, Willard; Hampshire, Hampshire Public Schools; Rockford, Montague.

INDIANA—Fort Wayne, Harmer Intermediate, Harrison Hill, McCulloch; South Bend, Boys Vocational, Central Senior High, Colfax.

IOWA—Council Bluffs, Avenue "B".

KENTUCKY—Louisville, California, Emmet Field, Parkland, George D. Prentice, Hiram Roberts.

MAINE—Dover-Foxcroft, Grammar, Pleasant Street; Portland, Allen, Staples, Summit Street; Presque Isle, Aroostook State Normal.

MASSACHUSETTS—Beverly, Cove; West Springfield, Mittenagee.

MICHIGAN—Adrian, Adrian Public Schools, Garfield, Jefferson, Junior High, Lincoln, McKinley, Senior High; Detroit, Monteith; Sault Ste. Marie, Garfield, Park.

MINNESOTA—Cloquet, Central, Garfield, Jefferson; Duluth, Fairmount.

MISSOURI—Kansas City, Central Junior High, Leeds.

NEW JERSEY—Atlantic City, Junior High; Bernardsville Borough, Bernardsville Grammar; Bridgeton, Pearl Street, South Avenue; Camden, Kaighn, Northeast, Wm. J. Sewell; Englewood, Liberty; New Brunswick, Roosevelt Junior High, Washington; Plainfield, Bryant, Jefferson, Whittier.

NEW YORK—Binghamton, Binghamton Public Schools, Central High, Columbus Number 5, Continuation Number 2, Crippled Children's School, Daniel S. Dickinson Number 9, East Junior High, Fairview Number 12, Benjamin Franklin Number 7, Alexander Hamilton Number 15, Health Education, Jarvis Street Number 14, Thomas Jefferson Number 8, Laurel Avenue Number 10, Abraham Lincoln Number 6, Longfellow Number 13, Florence Nightingale Number 4, Robinson Street Number 3, Roosevelt Number 11, George Washington Number 1, West Junior High, Woodrow Wilson Number 16; Keamore, Washington; Lockport, Emmet Belknap; Oneida, North Broad Street.

OHIO—Akron, Glover; Belleue, Ellis, Junior High, McKim, Pike; Cincinnati, Boys' Commercial Service, Girls' Commercial Service, Retail Selling, Sewing Trades; Cleveland, Waverly; Columbus, Southwood; East Cleveland, Shaw High; Lancaster, High; Lima, Central High, Emerson, Faurst, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Richardson, Roosevelt, Washington, Whittier; Logan, Junior High; Lorain County, Avon Lake, Clearview Rural High; Mansfield, Brinkerhoff, Bushnell; Marion, Mark; Springfield, Springfield Public Schools, Automotive, Blair, Broadway, Bushnell, Central Junior High, Continuation, Elmwood, Emerson, Frey, Fulton, Garfield, Gray, Hayward Junior High, Highland, Jefferson, Kenwood Heights, Lagonda, Lincoln, McKinley, Northern, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Warder Park, Washington, Western; Warren, Market Street, West Junior High; Wood County, Rossford Public Schools, Eagle Point, High, Walnut Street.

OREGON—La Grande District Number 1, La Grande Public Schools, Central, Greenwood, High, Riviera, Willow; North Bend, North Bend Public Schools, Central, High, Roosevelt, Westside.

PENNSYLVANIA—Greenville, Greenville Public Schools, Columbia, Junior High, Penn High, Washington, West Side; Indiana, State Teachers College; Radnor Township, Wayne Primary; Reading, Tenth and Green Streets; York, York Public Schools, Burrows, Central, Continuation, Franklin, Garfield, Hartley, Aquilla Howard, Jackson, Jefferson, Lincoln Senior High, Madison, McKinley, Neill, Hannah Penn Junior High, William Penn Senior High, Pine Street, Princess Street, Ridge Avenue, Betsy Ross, Smallwood, Stevens, Wilson.

SOUTH DAKOTA—Sioux Falls, Longfellow, Riverside.

TEXAS—Dallas, North Dallas High; Houston; Hawthorne, Woodrow Wilson.

UTAH—Murray City, Murray City Public Schools, Arlington, Bonny View, High, Liberty.

VERMONT—Brattleboro, Green Street.

WEST VIRGINIA—Charleston, Thomas Jefferson Junior High, Woodrow Wilson Junior High; Martinsburg, High.

WISCONSIN—Kenosha, Frank; Madison, Draper, Lap-ham; New London, New London Public Schools; Wauwatosa, Junior High, Wilson.

WYOMING—Cheyenne, Lulu M. McCormick Junior High.

Six Years

ALASKA—Juneau, Juneau Public Schools.

ARIZONA—Clarkdale, Clarkdale Public Schools, Junior-Senior High, Intermediate, Primary; Safford, Safford Public Schools, High, North Ward, South Ward; Tucson, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Drachman, Dunbar, High, Sam Hughes, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Safford Junior High, University Heights.

CALIFORNIA—Atascadero, Elementary; Long Beach, U. S. Grant; Los Angeles, John Burroughs Junior High, Canyon, Cienega, Modesto, Washington; Santa Barbara County, Montecito Union.

COLORADO—Cheyenne Wells, Cheyenne County High; Denver, University Park; Englewood, Lowell; Julesburg, Sedgwick County High; Trinidad, Santa Fe; Vernon, Branch County High.

FLORIDA—Dade County, Coconut Grove, Florida City, Homestead, Allapattah, Buena Vista, Orange Glade, Santa Clara, Ojus.

HAWAII—Kauai, Kalaheo.

ILLINOIS—Decatur, Dennis, Mary W. French, Garfield, Gastman, John Hill Junior High, Oakland, Oglesby, Riverside, Ullrich, Warren; Downers Grove, Lincoln; East St. Louis, Jefferson; Elmhurst, Hawthorne, Old Field; Oak Park, Whittier; Rockford, P. R. Walker.

INDIANA—Elwood, High; Fort Wayne, Hanna; Michigan City, Michigan City Public Schools, Central, Eastport, Ellston, Garfield, Benjamin Harrison, Jefferson, Junior High, Marsh, Park, Senior High.

IOWA—Sioux City, East Junior High, Hobson.

KANSAS—Atchison, Martin; Bonner Springs, High; Hutchinson, Lincoln; Norton, Norton Public Schools; Winfield, Bryant.

MAINE—Augusta, Webster; Portland, Leland, Thomas B. Reed.

MASSACHUSETTS—Plymouth, Knapp; Springfield, Thomas M. Balliet.

MICHIGAN—Albion, Albion Public Schools, Austin, Dalrymple, Gardner, Junior High, Michigan Avenue Senior High, West Ward; Coldwater, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Roosevelt Senior High, Second Ward, Third Ward; Detroit, Peter Vetal; Muskegon, Angell; Pontiac, Crofoot; Saginaw, Sweet.

MINNESOTA—Cloquet, Cloquet Public Schools, Central, Garfield, High, Jefferson, L. F. Leach; Duluth, Irving; Minneapolis, Fuller.

MISSOURI—St. Louis, Wyman.

NEBRASKA—Omaha, Lincoln.

NEVADA—Carson City, Carson City Public Schools, Elementary, High.

NEW JERSEY—Northfield, Mill Road; Bridgeton, High, Monroe Street; Camden, Mulford; Carney's Point, John J. Pershing; Hightstown, Grammar; Paterson, Public Number 17; Port Norris, High; Trenton, Peabody; West Deptford Township, West Deptford Township Public Schools, Colonial Manor, Mantua Grove, Mantua Terrace, Red Bank, Thorofare, Thorofare (Colored), Verga.

NEW MEXICO—Roswell, East Side, Missouri Avenue.

NEW YORK—Congers, High; Rye, Public District Number 3; Schenectady, Brandywine Avenue, Hamilton.

OHIO—Akron, Harris, McEbright; Ashtabula, Columbus Grade, Pacific Street; Bowling Green, Church Street, Ridge Street, South; Columbus, Spring Street, West Broad Elementary; Lakewood, Garfield; Lancaster, Lancaster Public Schools, East, High, North, South, Utica, West; Lima, Lima Public Schools, Central High, Emerson, Faurst, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Richardson, Roosevelt, South Junior High, South Senior High, Washington, Whittier; Logan, Logan Public Schools, Central, East, Junior High, Senior High, West; Mansfield, Carpenter; Miamisburg, Miamisburg Public Schools, Auditorium, Grade, High; Powhatan Point, Powhatan Village Schools; Preble County, Lanier Township Schools; Van Buren, Allen Township Junior High; Warren, Warren G. Harding Senior High; Youngstown, Bancroft.

OKLAHOMA—Sapulpa, Forest Park, High.

OREGON—Pendleton, Washington.

PENNSYLVANIA—Delaware County, Delaware County Public Schools; Erie, Longfellow; Gettysburg, Gettysburg Public Schools, Franklin Street, High, High Street, Lincoln, Meade.

SOUTH DAKOTA—Wakonda, Wakonda.

TEXAS—Houston, David Crockett.

UTAH—Duchesne County, Boneta, Duchesne, Ioka, Mt. Home, Myton, Neola, Roosevelt, Tabiona, Talmadge; Salt Lake City, Ogihrr.

VIRGINIA—Lynchburg, Fairview, Robert E. Lee Junior High.

WASHINGTON—College Place, College Place; Arlington, Roosevelt; Spokane, Lewis and Clark High.

WEST VIRGINIA—*Charleston*, Bigley, Elk, Fernbank, Glenwood, Mercer, Tiskelwah, Watts; *Oak Park*, *Wheeling*, Triadelphia District High; *Switchback*, Elkhorn District Schools.

WISCONSIN—*Kenosha*, Jefferson; *LaCrosse*, Hamilton; *Manitowoc*, Cleveland, County Rural Normal, Garfield, Jefferson, Madison, McKinley, Roosevelt, Washington Junior High; *Racine*, Lincoln; *Wauwatosa*, Senior High.

WYOMING—*Cheyenne*, Johnson Park Addition; *Laramie*, Parkview; *Sheridan*, High.

Five Years

ARIZONA—*Benson*, Grammar; *Flagstaff*, Brannen; *Litchfield Park*, Litchfield; *Prescott*, Jefferson, Lincoln, Miller Valley.

CALIFORNIA—*Alameda*, Everett, Haight, Lincoln, Longfellow, Mastick, Porter, Washington; *Anaheim*, Citron, La Palma; *Los Angeles*, Center Avenue, Eastman Street, Los Feliz; *Modesto*, Franklin; *Monrovia*, Santa Fe; *Pomona*, Washington; *San Francisco*, Raphael Weill; *San Luis Obispo*, Junior High.

COLORADO—*Canon City*, Harrison; *Denver*, Adams Street; *Laird*, Laird Combined.

DELAWARE—*Western New Castle County*, Middletown Public Schools.

FLORIDA—*Daytona Beach*, Lenox Avenue, North Seabreeze.

GEORGIA—*Atlanta*, Faith, Formwalt, James L. Key, McLendon.

ILLINOIS—*Belvidere*, Logan, Washington; *Decatur*, Centennial Junior High, H. B. Durfee, Grant, Lincoln, Pugh, Washington; *Downers Grove*, Washington; *Evansston*, Larnier; *Oak Park*, Oak Park Elementary Public Schools, William Beye, Emerson, William H. Hatch, Hawthorne, Irving, Lincoln, Longfellow, Lowell, Horace Mann; *Rockford*, Blake, Church, John Nelson.

INDIANA—*Fort Wayne*, Franklin.

IOWA—*Council Bluffs*, Eighth Street.

KANSAS—*Lawrence*, Cordley, Lincoln, Quincy; *Pittsburgh*, Lakeside Junior High.

KENTUCKY—*Louisville*, Monsarrat.

MAINE—*Portland*, Cummings, Long Island.

MASSACHUSETTS—*Andover*, Bradlee; *Brookline*, Driscoll; *Everett*, Hancock, Winthrop; *Melrose*, Ripley, Winthrop; *Worcester*, Thordyke Road.

MICHIGAN—*Bellevue*, Bellevue Public Schools; *Detroit*, Goodale, Grant, Rose, St. Clair; *Highland Park*, Liberty; *Lincoln Park*, Lincoln Park Public Schools, Goodell, Harger, Lafayette, Reupp.

MINNESOTA—*Duluth*, Ensign, Morley Heights, Oneota, Washburn.

MISSISSIPPI—*Jackson*, Davis.

NEBRASKA—*Grand Island*, Dodge; *Omaha*, Druid Hill, Long, Mason, Monroe.

NEW JERSEY—*Alloway*, Alloway; *Atlantic City*, Texas Avenue; *Bernardsville Borough*, Olcott Primary; *Hopewell*, Hopewell Borough; *Livingston*, Roosevelt; *Morrisstown*, Boonton Township; *Pennington*, Primary; *Plainfield*, Evergreen; *Summit*, Franklin.

NEW MEXICO—*Albuquerque*, Eugene Field.

NEW YORK—*Kenmore*, Harding, High, Junior High, Lincoln; *Lockport*, John E. Pound.

OHIO—*Ashtabula*, Columbus Junior High, West Junior High; *Bellevue*, Bellevue Public Schools, Ellis, Junior High, McKim, Pike, Senior High; *Cincinnati*, Chase; *Cleveland*, Collingwood High; *Columbus*, Champion Avenue Junior High, Clinton, Hubbard Avenue; *Euclid*, Roosevelt; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Goshen*, Centralized; *Lockland*, Lockland Public Schools, Grant, High, Special High and Elementary, Springfield, Wayne, West Forrer; *Mansfield*, John Simpson Junior High; *Marion*, Forest Lawn, Oak Street, Olney Avenue, State Street; *Massillon*, West Brookfield; *Ravenna*, Ravenna Public Schools, Chestnut, Highland Avenue, Junior-Senior High, West Main; *Somerset*, Village; *Warren*, East Junior High.

OREGON—*Pendleton*, Pendleton Public Schools, Hawthorne, High, Lincoln.

PENNSYLVANIA—*Dormont*, Pittsburgh, Hillsdale Avenue, Kelton Avenue; *Erie*, Emerson, Lincoln, Wilson Junior High; *Hollidaysburg*, Hollidaysburg Public Schools, Gaysport, Hillcrest, Junior-Senior High, Stultz; *Plymouth*, Plymouth Borough Public Schools, Central, Franklin Street, High, Junior High, Nottingham Street, Temperance Hill, Vine Street, Willow Street; *Rochester*, Rochester Public Schools, Adams Street, Jefferson Street, Junior High, Senior High; *Shinglehouse*, Shinglehouse Public Schools; *Wilkinsburg*, Wilkinsburg Public Schools, Allison, Johnston, Junior High, Kelly, McNair, Semple, Senior High, Turner.

SOUTH DAKOTA—*Doland*, Doland Public Schools, Grammar, High.

TENNESSEE—*Knoxville*, Lincoln Park.

UTAH—*Davis County Public Schools*, Centerville, Clearfield, Clinton, Davis High, Farmington, Kaysville, Layton, South Bountiful, South Junior High, Stoker, Syracuse, West Bountiful, West Point; *Juab District*, Juab District Public Schools, Juab High, Levan Grade, Levan Junior High, Mona,

Nephi Central, Nephi Junior High; *Logan City*, Logan City Public Schools, Benson, Ellis, Junior High, Senior High, Webster, Wilson, Woodruff; *Morgan County*, Morgan County Public Schools, Devils Slide, High, Milton, North Morgan, Peterson, Porterville, South Morgan; *Weber County*, Weber County Public Schools, Burch Creek, Eden, Farr West, Harrisville, Hooper, Huntsville, Kaneshville, Liberty, Marriott, North Ogden, Plain City, Pleasant View, Riverdale, Roy, Slaterville, Taylor, Uintah, Warren, Weber County High, West Weber, Wilson.

VERMONT—*Brattleboro*, Oak Grove.

VIRGINIA—*Newport News*, High.

WASHINGTON—*Everett*, Longfellow.

WISCONSIN—*Wauwatosa*, Wauwatosa Public Schools, Aetna Park, Junior High, Senior High, Washington, Wilson; *Whitefish Bay*, Milwaukee, Whitefish Bay Public Schools, Henry Clay, Cumberland, Richards.

WYOMING—*Casper*, Roosevelt.

Four Years

ALABAMA—*Birmingham*, Baker, Martin, North Birmingham.

ALASKA—*Skagway*, Skagway.

ARIZONA—*Casa Grande*, Union High; *Liberty*, Liberty; *Yavapai County*, School District Number 40.

CALIFORNIA—*Alhambra*, Park; *Bakersfield*, Lowell; *Los Angeles*, Farmdale, Hoover Street, Nevins Avenue, Ninety-Ninth Street, San Pascual Avenue; *San Francisco*, Commodore Sloat; *San Jose*, Hester, Lowell, M. R. Trace; *Vallejo*, McKinley; *Walnut Creek*, Walnut Creek Public Schools.

COLORADO—*Denver*, Cheltenham Annex; *Trinidad*, Columbian.

DELAWARE—*Wilmington*, Thomas F. Bayard.

FLORIDA—*Jacksonville*, Murray Hill Number 19; *Mount Dora*, Grade, High.

GEORGIA—*Atlanta*, Peoples Street.

ILLINOIS—*Belvidere*, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; *Decatur*, Decatur Public Schools, Centennial Junior High, Dennis, H. B. Durfee, Mary W. French, Garfield, Gastman, Grant, John Hill Junior High, Lincoln, Oak Grove, Oakland, Oakland Junior High, Oglesby, Pugh, Riverside, Roch, Roosevelt Junior High, Senior High, Ullrich, Warren, Washington; *Downers Grove*, Downers Grove Public Schools, Community High, Lincoln, Washington; *Gurnee*, Warren Township High; *Villa Park*, Villa Park Public Schools, Ardmore, Franklin, Lincoln, Washington, Westmore; *Waukegan*, Whittier.

INDIANA—*Fort Wayne*, Bloomingdale; *Indianapolis*, Public Number 78; *Martinsville*, North; *South Bend*, James Madison.

IOWA—*Council Bluffs*, Walnut Grove; *Sioux City*, West Junior High, Woodrow Wilson Junior High.

KANSAS—*Lawrence*, Pineknay; *Ness City*, Ness City Public Schools, Grade, High; *Wichita*, Kellogg, Park.

KENTUCKY—*Louisville*, Theodore Roosevelt.

MAINE—*Portland*, Pearl Street Kindergarten.

MASSACHUSETTS—*Stoneham*, Charles J. Emerson.

MICHIGAN—*Detroit*, Psychological Clinic; *Ferdale*, Grant; *Flint*, W. C. Durant; *Greenville*, Greenville Public Schools, High; *Hamtramck*, Copernicus Junior High; *Highland Park*, High; *Sault Ste. Marie*, Jefferson, Washington.

MINNESOTA—*Duluth*, Adams, Kenwood, Longfellow, Monroe, Salter; *Minneapolis*, Keewaydin.

MISSOURI—*Maplewood*, Valley Elementary, West Richmond.

NEBRASKA—*Omaha*, Corrigan, Rosehill, Walnut Hill.

NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, Yorkship; *Hawthorne*, Washington; *Lambertville*, High; *Livingston*, Central, Squiertown; *Long Valley*, Washington Township; *Montclair*, George Inness Junior High; *Newark*, Cleveland Junior High; *Passaic*, Public Number 7; *Plainfield*, Maxson; *Port Norris*, Grade; *Summit*, Hamilton; *Trenton*, Cooper, Skelton, Joseph Wood; *Ventnor*, Oxford Avenue.

NEW YORK—*Garrison*, Union Free; *Kenmore*, Roosevelt; *White Plains*, Greenburgh Number 8; *Yonkers*, Public Number 6.

OHIO—*Baltimore*, Baltimore-Basil Liberty Union; *Cambridge*, Marquant, Ninth Street; *Cleveland*, Bolton, Fowler Junior High, Patrick Henry Junior High, Mayflower, Puritas, Settlement; *Lake County*, Willoughby Village Public Schools, Browning, Lincoln, Memorial Junior High, Union High; *Lakewood*, Taft; *Lorain County*, Brookside; *Marion*, North Main Street, Oakland Heights, Vernon Heights Junior High; *Massillon*, Lewis E. York; *Mingo Junction*, Mingo Junction Public Schools, Central, Harmony, High, Lincoln; *Preble County*, Camden, Jackson Township; *Steubenville*, Jefferson.

PENNSYLVANIA—*Dauphin County*, Hummelstown Borough, Royalton Borough; *Radnor Township*, Rosemont, Wayne Grammar; *Williamsport*, Daniel Webster.

SOUTH DAKOTA—*Pine Ridge*, Oglala Boarding.

TENNESSEE—*Chattanooga*, Mission Ridge.

UTAH—*Duchesne County*, Altonah, Upalco.

VIRGINIA—*Newport News*, Bankhead Magruder.

WASHINGTON—*Everett*, Jackson, Monroe, Parkland Lutheran; *Wenatchee*, South Wenatchee Public Schools.

WEST VIRGINIA—*Charleston*, Charleston Public Schools, Bigley, Elk, Fernbank, Glenwood, High, Thomas Jefferson Junior High, Kanawha, Lincoln, Lincoln Junior High, Mercer, Tiskelwah, Roosevelt Junior High, Watts, Woodrow Wilson Junior High.

WISCONSIN—*Racine*, Janes, Supervisors' Department.

WYOMING—*Cheyenne*, Senior High; *Sheridan*, Linden.

Three Years

ARIZONA—*Phoenix*, Madison, Robert Louis Stevenson, John G. Whittier; *Yavapai County*, School District Number 12, School District 43.

CALIFORNIA—*Alameda*, Versailles; *Cambria*, Coast Union High; *Centerville*, Washington Union High; *Chula Vista*, Union; *Inglewood*, Kelso; *Los Angeles*, One Hundred Ninth Street; *Monrovia*, Ivy Avenue; *Nestor*, Southwest Junior High; *Pismo Beach*, Pismo; *San Fernando*, El Retiro High; *Santa Ana*, Logan; *Soledad*, Union Grammar; *Whittier*, Mill.

COLORADO—*Arapahoe*, Consolidated; *Canon City*, Garfield, Jefferson, Lincoln, McKinley; *Denver*, Beach Court, Berkeley, Dora M. Moore, Park Hill; *Greeley*, Gipson; *Gunnison*, Gunnison Public Schools, County High, Junior High, Pine Street; *Trinidad*, Trinidad Public Schools, Centennial, Columbian, East Street, High, Park Street, Rice, Santa Fe; *Walsenburg*, Huerfano County High.

CONNECTICUT—*Bridgeport*, Hall; *Stamford*, Julia A. Stark.

DELAWARE—*Eastern New Castle County*, Commodore MacDonough, Edge Moor, Marshallton, Odessa, Rose Hill; *Western New Castle County*, Western New Castle County Public Schools, Brandywine Springs, Christiana, Hockessin, Middletown Public Schools, Newport, Oak Grove, Stanton, Townsend, Yorklyn.

DISTRICT OF COLUMBIA—*Washington*, Tenley-Janney.

FLORIDA—*Melbourne*, Melbourne Elementary Schools; *Pensacola*, Eliza Jane Wilson.

GEORGIA—*Atlanta*, S. M. Iman, J. C. Murphy Junior High, Opportunity.

IDAHO—*Mountain Home*, Mountain Home Public Schools.

ILLINOIS—*Bellwood*, Bellwood Public Schools, Grant, Lincoln, McKinley; *Downers Grove*, Longfellow, Whittier; *East Alton*, East Alton Public Schools, Blair, Lincoln, Washington; *Elmhurst*, Elmhurst Public Schools, Hawthorne, Lincoln, Old Field, Roosevelt, Washington; *Maywood*, Irving; *Rockford*, O. F. Barbour, Kishwaukee; *Woodhull*, Township High; *Woodstock*, Dean Street.

INDIANA—*Indianapolis*, Public Number 83; *Michigan City*, James W. Riley; *Pendleton*, Pendleton Public Schools, Grade, High.

IOWA—*Waterloo*, Waterloo West Side Public Schools, Edison, Emerson, Irving, Kingsley, Lowell, Sloan Wallace Junior High, Waterloo Junior High, West High, Whittier.

KANSAS—*Lawrence*, Junior High; *Manhattan*, Eugene Field, Roosevelt; *Wichita*, Sunnyside, Woodland.

MAINE—*Portland*, Open Window, Riverside, Ungated; *Skowhegan*, Garfield; *Winslow*, High.

MARYLAND—*Willards*, Willards.

MASSACHUSETTS—*Everett*, Edward Everett Hale; *Gloucester*, Haskell.

MICHIGAN—*Detroit*, Clippert, T. Dale Cooke, Edison, Gardner, Priest, Thirkell; *East Detroit*, Kera Road Public Schools; *Flint*, Civic Park; *Highland Park*, Robert E. Barber; *Ironwood*, A. L. Norrie, Oliver, Luther L. Wright High; *Jackson*, Wilkins, T. A. Wilson; *Lansing*, West Junior High; *Ludington*, Longfellow; *Sault Ste. Marie*, Sault Ste. Marie Public Schools, Garfield, Jefferson, Junior High, Lincoln, Opportunity, Park, Supervisors' Department, Washington.

MINNESOTA—*Duluth*, Bay View Heights, Chester Park, Cobb, Endion, Lakeside, Munger; *Minneapolis*, Garfield; *Yazoo City*, Yazoo City Public Schools, Grade, High, Junior High.

MISSOURI—*Maplewood*, Maplewood Public Schools, Junior High, Lincoln, Lyndover, Richmond Heights, Senior High, Sutton, Valley, West Richmond.

NEBRASKA—*Omaha*, Columbian, Jackson, Train, Benson West.

NEW JERSEY—*Atlantic City*, Indiana Avenue Vocational; *Bloomfield*, Berkeley Number 2; *Bridgeton*, Bank Street; *Cumberland County*, Hopewell, Seabrook; *Dividing Creek*, Dividing Creek; *Lawrenceville*, Lawrenceville; *Lawrence Township*, Eldridge Park, Slackwood; *Lincoln Park*, Lincoln Park; *Livingston*, Livingston Public Schools, Central, Harrison, Roosevelt, Squiertown; *Montclair*, Edgemont, Nishuane; *Moorestown*, Stanwick; *Newark*, South Eighth Street; *Old Bridge*, Old Bridge; *Summit*, Senior High; *Trenton*, Jefferson;

BE ASHAMED TO DIE UNTIL YOU HAVE WON SOME VICTORY FOR HUMANITY.—Horace Mann

Ventnor City, Ventnor Avenue; Wanaque, Haskell; Woodbridge Township, Colonia Number 2; Wyckoff, Wyckoff.

NEW YORK—Gloversville, Kingsboro Avenue, Oak Street; Lockport, Lockport Public Schools, Emmet Belknap, High, John E. Pound, Supervisors' Department.

OHIO—Akron, Jackson; Amsden, Jackson Township Centralized; Ashland, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; Barberton, Portage; Butler County, Collinsville, Trenton; Cambridge, Lolland; Cincinnati, Fairview, Saylor Park; Cleveland, Lafayette, Valley View; Clinton County, Clinton County Public Schools, Blanchester, Clarksville-Vernon, Cuba, Wayne Township, Martinsville Village, Jefferson Township, New Vienna, Liberty Township, Reesville, Sabina, Adams Township Rural, Chester Township (Kingman), Mt. Pleasant, New Antioch; Columbus, Eleventh Avenue, Garfield; Cuyahoga County, John Muir; East Cleveland, Superior; East Palestine, East Palestine Public Schools, East North Avenue, Captain Taggart, West North Avenue High, Wood Street Junior High; Elyria, Lake Avenue; Fremont, Fremont Public Schools, Atkinson, Croghan, Hayes, High, Lutz, Otis, Stamm; Garrettsville, Nelson Township; Hamilton, Taylor; Kent, Kent Public Schools, Central, Depeyert, High, Junior High, South; Lake County, Roosevelt; Lorain County, Lorain County Public Schools, Amherst Village Schools, Avon Lake, Avon Village, Brighton Township, Brookside, Brownhelm Township, Clearview Rural, Eaton Township, Fields Corners, Grafton Township, Grafton Village, Henrietta Township, Huntington Township, La Grange Village, Markley, Penfield Township, Ridgeville Township, South Amherst Village, Vincent, Wellington Village; Mechanicsburg, Mechanicsburg Public Schools; Monclova, Monclova Township Schools; Nelsonville, Junior-Senior High; Ottawa Hills, Toledo, Ottawa Hills Public Schools; Troy, Edwards, Forest, High, Kyle; Wooster, Walnut Street.

OKLAHOMA—Oklahoma City, Franklin; Tulsa, Franklin.

OREGON—Sweet Home, Union High Number 2.

PENNSYLVANIA—Cumberland County, Cumberland County Public Schools; Hazleton, Broad Street, Diamond Avenue, Green-Vine Junior High, D. A. Harman Junior High, Hazle Street, Heights, High, Locust Street, Poplar Street; Williamsport, Benjamin Franklin, Andrew Jackson, Charles Lose, Stevens Junior High, George Washington.

SOUTH DAKOTA—Sioux Falls, Whittier.

UTAH—Duchesne County, Duchesne County Public Schools, Altonah, Boneta, Bluebell, Duchesne, Ioka, Mt. Home, Myton, Neola, Roosevelt, Tabion, Talmadge, Upalco; Salt Lake City, Sumner.

VERMONT—Bellows Falls, Wells Street.

VIRGINIA—Newport News, Thomas Jefferson.

WASHINGTON—Everett, Lincoln, Roosevelt.

WEST VIRGINIA—Charleston, Chamberlain Grade, Chamberlain Junior High; Hiawatha, Grade; Springfield, High.

WISCONSIN—Brandon, High; Edgerton, Edgerton Public Schools; Kenosha, School for Deaf and Hard of Hearing.

Two Years

ALASKA—Nome, Nome.

ARIZONA—Ajo, Ajo Public Schools; Duncan, Duncan Consolidated Grade Schools; Tucson, Carrillo, Safford Elementary; Yavapai County, School District Number 24, School District Number 41.

CALIFORNIA—Alameda, Sadler; Burbank, George Washington; Claremont, Grade; Encinitas, Grade; Livermore, Grammar; Los Angeles, Hermon, Remsen Street, Saticoy Street, Wadsworth Street; San Francisco, Department of Texts and Libraries, Hancock, LeConte, E. R. Taylor; San Jose, Americanization; Santa Ana, Delhi, Hoover, Lincoln; South Pasadena, Oneonta.

COLORADO—Brighton, Junior High; Denver, Fairview, Garden Place, Garfield; Englewood, Washington; Palisade, Palisade Public Schools.

CONNECTICUT—Wethersfield, Ridge Road.

DELAWARE—Eastern New Castle County, Arden, Delaware City; Wilmington, George Gray.

DISTRICT OF COLUMBIA—Washington, Benning, Murch, Serton.

FLORIDA—Dade County, Opa Locka; Jacksonville, Mattie V. Rutherford; Palma Sol, Palma Sol.

GEORGIA—Atlanta, Forest Avenue, Goldsmith, Inman Park, Jerome Jones, Pryor Street, Williams Street; Fulton County, Marion Smith.

ILLINOIS—East St. Louis, Charles Mann; Elmhurst, New Field; Glen Ellyn, Benjamin Franklin, Hawthorne, Junior High, Main Street, Special Teachers; Kenilworth, Joseph Sears; Lake Forest, Lake Forest Public Schools, Everett, Halsey, Gorton.

INDIANA—Dunkirk, Dunkirk Public Schools, High, Sutton; Indianapolis, Charity Dye Number 27, George Rogers Clark Number 1, Thomas Jefferson

Number 7, Public Number 54, Public Number 90, Public Number 91, Daniel Webster Number 46, Whittier Number 33; Shelbyville, Alvin C. Kibbey, Charles Major; South Bend, Kaley, John F. Nuner.

IOWA—Sioux City, East Senior High.

KANSAS—Dodge City, Central, Sunnyside; Holton, Holton Public Schools, Central, Colorado, High; Manhattan, Manhattan Public Schools, Bluemont, Douglas, Eugene Field, Junior High, Roosevelt, Senior High, Woodrow Wilson; Wichita, McCormick, Meridian.

KENTUCKY—Lexington, Arlington, Harrison, Johnson, Junior High, Lincoln; Louisville, Gavin H. Cochran, Emerson.

MAINE—Bangor, Fairmount, High; Showhegan, High.

MARYLAND—Upper Marlboro, Marlboro High.

MASSACHUSETTS—Beverly, Ryal Side; Malden, Ayers; Medford, Hervey; North Andover, Union; Springfield, Carew Street, White Street; Swampscott, Stanley.

MICHIGAN—Detroit, Hampton, Hancock, Pestalozzi; Flint, Calvin Coolidge, Parkland; Grand Rapids, Fairmount; Jackson, Bloomfield, West; Lincoln Park, Herbert Hoover; Romeo, Paton Hall.

MINNESOTA—Duluth, Congdon Park, Grant, Madison, Merritt, Morgan Park Elementary and Junior-Senior High, Morton Park, Riverside; Mankato, Lincoln Grade; Minneapolis, Kenwood, Stowe.

MISSOURI—St. Louis, Mallinckrodt; Webster Groves, Bristol.

NEBRASKA—Grand Island, Lincoln; Omaha, Franklin, Garfield, Minne Lusa, South Lincoln, West Side.

NEVADA—Baker, High; Gardnerville, Douglas County High.

NEW HAMPSHIRE—Nashua, Arlington Street.

NEW JERSEY—Camden, A. E. Stevens; Camden County, Delaware Township Public Schools, Cohen, Erlton, Hinchman, Sharp, Stafford, Still; Cumberland County, Leesburg; Englewood, Roosevelt; Fairton, Fairton; Gloucester City, Highland Park; Millville, Millville Public Schools, Bacon, Culver, Memorial High, Northeastern, T. D. Sensor, Western, R. D. Wood; Monroeville, Monroeville; Newark, Charlton Street, State Street; Plainfield, Hubbard; Richland, Richland; Roseland, Grammar; Trenton, Mott; Ventnor, Troy Avenue.

NEW MEXICO—Albuquerque, John Marshall.

NEW YORK—Clinton, Central; Irondequoit, Hosea Rogers; Kenmore, Lindbergh, Sheridan; Little Falls, Monroe Street; Lockport, Washington Hunt; Monsey, Elementary; Oneonta, Academy Street; Schenectady, Elmer Avenue.

NORTH DAKOTA—Mayville, State Teachers College; Park River, Agricultural and Training.

OHIO—Amanda, Amanda Public Schools; Athens, Senior High; Bexley, Columbus, Bexley Public Schools, Cassingham Road, High, Junior High, Main Street; Butler County, Overpeck; Canton, J. J. Burns; Chillicothe, Central, Southern, Western; Cleveland, Dawning, William Raney Harper, Rawlins, Tremont, Willson Junior High; Cleveland Heights, Canterbury; Columbus, Glenmont; Convoy, Tully-Convoy; Dayton, Fairview; Dunbridge, Dunbridge; East Cleveland, W. H. Kirk Junior High; Findlay, Liberty Township; Lake County, North Madison; Lancaster, Cedar Heights; Marion, Silver Street; Nelsonville, Nelsonville Public Schools, Central, East, Junior-Senior High, West; Sandusky County, Green Springs; South Euclid, Charles F. Brush High; Warren, Central Junior High; Worthington, Worthington Public Schools, Elementary, High, Special Teachers.

OKLAHOMA—Oklahoma City, Sequoia; Tulsa, Bethel Union, Jefferson, Lanier, Pleasant Porter, River-view, Mark Twain.

OREGON—Boardman, Boardman; Nyssa, Nyssa; Rainier, Grade; Salem, Grant.

PENNSYLVANIA—Ambridge, First Ward, Second Ward; Bloomsburg, State Teachers College; Centre County, Centre County Public Schools; Cheltenham Township, Edge Hill, Glenside, G. K. Heller, Myers, Rowland, Shoemaker, Thomas Williams Junior High; Dauphin County, Dauphin County Public Schools; Erie, Penna, Strong Vincent High; Morrisville, Morrisville Public Schools, Capitol View, William E. Case, Manor Park, Robert Morris; Pittsburgh, Clayton; Red Lion, Red Lion Public Schools, Grade, High; Reinerton, Porter Township High; Williamsport, Philip Sheridan; York, Arch Street.

SOUTH DAKOTA—Sioux Falls, Lowell.

UTAH—Delta, Sutherland; Oasis, A. C. Nelson; Salt Lake City, Edison.

VIRGINIA—Newport News, Booker T. Washington; Norfolk, Robert Gatewood.

WASHINGTON—Okanogan County, Omak Public Schools.

WEST VIRGINIA—Beckley, Junior High; Charleston, Fruth, Loudon Heights, McGowan, Mt. Ovas, Parson, J. E. Robins, Taft; Piedmont, High; Salem, East End; Sistersville, Junior High.

WISCONSIN—Beloit, Burdge, Hackett; La Crosse, Webster; Racine, Howell; Wauwatosa, McKinley, Roosevelt.

WYOMING—Casper, McKinley.

Current Year

[Held over from December JOURNAL]

ARIZONA—Hayden, Primary; Miami, Lower Miami Public Schools, Buena Vista, Midland, Oak Street, George Washington.

CALIFORNIA—Fresno, Kutner Colony; Porterfield, Rockford; San Francisco, Starr King; South San Francisco, Junior-Senior High; Stockton, Grant.

COLORADO—Colorado Springs; Special Teachers; Fleming, Fleming Public Schools; Greeley, Horace Mann; Longmont, Central, Lincoln; Montrose, Cedar Creek; Mt. Harris, Public School District Number 3; Montrose County, Montrose County High.

CONNECTICUT—East Norwalk, Fitch School; New Haven, Roger Sherman; Norwalk, Franklin, Holmes; Scitio, Scitio Public.

FLORIDA—Chuluata, Chuluata Public.

GEORGIA—Atlanta, George W. Adair, Fair Street; Fayetteville, Fayette County High.

IDAHO—Boise, Administration Building, Collister, Whitney; Idaho Falls, Special Teachers; Lewiston, Lewiston Orchards.

ILLINOIS—Allentown, Grade; Bloomington, Edwards; Clarendon Hills, Clarendon Hills Public; Edwardsville, Edwardsville Public Schools, Columbus, Junior High, Lincoln, Senior High; Fairbury, Township High; Hennings, Community High; Highland, Highland Public Schools, Grade High; Jerseyville, Grade; Mt. Sterling, High; West Chicago, Community High; Willow Hill, High.

INDIANA—Fort Wayne, Grasmere Heights; Greenwood, Glens Valley; Hammond, Porter, Senior High; Indianapolis, Florence Fay, Horace Mann, Public Number 9, Public Number 80; Lawrenceburg, Homestead; Seymour, Seymour Public Schools, Emerson, Lincoln, Riley, Shields Junior High, Shields Senior High, Washington; Tell City, Tell City Public Schools, Franklin Junior High, Newman Senior High; Vincennes, William Henry Harrison.

IOWA—Des Moines, Benton; Ottumwa, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, High, Irving, Jefferson, Lincoln, Orchard, Part Time, Stuart, Washington Junior High; Waterloo, East Waterloo Public Schools, Alcott, East High, John Fiske, Grant, Frances Grout, Hawthorne, Junior High, Lafayette, Lincoln, McKinley, Roosevelt, Washington.

KANSAS—Bonner Springs, McDaniel; El Dorado, Elcain; Emporia, Kansas Avenue; Neodesha, South; Parsons, McKinley; Pittsburg, Roosevelt Junior High; Scranton, Scranton Public Schools, Grade, High; Wichita, Carleton.

LOUISIANA—Natchitoches County, Ajax High.

MAINE—Buxton, High; Newfield, High; Presque Isle, Presque Isle-Westfield Union, Gouldville, High; South Portland, George F. Henley Grammar, Summer Street; Westfield, Presque Isle-Westfield Union.

MARYLAND—Accokeek, Accokeek Public; Weverton, Sandy Hook.

MASSACHUSETTS—Adams, Commercial Street; Athol, Silver Lake; East Angus, Mansfield; Malden, Leonard; Medford, Hillside; North Attleboro, Towne Street; Orange, High; Sherborn, High; Springfield, Bridge Street; Swampscott, Machon; West Medway, High Street; Williamstown, Broad Brook; Winchester, Highland.

MICHIGAN—Lansing, Verlinden Avenue; Manistee, Washington; McMillan, Mark High; Midland, Second Ward Grade; Muskegon, McLaughlin; Saginaw, Handley; Sault Ste. Marie, County Normal.

MINNESOTA—Fulda, Fulda Public Schools; Gilbert, Junior High; Ranch, Harrigan Consolidated.

MISSISSIPPI—Vicksburg, Main Street, Speed Street.

MISSOURI—Boonville, High; Kansas City, Sanford B. Ladd, J. K. Stark; St. Louis, Hamilton, Penrose, Wilkinson.

MONTANA—Bozeman, Bozeman Public Schools, Emerson Junior High, Hawthorne, Irving, Longfellow; Fort Shaw, Crowe.

NEVADA—Ely, White Pine County High; Sparks, Kate M. Smith.

NEW JERSEY—Matawan, High; Montclair, Rand; Newark, Alyia Street Binet; South River, William Campbell; Trenton, Washington; Wildwood, Andrew Avenue.

NEW MEXICO—Albuquerque, Lincoln Junior High, Longfellow, Washington Junior High; Hot Springs, Hot Springs Public Schools, Grade, High; Silver City, State Teachers College.

NEW YORK—Geneva, High Street; Glens Falls, Sanford Street; Great Valley, High; Larchmont, Chataworth Avenue; New Paltz, State Normal; Pine Plains, Central; Point Pleasant, Durand-Eastman; Schenectady, Horace Mann, Seward; Tupper Lake, Tupper Lake Public Schools; West Hempstead, Carl Street, Chestnut Street, Eagle Avenue.

NORTH CAROLINA—Shelby, South Shelby, Washington.

NORTH DAKOTA—Fargo, Washington; Minot, South Hill; Valley City, Valley City Public Schools, High, Junior High, Lincoln, Ritchie.

A NATION'S CONCERN OVER EDUCATION MEASURES ITS INTEREST IN ITS OWN FUTURE.

OHIO—Adrian, Adrian Public; Akron, Goodyear Hall; Bellefontaine, Special Teachers; Bloomingdale, Wayne Township Schools; Cambridge, Glass Plant School; Canton, Henry S. Belden, Central High; Cleveland, Cranwood, Miles, Wilbur Wright Junior High; Columbus, Douglas, Indianapolis, Main Street; Dorset, Centralized; Olmsted Falls, Olmsted Falls Public; South Euclid, Upson; Trenton, Wayne Township Public; Twinsburg, Twinsburg Public; Van Wert, Ridge Township; Wapakoneta, City, Williamson; Warren, Dickey Avenue; Woodstock, Village; Woodville, Centralized; Youngstown, Myrtle Avenue; Zanesville, McKinley.

OKLAHOMA—Lamont, Lamont Public Schools, Grade, High; Oklahoma City, Stonewall Jackson High, Lafayette, Putnam Heights.

OREGON—Helix, Griswold Union High; Silverton, Senior High.

PENNSYLVANIA—Berks County, Bern Township Consolidated, Centre Township Consolidated, Lower Heidelberg Consolidated, South Heidelberg Consolidated, Tilden Township Consolidated, Wyomissing Hills Borough Consolidated; Cameron County, Driewood Borough, Gibson Township; Carnegie, Carnegie Borough Schools, Harding, High, Lincoln, Washington; Clifton Heights, Clifton Heights Borough Schools; Dayton, Vocational; Erie, Jefferson, Millcreek High; Fairfield, Fairfield Borough Schools; Grove City, Grove City Public Schools, Central, High, Lincoln, Washington; McKees Rocks, McKees Rocks Public Schools, Blaine, Miles Bryan, High, Curtin, Ellsworth, Hamilton, McKee, Wilson; Munderl, Polk Township Consolidated and High.

RHODE ISLAND—Woonsocket, East Woonsocket.

SOUTH CAROLINA—Owings, Owings Public Schools.

SOUTH DAKOTA—Lennox, High.

TENNESSEE—Davidson County, Hamilton.

UTAH—Mt. Pleasant, North Sanpete Junior High; Murray, Woodstock.

VIRGINIA—Norfolk, Stonewall Jackson, Meadowbrook, Villa Heights; Norfolk County, Coleman Place; Petersburg, Stonewall Jackson.

WEST VIRGINIA—Hinton, Avis, Bellepoint, Greenbrier, Riverview.

WISCONSIN—Appleton, First Ward, Jefferson, Lincoln, Richmond, Washington; Beloit, Cunningham, Gaston, Lincoln Junior High, Merrill, Parker, Roosevelt Junior High, Royce, Strong, Todd, Waterman, Wright; Kenosha, Central Junior High, Grant, Franklin; Port Washington, Port Washington Public Schools; Sheboygan, Sheridan; Superior, Bryant, Matt Carpenter.

WYOMING—Sublet, Sublet Public.

Current Year

ALABAMA—Birmingham, Wylam.

ALASKA—Ketchikan, Charcoal Point; Kodiak, Kodiak; Seldovia, Seldovia.

ARIZONA—Clifton, Clifton Public Schools, Chase Creek, North Clifton, South Clifton; Globe, Special Teachers & Superintendent; Prescott, Special Teachers; Ray, Ray Public Schools, High, Lincoln, Washington; Tucson, Government Heights; Winslow, Special Teachers; Yavapai County, School District Number 5, School District Number 15.

ARKANSAS—Wicks, High.

CALIFORNIA—Auberry, Big Sandy; Beverly Hills, El Rodeo, Hawthorne, Horace Mann; Hermosa Beach, Children's Convalescent Home; Los Angeles, Sepulveda; Pomona, Alcott; Riverside, Longfellow, Magnolia; San Diego, Alexander Hamilton; San Francisco, Twin Peaks; San Jose, Peter H. Burnett Junior High, College Park, Horace Mann; Santa Ana, Lowell.

COLORADO—Brighton, Grade; Canon City, Madison; Denver, Lincoln, Horace Mann Junior High, Manual Training High; Fort Collins, Laurel; Greeley, Franklin; Hoekwe, Consolidated; Nucla, Montrose County High.

CONNECTICUT—Bridgeport, Webster; Elmwood, Elementary; Springdale, Springdale; West Hartford, Edward Morley, James Talcott Junior High.

DELAWARE—Elsmere, Oak Grove; Wilmington, S. G. Elbert.

DISTRICT OF COLUMBIA—Washington, Brookland, Jackson, Horace Mann, Noyes, Takoma, Weightman.

FLORIDA—Cedar Keys, Cedar Keys; Dade County, William Jennings Bryan, Central, Comstock, Fulford, Kendall, Robert E. Lee Junior High, Lemon City, Miami Beach, Miami Springs, Morningside, Orchard Villa, Perrine, Redland, Silver Bluff; DeLeon Springs, DeLeon Springs; Jacksonville, West Riverside; Manatee, Grade; Pensacola, Bellview; Sanford, Grammar; Santa Rosa, Walton County Number 39; Tampa, Robert E. Lee.

GEORGIA—Macon, Charles H. Bruce, Howard.

ILLINOIS—Aurora, Oak Park; Dupe, Community High; Elgin, Instruction Department, Special Teachers and Supervisors; Havana, Central, Community High, Oak Grove, Rockwell; Litchfield, Madison Park; Princeton, Douglas; Ravinia, Ravinia; Rockton, Ho-no-ne-gah Community High.

INDIANA—Connersville, Fifth Street; Crawfordsville, Crawfordsville Public Schools, John Beard, Junior High, Lincoln, Horace Mann, Mills, Senior High, Tuttle, Wilson; Fort Wayne, Oxford; Howe, Scott Consolidated High; Indianapolis, Benjamin Harrison Number 2, George B. Loomis, Public Number 10, Public Number 36, Public Number 76, Public Number 84; Michigan City, Special Teachers and Supervisors; Shelbyville, Thomas A. Hendricks; South Bend, James Monroe; Vincennes, George Rogers Clark, Francis Vigo; Wamamaker, New Bethel; Whiting, McGregor Elementary Schools.

IOWA—Council Bluffs, Bloomer, Second Avenue; Keokuk, Secondary Teachers Club; Sioux City, Sioux City Public Schools, Bancroft, Bryant, Central High, Cooper, Crescent Park, East Junior High, East Senior High, Emerson, Everett, Franklin, Grant, Hawthorne, Hobson, Hopkins, Hunt, Irving, Joy, Floyd, Lowell, McKinley, North Junior High, Longfellow, Riverview, Roosevelt, Smith, Washington, Webster, West Junior High, Whittier, Woodrow Wilson Junior High.

KANSAS—Arlington, Rural High; Dodge City, Coronado, Lincoln; Hays, Hays Public Schools, Junior High, Lincoln, Senior High, Washington; Lawrence, Lawrence Public Schools, Cordley, Junior High, Liberty Memorial High, Lincoln, McAllister, New York, Pinckney, Quincy, Woodlawn; Overland Park, Grade; Paola, North Grade; Pittsburg, Forest Park, Washington; Powhattan, Rural High; Topeka, Gage; Wichita, A. A. Hyde, Longfellow.

KENTUCKY—Louisville, Jacob Addition, J. B. Atkinson, William R. Belknap, George Rogers Clark, James Russell Lowell, Main Highland Park, Margaret Merker.

LOUISIANA—New Orleans, R. T. Dannel.

MAINE—Augusta, Nash, Williams; Brewer, High; Brunswick, Bath Street, High; Cape Elizabeth, Cape Elizabeth Public Schools; Caratunk, Lincoln; Damariscotta, Castner; Falmouth, High; Portland, Bethel Kindergarten, Deering High, High, Robert E. Peary, Woolson; Scarborough, Scarborough Public Schools, Elementary, High; South Portland, East High Street, Evans Street, James Otis Kaler, Lincoln, Pleasant Street; Veazie.

MARYLAND—Baltimore, Guilford Number 214, Public Number 218; Hagerstown, South Potomac Junior High, Woodland Way Junior High; Mt. Rainier, High; Prince Frederick, Calvert County High.

MASSACHUSETTS—Brookfield, Junior-Senior High; Brookline, Winthrop; Franklin, Four Corners; Melrose, Warren; Morningside, Morningdale; North Andover, Bradstreet; Sherborn, Grammar; Waltham, Seth Bemis, Nahon Hardy, North Junior High; Wellsley Hills, Seldon L. Brown, Alice L. Phillips Junior High; West Concord, Harvey Wheeler; West Medway, Medway Center; West Springfield, Riverdale; Whitinsville, West; Williamstown, Williamstown Public Schools, Broad Brook, Cole Avenue, W. F. Mitchell, Six Year High, South Center, Special Teachers and Superintendent.

MICHIGAN—Battle Creek, Lakeview Consolidated Schools, Lakeview, Prairieview; Detroit, Bennett, Edgewood, O. W. Holmes, Jacoby, Horace Mann; Ferndale, Harding; Flint, Clark, W. C. Lewis, Washington, Hamtramck, Instruction Department, Vocational; Jackson, Griswold Park, Lansing Avenue, Main, Pearl; Manistee, McKinley; Parchment, Parchment; Saginaw, Burt.

MINNESOTA—Duluth, Bryant, Denfield High, East Junior High, Ely, Emerson, Franklin, Jackson, Jefferson, Lakeside Portable, Lester Park, Park Point, Stowe, Washington Junior High, West Junior High.

MISSISSIPPI—Yazoo City, Special Teachers.

MISSOURI—St. Louis, Benton, Glasgow, Peabody; Webster Groves, Avery.

NEBRASKA—Grand Island, Wasmer; Omaha, Cornelius, Fairfax, Robbins, Washington.

NEW HAMPSHIRE—Nashua, Mulberry Street, Palm Street, Shattuck Street; Portsmouth, Farragut Training, Haven.

NEW JERSEY—Absecon Highlands, Absecon Highlands; Atlantic City, New Jersey Avenue; Bernardsville Borough, Bernardsville Borough Public Schools, Basking Ridge, Bernards High, Bonnie Brae, Bernardsville Grammar, Liberty Corner, Olcott Primary, Supervisory Staff; Bordentown, High, Public Number 2; Burlington, Shedaker; Camden, Central, Cooper, Liberty, Jesse W. Starr; Cedarville, Oak Leaf; Clifton, Number 9 Alwood; Gloucester City, Gloucester City Public Schools, Broadway, Brown Street, Gloucester Heights, Highland Park, Hunter Street, Junior-Senior High, Monmouth Street, Ridgeway Street; Hackensack, Special Teachers and Supervisors; Highland Park, Franklin High; Millville, Special Teachers; Morris Plains, Morris Plains; Newark, Market Street; New Brunswick, Lincoln; Passaic, Senior High; Paterson, State Normal; Plainfield, Emerson, Industrial and Fine Arts, Special Teachers and Supervisors; Rockaway, Lincoln, Washington; Rockaway Borough, Rockaway Borough Public Schools; South Amboy, Public Number 1; Summit, Jefferson; Trenton, Parker; West Creek, West Creek; Wharton, Wharton Borough Public Schools, High, Potter; Williamstown, Maple Grove; Woodbury, Walnut Street.

NEW MEXICO—Albuquerque, Third Ward Schools.

NEW YORK—Amsterdam, Guy Park Avenue; Clark Mills, Grammar; Geneseo, State Normal; Gloversville, Columbia; Hawthorne, Hawthorne; Irondequoit, Laurelton; Johnson City, Grammar; Kenmore, Supervisors Department; Little Falls, Benton Hall; Elmira, Thomas K. Beecher, Parley Coburn, George M. Diven, Federation Farm, Public Number 5, Public Number 8, Public Number 9, Public Number 10, Public Number 11, Riverside Number 7; Lake George, Lake George Public Schools; Monticello, High; Penn Yan, Hutton Street; Port Chester, Park Avenue; Port Jervis, Sullivan Avenue; Rochester, Seneca; Schenectady, Nott Street, Riverside; Solway, Boyd, Intermediate, Prospect; Thornwood, Thornwood; Van Hornesville, Central.

NORTH CAROLINA—Shelby, Jefferson, Marion.

OHIO—Akron, Kent, Schumacher; Ashland, Central Grade Teachers; Barberton, Special Teachers; Cadiz, High and Grade; Canton, Gibbs, Belle H. Stone; Chillicothe, Fifth Street; Cincinnati, Bond Hill, Mary Dill; Cleveland, Almira, Audubon Junior High, Garfield, Garfield Heights, Rutherford B. Hayes, Paul Revere; Columbus, Barrett Junior High; Dayton, Hearshstone, Fort McKinley; Delta, Delta; Elyria, Franklin School for Deaf Children, McKinley School for Crippled Children, Special Teachers and Supervisors; Ashtabula, Harbor Special Public Schools, High, Jackson, Washington; Kalida, Kalida; Kenton, Special Opportunity; Lake County, Hutchinson, Homer N. Kimball, N. E. Leroy, Longfellow, Madison Avenue, McKinley, Mentor Avenue, Mentor Village, Old Fairgrounds; Lorain County, Camden Township; Marion, Central Junior High, Thomas A. Edison Junior High, Indiana Avenue, Special Teachers; Newton Falls, Newton Falls Consolidated Public Schools, Arlington, Central, High, Special Teachers; Thurston, Rural Schools; Toledo, Cottonwood, Hathaway; Troy, Heywood; Zanesville; Special Teachers and Supervisors.

OKLAHOMA—Oklahoma City, Edgemere, Eugene Field, Linwood, Horace Mann, Rockwood, Wheeler; Tulsa, Barnard, Eliot, Lombard, John Ross.

(Continued on page A-8)

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Connecticut's Program

RUTH WHITE COLTON

Director, Character Education Research, Connecticut State Board of Education

THE BASIC PRINCIPLE of the program in character education, which is being carried forward by the state Board of Education in Connecticut, is that character education is identical with the whole educational process and that the whole educational process is identical with life itself. This immediately eliminates from the program the necessity of developing a "course of study." Since the Connecticut program assumes that character education is the concern of the entire community, the school cannot afford to neglect any opportunity for coordinating and integrating all those conditioning forces which make up the life of a child.

In December 1928, the Connecticut state Board of Education voted approval of the plan of the Hartley-Jenkins Foundation for the study and development of character education and offered to the proposed bureau clerical service and desk room in the office of the state Board of Education.

With the establishment of a bureau of character education research, a survey of the elementary schools was made in order to determine the existing practises and principles followed thruout the state. To this end a brief questionnaire was sent to every superintendent of schools and the returns evaluated in the light of modern psychology. The result was interesting in its revelation of a widespread interest and need for a practical program in character education. The implied definitions of character education differed in almost every instance.

As a result of conferences with Luther A. Weigle of the Yale Divinity School, Mark A. May and Frank E. Spaulding of the department of education, Yale University, a meeting was arranged at which state Commissioner of Education Meredith, Dr. Spaulding, Dr. Frank Shuttleworth, Dr. May, and the director of the bureau together worked out a detailed experimental program.

The program outlined had two major divisions. The first phase of the proposed program involved not only a statewide teacher-training program in the technics and philosophy involved in character education but an educational campaign along these lines directed to awakening a like interest in the community at large; second, the program

involved an intensive program for a single typical community. The first half of the plan is being developed thru ex-

WE DO NOT need more material development, we need more spiritual development. We do not need more intellectual power, we need more character. We do not need more government, we need more culture. We do not need more law, we need more religion. We do not need more of the things that are seen, we need more of the things that are unseen.—Calvin Coolidge.

tension courses in character education for teachers in different communities thruout the state, conducted jointly by the department of education at Yale University and the Bureau of Character Education Research. A course in character education in its relation to home, school, church, and community is conducted by the bureau to groups sponsored by the Connecticut Congress of Parents and Teachers and similar groups. The purpose of the intensive program is to work out a plan for character education in an entire community that the community may be aided in solving some of its major social problems. It is unfair to charge failure to either home, church, school, or community since any one, or more than one, of these phases of the child's life may nullify the efforts at character formation put forth by the other phases. We have, therefore, endeavored to secure the cooperation of all the forces in the community, believing that with such cooperation scientifically directed over a period of not less than five years, a real step in raising the level of the community may be accomplished. During the first year of this intensive study, emphasis has been placed on the discovery of the causes of social maladjustment and failure on the part of young people, while the succeeding years are being devoted to an endeavor to remove these causes. It was further agreed that since the public school represents the com-

bined interest of the community more than any other one institution, it would be well to have this study of causes and their effects, as exemplified in juvenile delinquency and conduct problems among school children, carried on by an accredited member of the school system, preferably of the visiting teacher type.

It was decided to accept Norwalk as the community for this intensive half of the character education program as outlined. An extensive course for teachers is conducted by Dr. Shuttleworth of Yale University and general consultation and direction is offered by Dr. May. The Board of Education of Norwalk expressed its willingness to release from classroom duty such a teacher as it deemed especially fitted to conduct the study of the causes of social failure on the part of the young people of the community. This study is aided and directed by Dr. May and the director of the Bureau of Character Education Research, who also agreed to devote two or three days each week to general supervision and to securing the cooperation of the various forces in the community including the churches, the newspapers, the libraries, and the various local community organizations.

With the opening of the schools the initial steps in the Norwalk program were taken. So large was the registration in Dr. Shuttleworth's class for teachers that it became necessary to conduct it in two sections. This same interest was shown on the part of the community at large. A course in character education in its relation to the home, the school, the church, and the community was carried on by the director of the Bureau of Character Education Research.

The Norwalk program was formally launched in October 1929, when with little time for advertising, about two hundred men and women interested in the welfare of the children of Norwalk came together. Albert B. Meredith, state commissioner of education, presented the program of the Bureau of Character Education Research, emphasizing the fact that this was a pioneer undertaking—that it would require the cooperation and patience of the community if anything of value were to result. Mark A.

May and Hugh Hartshorne of Yale both spoke in endorsement of the program. Following this meeting, Frank Shuttleworth of Yale University began his courses in character education for teachers and Mrs. Colton, while carrying on a broad survey of the present total environmental situation in Norwalk, offered to conduct informal discussion groups for laymen in order that an attempt might be made to get at a closer and more intimate contact with the general situation as well as to bring about an understanding on the part of parents and others interested in young people, since their individual problems were inevitably bound up in the general community problems.

This general survey led to plans for further procedure, which were submitted to the executive committee of the Child Welfare Council of Norwalk. This Council, organized about two years previous as a clearinghouse for general child welfare programs, seemed to be the logical group to work thru rather than to attempt to organize a new committee on character education. The plans follow:

First, that due to the geographical makeup of Norwalk, it would be necessary, in order to obtain the best results, to divide the general survey into several district surveys made by a series of maps indicating the following points: [1] A physical picture of each district listing schools, parks, motion-picture houses, poolrooms, gang meeting places, churches, Y. M. C. A., etc. [2] What character-participating opportunities thru juvenile programs are offered by schools, social agencies, and churches in each district? Ages and sex covered? [3] Map showing density of child population of school age. [4] Map showing density of wage-earning population. [5] Map showing foreign population. [6] Map showing business and professional groups. [7] Cases of delinquency or definite conduct problems as indicated in juvenile court or school records.

Second, a setup for study and action on problem of boy and girl employment, age group 14 to 16. [1] Survey of possible absorption points in industry and business for boy and girl labor, the research done by state department of labor. [2] Child accounting, followup, and guidance by organized local group from existing welfare organizations. [3] Cooperation of industry and business in developing and holding boys and girls from point of view of enlightened selfinterest by subcommittee of board of trade tied in with service clubs. [4] Adjustment of school program to provide guidance and training.

Third, it was suggested that, in order to further discover all the children of Norwalk, their social and economic background, we should make an attempt to secure the special cooperation and interest of those in charge of the coming United States census.

Fourth, earnest recommendation was made to the superintendent of schools and to individual parents who have long been giving unselfish effort to promoting the general wel-

fare of the school children of Norwalk, that organized cooperation between the homes and the schools be brought about by the organization of a local unit of the Connecticut Congress of Parents and Teachers.

With the close of these classes, attention and activity became directed towards the organization of an educational industrial committee as a means towards meeting a certain type of juvenile delinquent. It was found that many of the juvenile court cases had a similar background of unsatisfactory adjustment from school experience to that of wage-earning experience. The educational industrial committee was accepted as a subcommittee of the Norwalk Chamber of Commerce. Its personnel consisted of the superintendent of schools, two members of the board of education, the executive secretary of the Chamber of Commerce, three employers of labor, the judge of the juvenile court, and the director of the Bureau of Character Education Research, ex officio. At the request of this committee the state department of labor made a valuable survey of the absorption points in industry and business for boy and girl labor [14 to 16 years]. Cooperation of industry and business was asked in problems of adjustment and public interest was aroused which crystallized in the adoption by the board of education of an adequate appropriation for the development of a school program in guidance and training for 1931-32.

An extensive study of the programs being carried on by the fifty-one organizations represented in the Child Welfare Council of Norwalk was made. On the basis of this survey recommendations were made to the Council. Interesting and valuable discussion groups were organized in various "centers" for studying local problems. A new and completely equipped junior high school was opened at the beginning of the spring semester and a model program of extracurriculum activities developed.

The interest aroused by the Norwalk experiment and by a three-day conference in character education resulted in the launching of a similar project in the town of Stratford and in an increasing demand for extension courses from Yale University; in the introduction of a course in the state summer normal school, and an increased demand for noncredit courses thruout the state; and, finally, in a recommendation from the state Board of Education that the financing of the Bureau of Character Education Research be included in the educa-

tional budget of the state of Connecticut.

The organization of a child welfare council in Stratford came about as a direct result of the studies undertaken by the teachers and parent groups initiated by the superintendent of schools and directed by Dr. Shuttleworth and the director of the bureau. Invitations were sent to all social, religious, civic, and educational agencies of the community asking them to attend an open meeting at which time the desirability of organizing such a council was discussed. The need for a coordinating agency for child welfare problems was presented and a recognition of the community's responsibility for the solution of its juvenile delinquency problems was accepted. A request that an accredited representative from each organization be sent to the next meeting was received. The board of education voted to open any or all schools, with light, heat, and janitor service for after-school recreational activities if the community would provide leadership for groups using the school buildings. The director of the Bureau of Character Education Research was requested to act in an advisory capacity at all meetings of the Council which is to act as a clearinghouse for the various organizations represented in its membership; to study the underlying causes of the behavior problems of the young people of the community, and to recommend to the several organizations represented, constructive and preventive suggestions.

Seven major problems regarded by the Council as having important bearing upon local behavior problems have been undertaken by the local organizations to make individual or cooperative effort toward their solution: [1] vocational guidance and followup for children 14 to 16 who are leaving school for work; [2] playground equipment and supervision; [3] segregation and supervision for pupils of such low mentality that they cannot be taken care of in the public schools; [4] supervision of recreational activities for young men; [5] establishment of branch libraries; [6] dental clinic; and [7] sex education.

As an established activity of the state Board of Education, the program now includes service to the four state normal schools and a rapidly widening area of service thruout the state. The schools of the state and other community groups are ready and willing for some agency to aid in coordinating their efforts towards the development of a better citizenry. The public school is the logical and appropriate agency.

This little dollar



went to Market

It shivered a bit when it started. It was a timid dollar, scared of crowds.

When it got to the market-place, it saw a lot of signs. "Coats reduced." "Shoes at a bargain." "Hats at new low prices."

"Do these signs really mean what they say?" Dollar asked itself. "Because, if they do —"

Just then, another dollar came along looking like a dollar-and-a-half, all dressed up in new clothes and carrying a big basket of food.

"Oh, I say," cried the Timid Dollar,

"how can you afford all these new things?"

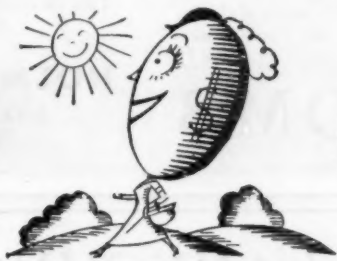
"Ha, ha," laughed the Dressed-up Dollar merrily, "go into the market-place and see!"

"Do those signs *really* mean what they say?" asked the Timid Dollar.

"Yes, they do! And the values are wonderful!"

With that, the Timid Dollar ran to the market-place, and came back looking like a dollar-and-a-half, too. By the time the envious Stay-at-home Dollars got to market, the signs were down and the prices had all gone up.

and this



is how

it came home

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things you need most at bargain prices, but you help provide a job for somebody who would otherwise have to depend upon charity.

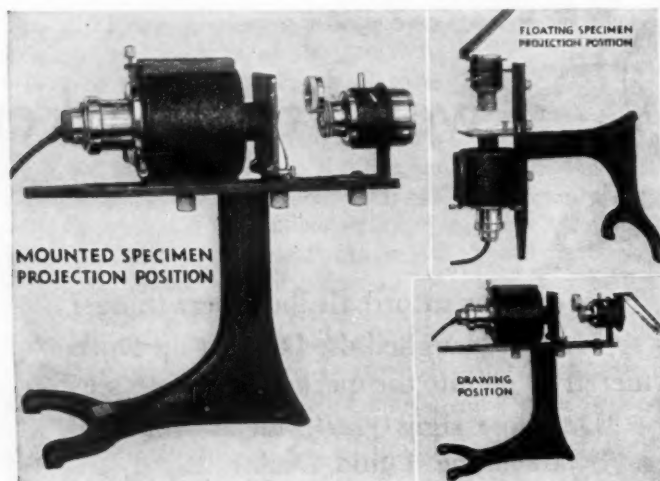
If you help put this other somebody to work, he can buy the things *you or your husband* makes or sells, and that will help *you* to have *more* dollars.

Think about this when you are tempted to say, "No, I can't afford that now."

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NOTES and ANNOUNCEMENTS

[Continued from page 38]

OREGON—Ashland, Bellview; Grants Pass, Washington Junior High; Lookingglass, Lookingglass; Salem, Garfield.

PENNSYLVANIA—Ambridge, Fourth Ward, Harmony, Liberty, Senior High, Anthony Wayne; Clinton County, Clinton County Public Schools, Avis, Beech Creek, Bitumen, Castanea, Clintondale, Drury Run, Farwell, Flemington, Loganton, Mackeyville, McKinney, Mill Hall, North Bend, Renova, Salona, South Renova, Tylersville, Westport, Woolrich; Erie, Harding Annex, Tracy; Harford, Vocational; Hazelton, Arthur Street, D. A. Harman Grade, Walnut Street; Manheim, High; Millersville, Manor Township High; Pittsburgh, Washington Trade; Reinerton, Porter Township Schools; Summit Hill, Summit Hill Public Schools, Grade, Junior High, Senior High; Tioga County, Tioga County Public Schools, Blossburg Borough High, Bloss Township Grade, Bloss Township High, Blossburg Borough Grade, Brookfield Township, Charleston Township High, Charleston Township Grade, Chatham Township High, Clymer Township Grade, Clymer Township High, Covington Township, Delmar Township, Duncan Township High, Duncan Township Grade, Elk Township, Elkland Borough High, Elkland Borough Grade, Farmington Township, Gaines Township High, Gaines Township Grade, Hamilton Township High, Hamilton Township Grade, Jackson Township Grade, Jackson Township High, Knoxville Borough High, Knoxville Borough Grade, Lawrence Township, Lawrenceville Borough High, Lawrenceville Borough Grade, Liberty Borough High, Liberty Borough Grade, Liberty Township, Mansfield Training, Mansfield Junior High, Mansfield Senior High, Middlebury Township, Morris Township High, Morris Township Grade, Nelson Township High, Nelson Township Grade, Osceola Township, Putnam Township High, Putnam Township Grade, Rutland Township, Shippen Township, Sullivan Township, Tioga Borough High, Tioga Borough Grade, Tioga Township, Union Township, Ward Township, Wellsboro Bor-

ough High, Wellsboro Borough Grade, Westfield Borough High, Westfield Borough Grade, Westfield Township; West Pittston, West Pittston Public Schools, High, Junior High, Linden Street, Luzerne Avenue, Washington Street; Williamsport, J. Henry Cochran, Abraham Lincoln, Samuel Trauseau; York, Phineas Davis Junior High, Duke Street, Roosevelt, Edgar Fahs Smith Junior High. RHODE ISLAND—Providence, Berkshire Street, Point Street. SOUTH CAROLINA—Clinton, Clinton Public Schools; Early Branch, Gray's Consolidated High; Goldville, Goldville; Laurens County, Thornwell Orphanage. SOUTH DAKOTA—Lead, Assembly Hall. TENNESSEE—Memphis, A. B. Hill. TEXAS—Dallas, Oak Cliff High. UTAH—Fountain Green, Junior High; Salt Lake City, Longfellow. VERMONT—Burlington, Converse. VIRGINIA—Bristol, Robert E. Lee; Norfolk, Ballentine, Chesterfield Heights, Patrick Henry; Portsmouth, Thomas Jefferson. WASHINGTON—Everett, Jefferson; Millwood, West Valley High. WEST VIRGINIA—Charleston, Capitol, Littlepage, Special Teachers and Supervisors, Sunrise, Sunset, Truslow; Owings, Owings; St. Albans, Carter Woodson. WISCONSIN—Madison, Brayton; Manitowoc, Office of County Superintendent of Schools, Woodrow Wilson Junior High; Racine, North Racine, Washington; Sheboygan, South Side Junior High; Superior, Nelson Dewey, John Ericsson, Franklin, T. O. Howe, Itasca, Lincoln; Wauwatosa, Special Teachers and Supervisors. WYOMING—Cheyenne, Administration; Orpha, Grade; Superior, Superior Public Schools.

For the New Year—Let me do my work each day; and if the darkened hours of despair overcome me, may I not forget the strength that comforted

me in the desolation of other times. May I still remember the bright hours that found me walking over the silent hills of my childhood, or dreaming on the margin of the quiet river, when a light glowed within me, and I promised my early God to have courage amid the tempests of the changing years. Spare me from bitterness and from the sharp passions of unguarded moments. May I not forget that poverty and riches are of the spirit. Though the world know me not, may my thoughts and actions be such as shall keep me friendly with myself. Lift my eyes from the earth, and let me not forget the uses of the stars. Forbid that I should judge others, lest I condemn myself. Let me not follow the clamor of the world, but walk calmly in my path. Give me a few friends who will love me for what I am; and keep ever burning before my vagrant steps the kindly light of hope. And though age and infirmity overtake me, and I come not within sight of the castle of my

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dreams, teach me still to be thankful for life, and for time's olden memories that are good and sweet; and may the evening's twilight find me gentle still.
—Max Ehrmann.

A fine expression of teacher loyalty—The list of 100 percent schools published in this number of *THE JOURNAL* is the longest list which has ever appeared. This is a fine expression of the devotion, vision, and loyalty of the teachers of America.

An invitation to visit headquarters—Many of those who will attend the sixty-second annual convention of the Department of Superintendence in Washington, February 20-25, will see for the first time the new seven-story headquarters building of the National Education Association at 1201 Sixteenth Street, Northwest. The headquarters staff of the NEA will be at home to all members of the Department of Superintendence throughout the week.

The NEA convention at Atlantic City—The National Education Association will hold its seventieth annual convention at Atlantic City, New Jersey, June 26 to July 1. President Florence Hale plans a program which will include discussions of many modern trends in education.

Headquarters for the Department of Secondary-School Principals during the February meeting in Washington will be the Wardman Park Hotel. Members can secure rooms by writing directly to the management.

Depressions blamed on sociological superstitions—"We do not need to have a 'wet' world or a business world that is a disgrace or a world stained with blood if we do not want it," declares Professor Charles A. Ellwood of Duke University. Professor Ellwood blames sociological superstitions for the war and the depression. "Human relations," he insists, "are products of culture. The conflict of cultures can be overcome. Men can live together successfully, not thru conflict, which is destructive, but thru cooperation. That people can live by despoiling others is the illusion of history. We have followed the pagan instead of the Christian pattern with its golden rule, law of love, and law of service. The profit motive is just as degrading in business as in preaching and teaching."

History in the making—A unique opportunity to follow history in the making will be presented by the World Disarmament Conference which starts its sessions under the auspices of the League

[Continued on page A-10]

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[Continued from page A-9]

of Nations on February 2 at Geneva. The peace of the world, the status quo regarding the Treaty of Versailles, and international economic recovery appear to be somewhat at stake as the statesmen of the world gather to discuss the armaments situation.

The JOURNAL's Roll Call—Be sure to read the Annual Roll Call. It is a great record of achievement under difficulties. You will discover points which may be of value in your own state.

In response to the request for a summary of educational progress the following answers were received after the Roll Call pages were on the press:

New York—Revision of curriculum in teacher-training institutions. Higher professional standards for elementary- and secondary-school principals. Increasing attention to pupil activities and to adjustments to meet individual differences. Continued development of central rural schools.—George M. Wiley, assistant commissioner.

Wisconsin—Teachers and administrators all taking great interest in the new education in which the emphasis is shifting from subject-matter to growth. It is the dominant note at every conference and is being fostered by the department of public instruction.—John Callahan, state superintendent.

Enlightened optimism—In an address, "A Plea for Enlightened Optimism," delivered over the radio as a part of the American Education Week program, Secretary J. W. Crabtree points out that during this time of economic crisis we need optimism—not blind optimism, which "refuses to face a situation," denies facts; and appeals to emotion—but rather, enlightened optimism, which "is based on reason; has vision and leads to action; believes in democracy and has faith in the people. This latter form of optimism," he adds, "recognizes the need of attention to budgets in a crisis, but it does not begin by reducing labor to less than a living wage, simply to pay large dividends on watered stock. It does not begin by reducing teachers' salaries already low. It thinks before it allows itself to weaken the schools, our first and last line of defense. It would not allow the common schools of the nation to be crippled, for we must look to them for the training in skill and in character to enable us to rise above the present conditions."

An excellent record—The Dallas, Texas, Grade Teachers Council has a membership of 772 elementary teachers; by December 1931 the percent of council members in the NEA was 99. There are three life members. Of the forty-eight elementary schools in Dallas, thirty-three are 100 percent in membership in the National Education Association.

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Such examples of loyalty and devotion are an inspiration to the teachers of the nation.

State superintendents' meeting in Washington—The National Council of State Superintendents and Commissioners of Education met in Washington December 7 and 8 under the presidency of Superintendent John Callahan of Wisconsin. Problems of school finance were especially prominent in the discussions. The meeting was unanimous in its objection to contests in the schools and asked the George Washington Bicentennial Commission to change its plans so that the states would not be asked to sponsor oratorical and essay contests. State Superintendent W. F. Bond of Jackson, Mississippi, was elected president of the group for 1931-32.

Six rules for picture shows—What goes into the mind comes out in the life. Parents are learning thru bitter experience that vicious picture shows weaken and destroy character. Here are a few good rules to send home to parents:

- [1] No picture shows for children under 10.
- [2] For other children, only carefully selected shows that do not drag in objectionable themes.
- [3] Not more than one show per week.
- [4] No shows on school nights.
- [5] Parents to go with children whenever possible.
- [6] More educational films in schools and churches.

An important January date—January 16, 1932 will mark the 13th anniversary of the date when the Eighteenth Amendment was ratified by the 36th state. One year later the Amendment went into effect. A number of the states have laws which require the observance of this date as *Temperance Day* when special attention is paid to temperance teaching. Every school can well afford to observe this date as a landmark in the history of the rights and privileges of children. Many of the state departments of education have published helpful material for temperance teaching. Write to your own state department for this information. A set of 14 posters dealing with this topic may be secured from the National Education Association for \$1.

The best school years—These three school years, 1929-31, have been by far the best of any three years of the sixty-seven years that I have been professionally interested in American education.

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[Continued on page A-12]

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[Continued from page A-10]

cially, to individuals and communities.—Dr. A. E. Winship in the *Journal of Education*.

Worth it—An unemployed California teacher recently sent in her \$2 membership fee accompanied by this remark: "Since I am unemployed this year, this renewal costs me two mighty precious dollars—but I think it's worth it."

The schools and unemployment—"If the 1930 ratio percent of school attendance to population for persons 16 and 17 years of age had remained the same as for 1920, more than 671,000 young people now attending school would be out of school and would be potential competitors with the adult group for employment." This statement was made by Dr. Maris M. Proffitt, federal Office of Education consultant and specialist in guidance and industrial education.

The President's Organization on Unemployment Relief suggests that every effort be made to retain children and young people in school during the second semester of this school year because industry cannot absorb new recruits at the present time.

An encouraging sign—Pledges to abstinence and support of the 18th Amendment signed by 1,040,000 young people were brought to Washington in

December. They made a powerful impression. Are you giving your young people leadership in this matter?

Cities that have maintained teachers' salaries—Since this page was published in THE JOURNAL for December, word has been received from the Mansfield and Toronto schools in Ohio and the Oswego, New York, schools that their salary schedules have been maintained. THE JOURNAL will be glad to hear of other cases of this kind. Tulsa, Oklahoma, was reported on this page as having maintained its salary schedule; Tulsa granted its regular salary increments and then made a ten percent reduction in the salaries of all employees.

Foreign education specialist named to Office of Education staff—Alina M. Lindegren, for the past three years instructor in medieval history and modern European history at State Teachers College, Superior, Wisconsin, has been appointed to the federal Office of Education foreign school systems branch as specialist in Western European School Systems.

An insult to Congress—The radio power trust group is counting on the gift and favor form of bribery as a means of preventing legislation which would bring radio under control. The following is from an article by Sol Taishoff in

Broadcasting for December 1, 1931:

Nor are the broadcasters without their friends on Capitol Hill; radio as a campaigning medium is only too valuable to political candidates. They know it, for they are regular seekers after favors from the radio people.

The editorial page of this same magazine also has this to say:

Broadcasters should realize that in their stations they have political media that are absolutely necessary to candidates. Those candidates, in our experience, become staunch friends of radio, once they have used the medium for campaigning purposes—whether they pay card rates for the privilege or not.

Food and nutrition of our children—Appreciating the paramount importance of the food and nutrition of our children, the President's Organization on Unemployment Relief in cooperation with representatives of national organizations offer the following recommendations to communities that are striving to meet the emergency problem.

The recommendations: [1] It is by far the best practise, wherever possible, for children of needy families to be provided with proper food in their homes. [2] In providing supplementary food for children thru school lunches, there should be the *closest possible cooperation* with the home and with the recognized agencies in the community. [3] Where school lunches are provided, it is important that the educational aspects be maintained and that any free lunches be based upon the actual need because of lack of funds of the family. [4] In order to safe-

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guard the nutrition of our children, every effort should be made to claim the services of physicians, nurses, nutritionists, and other individuals with special training along these lines.

International affairs studied—In the accredited undergraduate colleges of the country, 3720 courses in international affairs are now being taught each year, according to a survey made recently by Farrell Symons. The courses represent 13,180 credit hours of study in these institutions.

A summary and interpretation of the survey together with an introduction by Prof. James T. Shotwell of Columbia University has just been published, and further particulars may be secured by writing the World Peace Foundation, 40 Mt. Vernon Street, Boston, Massachusetts.

Teachers of Spanish may be interested in the seminar in the Caribbean which will be held from January 23 to February 10. For information write Hubert C. Herring, Executive Director, 112 East 19th Street, New York, N. Y.

Every American is entitled to a good home—The President's Conference on Home Building and Home Ownership, which met in Washington, D. C., December 2-5, 1931, set forth the following fundamentals as the findings of its experts during the past year:

- [1] Each city and community should have a master plan.
- [2] Each city should be zoned.
- [3] All new homes, irrespective of the income of the family, can and should be of good design and sound construction.
- [4] Soundly built homes can and should be rendered available to all home buyers.
- [5] Home ownership should be a possibility at some time in the life of every thrifty family.
- [6] An adequate system of credit for the financing of homes should be established.
- [7] Old homes should be brought up to standards.
- [8] Slums and blighted areas should be eliminated.
- [9] Industry, so far as practical, should be decentralized.
- [10] Welladvised, large-scale housing operations should be facilitated.
- [11] Homes should be freed from excessive burdens of taxation.
- [12] Beauty as well as utility should be made available within the home and its surroundings.
- [13] The conveniences, protection, and opportunities enjoyed by the city dwellers should be rendered available as rapidly as possible to the residents of rural districts.
- [14] Work centers for household operations should be efficiently planned and equipped.
- [15] There is need of better framed and better enforced legislation with regard to all types of housing for the protection of the home and the community.
- [16] The need of development of further research information service and public education.

[Continued on page A-14]

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[Continued from page A-13]

[17] The promotion of home ownership and better homes is the prerogative of all civic leaders and of citizens.

The importance of parent-teacher associations—Are you doing your part to maintain and strengthen the work of parent-teacher groups? It is especially vital at this time that state and national dues be fully paid. Unless the state and national movements are kept strong, local support of the schools will suffer.

The schools are winning out—By refusing to renew subscriptions to periodicals which carry tobacco advertising and by having student committees write to such magazines protesting the practice, the schools are leading the way toward higher standards of journalism. The best magazines are now dropping such advertising. Homes are also joining in the movement to refuse patronage to such periodicals.

Childhood and the depression—A comprehensive treatment of the serious financial depression facing the public schools of the nation is found in the recent study, *Childhood and the Depression: A Look Ahead*, prepared by the Research Division of the National Education Association. Copies of this book at twenty cents each may be obtained by writing the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Those teachers preferred who do not smoke—The board of education in Red Lodge, Montana, has adopted a resolution against teachers who smoke. They give preference in employment to those who do not smoke and, as originally proposed, the policy was intended to apply to women teachers but it now applies with equal force to teachers of either sex.—*North Dakota Teacher*.

"Psychology of the School Subjects," The December *Review of Educational Research*, is now ready for distribution by the National Education Association.

School head recognizes need for educational organizations—Joseph Rosier, president of the Fairmont State Teachers College in West Virginia, writes as follows to Secretary Crabtree in commenting on a letter which was written

to the Trenton board of education upon the death of Superintendent Bickett:

I was very much pleased with the letter that you wrote to the members of the board of education in Trenton, New Jersey. Undoubtedly school administrators throughout the country will be called upon to face very serious situations in the next two or three years. This is the greatest reason for maintaining our educational organizations. We will all need the support of our great state and national associations.

Improving in health—As we go to press, word is received that United States Commissioner of Education, William John Cooper, and Superintendent Robinson G. Jones of Cleveland, are recovering in health. They are at their offices a part of each day.

High-pressure breakdowns—A noted physician in commenting on breakdowns which are occurring in large numbers during middle life lists the following factors as contributing to this result:

- [1] General physical fatigue, due to hard work, loss of sleep, and the like.
- [2] Working when suffering from illness.
- [3] Playing when you should be resting.
- [4] Auditory fatigue, due to noise.
- [5] Optical fatigue, due to overuse of the eyes or to seeing too many moving objects in one's environment.
- [6] Living or working in bad air.
- [7] Overindulgence in tobacco and alcohol.
- [8] Peristaltic fatigue, due to incorrect diet.
- [9] Chronic carbon-monoxide poisoning from automobile exhaust.
- [10] Repercussions from the World War.
- [11] Rundown states still existing in those who had influenza during the epidemics.
- [12] Chronic focal infections, teeth, tonsils, sinuses, intestinal tract.
- [13] Marital-incompatibility fatigue.

Teachers and pupils hold the line—The Harbor Special Schools, Ashtabula, Ohio, were faced with a \$31,000 deficit in income, and it was planned to shorten the school year one month. Teachers and pupils voluntarily and unanimously took the lead to handle the situation. The teachers will give their full time for one month without compensation; the pupils will assume responsibility for the supervision of study halls and gymnasium.

Bicentennial material—Thirty-seven pageants and plays depicting the life of George Washington and his time, prepared by the United States George Washington Bicentennial Commission, will be distributed free upon request at the headquarters of the Commission in the Washington building, Washington, D. C.

A nationwide observance—Child Labor Day, 1932, will be observed the fourth Saturday, Sunday, and Monday in January. For information write to the National Child Labor Committee, 331 Fourth Avenue, New York, N. Y.

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