

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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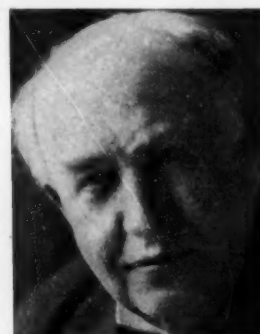
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The Unconquerable Spirit of the Teachers

EACH MAIL brings to the headquarters of the National Education Association additional records of loyalty and devotion on the part of American teachers.

When last summer the government asked the schools to keep young people in high school and college for an additional year, the response was immediate and generous. Extra seats were installed; halls were turned into classrooms; double shifts were established; extra time was given by teachers. Thus were young people freed from the curse of idleness, given constructive activities, and kept off a labor market already swamped.

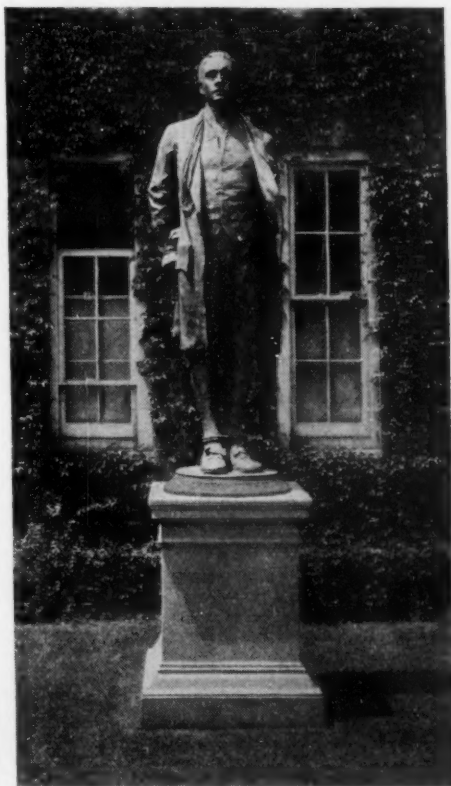
When banks went to the wall, carrying with them the public funds of the schools, teachers went on month after month keeping the schools open, working without pay, boarding themselves as best they could, faithful to the children and the community.

To the appeals for public relief funds teachers have responded generously. They have helped to organize and to lead relief movements. They have fed children by the thousands. They have given personal encouragement and help to families stricken with unemployment. Thus they have made the school perhaps the greatest single stabilizing force during this time of stress and storm.

There have been thousands of schools closed, particularly in backward districts lacking teacher tenure. Disgraceful as this practise is, it remains the exception to prove the devotion of the people to their schools. Much more often both public and teachers have risen above difficult circumstances.

When the wornout tax system in district, county, city, or state failed to supply the needed funds, teachers have been

ready not only to go half way but yet a second mile. In city after city when boards of education, unwilling or un-



THIS STATUE of Nathan Hale stands on the campus at Yale. Nathan Hale, teacher and Revolutionary patriot, had been sent behind the British lines to get information when caught as a spy. As he faced the firing squad, he was asked if he had any last word. He replied, "I only regret that I have but one life to lose for my country." Such is the spirit of the teacher.

able to lower salary schedules already too low, have, in considering ways out, proposed even to shorten the school term, teachers have risen to the occasion by making their contribution in money or in service.

To the teachers of Asheville, of Chicago, of Rochester, of unknown towns and cities thruout our broad land the profession may express its pride for their devotion and sacrifice.

Equally inspiring is the loyalty of teachers to their vital local, state, and national education associations. They have kept up their dues in spite of other demands, in spite of unemployment—even to the extent of drawing on past savings. And the associations have responded with a renewed consecration to their professional services.

America is safe. Business is good in the schools. A million teachers and thirty million youth march steadily forward—a living monument to a nation and a century that has the vision and the courage to put children first. Let the good work go on. Let every child be taught by his parents and led by his teachers to appreciate the glory of the pioneering spirit; to understand the sacrifice and hardship that go with great achievement; to realize that vast new frontiers of social, economic, educational, and spiritual possibility are yet to be explored and conquered; that for the youth of today willing to labor and sacrifice as did his parents of old there are opportunities such as man has never known before; that we shall find these opportunities as our fathers found them by devotion to human values as represented in homes, in schools, in churches, and in good government, adapted to the needs of the new day.

The unconquerable spirit of the teachers; the boundless energy of youth; the tradition of democratic opportunity; and our heritage of high ideals are panic proof. Upon that foundation let us continue to build for the better day.—J. E. M.

THE MEMBERS of the Rochester Teachers Association, recognizing the seriousness of the financial problem faced for 1932 by the Board of Education, came forward in this emergency and unanimously pledged a contribution of free service not to exceed 10 percent of the salary rate for the next school year, such free service to be given at the end of the calendar year 1932. This offer of free service originated with the Rochester Teachers Association and was presented to the board of education, which accepted it. "The spirit in which this pledge has been made can be expressed no better than in the words of one of the older teachers, who has given years of service to the city, and most of these years at a totally inadequate salary. As she signed her name to the pledge, she turned to her coworkers: "And that month of free service will be the best that this city has ever seen."—These quotations from a statement issued by the Rochester, N. Y., Teachers Association are an eloquent example of the way teachers rise to meet emergencies.

The Significance of the American High School

THERE IS imperative immediate need for interpretation of the school by every teacher. Are you helping your students, their parents, and your fellow citizens to appreciate the "earning power," the cultural lift, the democratic significance, and the civic importance of American free high-school opportunity? Point out the better health and longer life which people now enjoy. Point out the improvement in homes; the increased school enrolments; the wider interest in civic and social movements; the increased skill of our workmen; the growing development of architecture, city planning, and the fine arts.

Your high school counts—Do your students realize that they enjoy opportunities provided nowhere else? Do they know what their schooling costs? What it means to be freed from labor to be in school? That the high school is our most democratic institution? Try using as a textbook in one of your classes in history or civics Charles Hubbard Judd's *The Unique Character of American Secondary Education* published by Harvard University Press. Here are a few sentences from this book:

I believe in a system of secondary education which has universal accessibility and maximum flexibility. I believe that we should put forth in this country all the energy we can command in the effort to supply the oncoming generation with the most stimulating ideas that we can offer. I believe that this duty will be most fully discharged by *enriching the curriculum*. I do not believe that the highest form of training is secured thru mere sequential drill. I believe that it is possible to stimulate the minds of pupils to independent thinking and that such thinking is the highest achievement of an educational institution. I believe in local control guided by science. Above all, I believe in giving the people of this

country a clear idea of the virtues and advantages of our educational system. I believe that a discussion of American problems can be car-

THERE IS vaguely in the minds of all Americans a respect for education. That is the reason why parents make sacrifices, and pupils flock into the schools. This vague notion needs to be cultivated and made into a vivid, conscious recognition of the meaning of what is going on in the unique high schools of the United States. ¶ I advocate direct instruction in the meaning and value of American opportunities. I do this the more earnestly because I believe that the next generation is certain to go farther than we have gone in developing educational opportunities for all classes of people.—Charles H. Judd in *The Unique Character of American Secondary Education* p51.

ried on in such a way that the young people in the schools will have a true idea of their privileges and opportunities and the public will be willing to support adequately the experiment of universal secondary education.

In this faith, I am confident that it is the duty of all who are aware of the magnitude and importance of this enterprise to turn away from trivial criticism and from speculation as to possible abandonment of the present type of organization and to use all the energy that is available in bringing into the present system the most highly trained leaders that can be provided.

Will schoolboards hold the line?
—The magnificent service, the sacrificing

leadership, and the clear vision of our best citizens on boards of education are helping thousands of schools to hold their own and make new advances. Have you helped your students and your community to appreciate the services of schoolboard members?

The teacher as a citizen—The teacher whose civic leadership on behalf of the best things is wellknown in the community is thereby stronger in his educational leadership and influence. Both the school and the home can make the greatest gains only by lifting the whole level of community life to a point where no child is degraded by adverse community conditions.

Are you molding public sentiment?—*Public sentiment* is everything. With public sentiment nothing can fail; without it, nothing can succeed. Consequently he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.—Abraham Lincoln in debate at Ottawa, Illinois, with Stephen A. Douglas, on August 21, 1858.

Educational progress waits on you—Your very job as a teacher places you in an inescapable position of community leadership. Without taking that leadership you cannot develop those personal qualities that are necessary to vitalize your teaching service.

The young people will help you—Give your classes the back files of *THE JOURNAL*. Ask them to select material for your local newspaper, for the school paper, for class discussion. Ask them to suggest ways of making the schools better still. Have each student tell one citizen about his school.

YOUR LOCAL EDITOR WOULD ENJOY THIS—I have frequently declared myself a devotee of the belief so often expressed by others that education should be the main business of the state. I repeat what I have so often said, that education is the function of the *whole* state, to be exercised for the equal benefit of all children within its borders, and that the state could not absolve itself of this sacred duty by delegating to poor communities such a portion of the task as they do not and cannot perform because of the absence of taxable values in their midst. Just as, for the protection of the state, the rich man must be taxed to educate the poor man's children, so the rich community must help the weak. Not only is this sound public policy but its justness becomes the more apparent when we remember that fully one half of the children educated in the poor country sections spend their adult lives in the centers of wealth, which become the chief beneficiaries of rural education. Taxes must follow wealth; schools must follow children.—Extract from the inaugural address of Governor John Garland Pollard, delivered before the general assembly and the people of Virginia, Wednesday, January 15, 1930.

Shall Wages and Salaries Be Reduced?

THE EFFECTS of depressions on employment and wages are, of course, known to all of you in a general way. You know that when a depression comes employment is reduced. People are discharged or laid off. Those who remain at work have their earnings reduced by working short time. Wage rates are cut, and those of the unemployed who get new jobs must take them at lower pay. One does not need to be an economist to know that these are the effects of industrial depressions.

But tho we all know these obvious effects, what are the remedies that we advise and adopt to overcome them? We advise and we practise economy. Business men lay off more people, work more short time, reduce wages more. And we tell the government to do the same: to spend less, to cut salaries, to lay off employees. In other words, we believe the best way to overcome the problems of reduced employment and wages is to go on reducing employment and wages some more. For people who are suffering because they have lost wages and income we prescribe more of the same medicine.

Can you imagine any greater miracle than that employment and wages should be restored by reducing employment and wages more and more? If recovery actually comes by this method we shall witness a miracle the equal of which is hardly to be found in the holy books of any nation. But whether recovery results from this policy, or does not, our present belief that more unemployment and more losses in wages are a cure for unemployment and wage losses would seem to mark the limit of faith in miracles. However, as G. K. Chesterton has recently pointed out, the depression itself is a miraculous phenomenon surpassing any of those recounted in biblical narratives. No miracle in the Bible asks us to believe that people were ever faced with starvation because they had too many loaves and fishes. If we were not living thru the present depression, it certainly would be unbelievable that hundreds of thousands of people should be without food because too much wheat and corn and milk had been produced.

Why do we believe in, and why do we perform, such miracles? There are many reasons, no doubt. But one of the most important is our naive faith that something to which we have given the high-sounding name, "natural economic law,"

knows better than human beings do what is best for mankind. A famous forecasting and statistical organization, much

IF an unfortunate experience teaches us a lesson, we may be repaid for the disaster. Is America learning the lessons of the present depression? There are some indications that she is not. Is there any adequate movement to curb vicious stock-gambling or New York domination of the country's financial structure? Is there any adequate effort to make capital, which collects the large interests, watered stock, and increased values in good times, bear its share of the load in bad times? Are proper steps being taken to prevent such giant groups as the power trust from using their monopoly strength and highpowered lobbyists to further concentrate wealth in the hands of the few? These are questions of pressing immediate importance to teachers and to the homes from which their children come. There is a widespread movement now to reduce wages and salaries and thus to make workers take the loss which should come from dividends and interest. ¶In this article on the effects of the depression on employment and wages, a recognized authority on economics analyzes the situation. This address was delivered over the radio November 14, 1931.

patronized by business men, recently wrote to its subscribers: "The time-tested law of supply and demand must be allowed a free hand—monkeying with fundamentals will not hasten business recovery." Would any sensible person nowadays say that the time-tested law of gravitation must be allowed a free hand—to sink ships, to drop bridges, or to topple skyscrapers? So long as we stand in helpless, superstitious fear of economic laws, which are natural in only an aca-

demic sense, we shall believe in, and be witnesses to, economic miracles.

When we brush aside such superstitious fears and examine the facts of employment and wages in a sensible manner, we discover that they are governed by the laws of business and not by the laws of nature. And business, far from being natural, is about as artificial a contrivance as man has ever created to aid him in getting a living. Because business is interested in labor costs per unit of product, rather than in incomes for wage-earners and their families, our information about employment and earnings is tabulated and published after the manner of commodity statistics. Employment is reported by the day, week, or month. Wages are given by the piece, or per hour, per day, and per week. For buyers and sellers, these unit measures, comparable to the prices of commodities, are of great value. It is by watching such statistics that business men know when and how to cut wages and to reduce employment. But for a nation interested in work for its adult population, and in steady incomes the year around for all its people, such market measures are misleading, as will presently appear.

In 1929, our last prosperous year, the total earnings of those of our people who work for wages and salaries amounted to something like 55 billion dollars. In 1930, the first year of the depression, and before its effects had attained their full force, these wages and salary payments were reduced approximately 10 billion dollars. During the first nine months of the present year, payrolls have been about 30 percent lower than in 1929, and the multiplication of wage-cutting, following the example of the steel industry, as well as the seasonal decline in employment that usually comes during the winter months, will probably bring earnings for the year down close to 40 percent below 1929. This means that wage and salary payments will be between 18 and 20 billion dollars less this year than in 1929.

Ten years ago we had a similar depression. It did not last as long as the present one, but the effects were pretty much the same. The total wages paid were lower by more than six billion dollars in 1921 than in 1920; a reduction of 21 percent, while employment dropped 16 percent. For the major industrial depressions prior to 1921 we have but few

reliable statistics on which to base estimates. We know, however, that wages paid in manufacturing, transportation, and mining in 1908 were about 16 percent below 1907, and in 1894 they were 24 percent below 1892.

Now if we are to do anything to prevent or to reduce these losses and to safeguard the means of livelihood for the vast majority of the families of the nation, we must know whether the reductions in incomes are inevitable decrees of economic law, with which we must not "monkey," as the business experts put it, or whether our economic arrangements can be so changed and controled as to eliminate the poverty and suffering that the depressions bring upon us. Fortunately, the development of business management during the last twenty-five or thirty years offers us a clue to the answer to this question.

Economists often say that business executives, captains of industry, or, in the terminology of economics, the "entrepreneurs," are the pay-masters of the nation. They pay out not only wages and salaries to employees, but also interest to investors, dividends to stockholders, rent to landlords. If we examine what happens in times of depression to these different kinds of income, it becomes plain that our pay-masters have somehow managed to guard those who invest capital in industry against losses of income such as the workers suffer.

In 1930, for example, while the workers' earnings were reduced by 10 billion dollars, the payments made by business corporations in interest on bonds and dividends on stock actually increased by 900 million dollars. Interest payments alone were 270 million dollars greater in the first year of depression than in the prosperous year 1929. Dividends paid on stock in 1930 were more than 600 million dollars above those paid the preceding year. We are now in the second year of the depression, and while our pay-masters have found it necessary to reduce wage payments by about one third, they have managed to increase their interest payments for the first eight months of the year 100 million dollars over the amount paid in the corresponding months of last year, and 300 million dollars over the same months in 1929. Dividend payments this year have declined to some extent. Up to and including August, total dividends paid were about 200 million dollars less than for the same period in 1930; but they were still 600 million dollars more than the dividends paid at the height of prosperity in 1929. Turn-

ing to the depression of 1921 we find that much the same thing happened. While wages were reduced 21 percent, interest payments increased in the depression by 71 million dollars over the preceding prosperous year. Dividend payments were maintained in 1921 to within 5 percent of the amount distributed in 1920. And as final evidence of what our business executives have done to stabilize prosperity incomes, we have the fact that in every single year from 1909 to date, interest payments increased over the preceding year, regardless of prosperity or depression, and regardless also of the changes in value of the dollar.

In the depressions of the nineteenth century business proprietors, bondholders, stockholders, and wage-workers all suffered alike; there was a universal lowering of standards of living. In the twentieth century, however, business managers have learned how to stabilize interest and dividends; and, apparently, the more responsibility they have come to feel for maintaining the incomes of investors, the more they find themselves under the necessity of reducing the wages of their employees. *Why should natural economic law require that wages be reduced drastically in times of depression, while incomes in the form of interest and dividends must be increased, or maintained as closely as possible to the levels of the years of prosperity?* Bear in mind that dividends are profits and the system of private enterprise assumes the profit-maker will bear the inevitable risks of business. The wage-earner is supposed to take no business risks.

It is in this connection that the misleading nature of our wage statistics becomes most evident. In order to save money on the wages bill so that interest and dividends may be paid, many employers compare wage rates with commodity prices and tell us that wages must be adjusted to the reductions in prices. But wages in terms of the earnings of working people are already 35 percent below 1929, whereas cost of living has declined less than 15 percent. Moreover, efficiency and productiveness of workers employed have measurably increased during the last two years.

To a worker whose earnings have been cut in half by unemployment and part-time work it must seem like a grim joke to get an additional wage reduction because living costs have declined 10 or 15 percent. The result of wage-cutting in past depressions was always to push wages down lower than living costs de-

clined; in other words, to reduce standards of living. Real wages, or the purchasing power of money wages, fell 16 percent in 1921, and 12 percent in each of the depressions of 1908 and 1894. This may have been necessary when interest and dividends were cut as drastically as wages. But, today, it is important to note, if wage-earners' incomes are cut it is done in order that the incomes of bondholders and stockholders may be paid.

I conclude, therefore, that the effects of depressions on employment and wages are not brought about by any unseen force or natural law, but by human beings in the form of employers and directors of corporations, who wish to accomplish certain definite, human purposes. They choose to maintain the incomes of those who invest money in industry because they think that the maintenance of the property investment is more important than the maintenance of the labor investment. When they come to feel that incomes for wage-earners and maintenance for the families dependent on them are as important as interest and dividend payments, they will stabilize wages too.

Already we have had two such depressions in the present century; and one must be blind indeed to the conditions of modern economic life to believe that this is the last of the depressions. It is well to talk about making work steady, but who believes that efforts in this direction will provide a job in the future for every family breadwinner that is able and willing to work? We will emerge from this depression, of course; but just as surely as prosperity is bound to return, so also is depression, unemployment, and loss of livelihood for millions of wage-earners bound to return.

It is necessary, therefore, that the citizens and taxpayers of the country serve notice on American industry and its managers that we do not propose in future depressions to subsidize them by supporting their employees from private and public charity funds. *We must make it the duty of all employers of labor to carry insurance against the disasters that recurring depressions bring to their working forces.* When employers of labor can no longer depend on the community to maintain their workers in times of depression, they will find a way of providing unemployment reserve and insurance funds to put wage payments on at least as stable a basis as they have put interest and dividends.—William M. Leiserson, professor of economics, Antioch College, Yellow Springs, Ohio.

The Art of Living

HENRY TURNER BAILEY

HE WAS a quiet, deep-voiced youth with shining eyes, a teacher in a partially graded school in a small country town in mid-Massachusetts. A teachers' institute under the direction of the state board of education was in progress. The morning session was over. An enthusiastic young man had just finished speaking on the importance of drawing as a school subject.

The young teacher waited until he could meet the advocate of drawing. "I hope you will pardon me," he began, "but I wanted to show you the work of some of my pupils, and to ask you a few questions, if I might." "Good! Go ahead," was the cordial reply.

The conference lasted ten minutes. The supervisor was impressed. "Why don't you resign your position," he asked, "study at the Massachusetts Normal Art School and become a teacher of drawing?" The youth's face became radiant. "Do you think I could?" he questioned.

That noon he reported the suggestion to his father, an underpaid Baptist clergyman.

"Give no attention to the advice of that very young man," he almost commanded. "You have a good position, at an assured salary of \$750 a year and you would be foolish to leave that for an uncertain future."

Nevertheless the next September found the youth in the art school and in the months that followed he grew like a young pine. The days were all too short for him—observing, drawing, painting, reading, thinking about his future. He had no bad habits. Without tobacco or liquor or other dissipations he ran without encumbrance, clean limbed and swift, straight onward, distancing all his fellows. He continued his studies in New York and in Paris. He returned to find himself already in demand as a teacher of drawing.

Then, owing to his selfforgetful life as a student, working his way, living from hand to mouth on almost nothing a day, his health gave way.

He collapsed when visiting a friend in a seashore town. The friend summoned his family physician, who ordered complete rest, absolute quiet, and no food but milk. For three months he slept in that friend's house, read books from that friend's library every stormy day, sat

alone outofdoors in a sheltered sunny place in the woods every pleasant day, and drank fresh milk.



HENRY TURNER BAILEY, who prepared this article for THE JOURNAL during the summer, died on November 26. By a host of friends he was recognized as master of "the art of living."

Thus he regained his health, grew in knowledge, became enamored of the woodlands, and in addition fell in love with a charming country girl, who became his wife. He achieved success as a supervisor of drawing in his state, and in its capital city, and was then called to the most forward-looking and influential university in the Middlewest.

Now came the supreme test. Should he become a cog wheel in the complex machinery? Should he settle down contentedly in his place and let the mill grind? In the long run would that be a life worth living? Never! He and his wife had many a conference on the art of living.

They came to their decision. An arrangement was effected with the university, which enabled him to live in the city and teach during the winter quarter and the summer quarter, and to live in the country and paint during the spring and fall. This meant less salary but more freedom. It meant association with highly cultivated and keenly critical minds for half the year and quiet contact with the inexhaustible source of suggestion

for all the arts during the rest of the year. To paraphrase Ecclesiastes, it meant: A time to teach, and a time to learn; a time to plant and a time to consider that which is planted; a time to give, and a time to get; a time to speak, and a time to keep silent; a time to help others, and a time to be helped by the Infinite.

With their savings they purchased a rough hillside pasture in New England. Clearing a house lot, designing the landscape with its groves of maples, pines, and cedars, its tangles for the wild birds to enjoy, its orchard and gardens; laying out walks thru the woods and a driveway to the house, and the building of the house and studio, occupied heart, head, and hand for many and many a happy year.

Four times each year for a dozen years, they made the long journey gladly between their city apartment and their country home, one way with a hunger for the beautiful open country with its health and peace, the other with eagerness to share with avid students, their increasing intellectual and spiritual wealth.

Is it any wonder that Professor Walter Sargent of Chicago University grew annually in power and in reputation? With that double interest, that give and take, that diastole and systole of life, he was in harmony with the universal law of the world. He became not only one of the most influential teachers of art in the university realm but one of the best landscape painters in the teaching profession. His work had distinction. He became not only the author of authoritative books on art educational subjects but the object of admiration and love in the hearts of all who knew him.

And what a happy man he was! How broadly and joyously responsive to nature, the arts, the human world! He had learned the Art of Living. Its formula is very simple; anybody can follow it:

Accept thankfully what you are and what you have; and make the best of it.

Do the thing circumstances have led you to do to pay your bills, and the thing you most dearly love to do, to supplement, reinforce, and enrich your work.

Interrelate all the elements of your life to enable you to be of the highest possible service to your fellowmen.

Compete only with yourself and thank God for such an opportunity for growth!

The Significance of Home

THE MEANING OF INFANCY—In his great essay entitled *The Meaning of Infancy*, John Fiske points out the striking relation between the length of infancy and the heights to which man is able to rise. Biological organisms which are simple and have little to learn in order to maintain themselves upon the earth are able to reach maturity in a short time. Biological organisms which have much to learn require a longer period of immaturity. They are much more dependent upon their parents and even upon the group as a whole for their preliminary training and preparation. We may therefore look upon this lengthened period of social care for our youth as an opportunity to lift ourselves to yet higher planes in the scale of life.

We can test the life of the family and determine the value of its elements by asking whether and in what degree they minister to this end: the development of a steadily improving type of human being.

Educating for seven-point lives—That which parents and teachers supremely desire for their children is that they may become social beings willing to act with and for others while at the same time able to think and judge for themselves. They desire to educate a well-rounded personality as measured by the seven objectives of education: health; worthy home membership; mastery of the tools, technics, and spirit of learning; vocational and economic effectiveness; good citizenship; worthy use of leisure; and strength of character.

Permanent elements of family life—With the seven-point philosophy of life in mind parents and teachers are prepared to ask: *What are the elements of family life which among the changes of today we need most carefully to preserve in order to succeed in character development?* What is there in home life too precious to lose, of such high value that we should marshal every educational resource to conserve it?

Every teacher shares the privilege of helping the child to realize by example and by instruction that home comes first—that no other success or achievement is so important to the individual or to the race; no other so rich in abiding and worthy satisfactions as an excellent family life. As John Dewey has succinctly phrased it, "It is the duty of the school to deepen and extend the child's sense

of the values bound up in his home life."

The pressure to which the home has been subjected by changes that have taken place in other phases of life has in no way altered the basic human needs

THIS SERIES of articles prepared by the JOURNAL staff is published in the belief that every teacher of any subject or any grade shares the privilege and the duty of helping young people to appreciate their home life and to make it better. From the kindergarten thru college let there be emphasis on the importance of home. Let the teaching of the school be closely related to the home life. Let importance be attached to things children do at home. Let all the home arts and virtues be cultivated. The home is the richest soil ever given for the development of human life.

and desires which will always find their highest satisfaction in family life. Instead of making the home less necessary these changes have merely made it more necessary to a wellbalanced and happy system of life.

The first great element to be preserved in all family life is the power of the small group for purposes of character development. Character is developed thru living. It is positive, progressive, dynamic, joyous. The family provides for the child a friendly and hospitable environment for the development of his emotions and abilities, a secure relationship wherein he is loved, protected, and encouraged. The child wants to belong to a family. He wants his family to be as good as those of his friends. He needs the affection, the security, the encouragement of the family to fortify him for successful contacts in the outside world. Ideals of honesty, honor, justice, are best accepted from those most loved and trusted. In earliest infancy he takes his first unconscious lessons in the fine art of living with other folks as he relates himself to parents and to brothers and sisters.

The second great element to be preserved is the influence of the family for social training. The intimate relationships existing between parents and child are the first socializing influences of his early life. Thru these he learns the value of authority and personal liberty. In his book *Religious Education and the Family*, Henry Frederick Cope describes the home as "an ideal democracy, first, because it is a social organization existing

for the sake of persons. It is founded to bring lives into this world; it is maintained for the sake of those lives; all its life, its methods, and standards are determined, ideally, by the needs of persons. It is an ideal democracy, secondly, because its guiding principle is that the greater lives must be devoted to the good of the lesser, the parent for the little child, the older members for the younger, in an attempt to extend to the very least the greatest good enjoyed by all. Thirdly, ideally it is a true democracy in that it gives to each member a share in its own affairs and develops the power to bear responsibilities and to carry his own load in life. Thus the family group is the best possible training for the life and work of the larger group, the state, and for world-living."

The third great element to be preserved is the desire of the home to set spiritual values above material values. The material standards of the present age tend to measure the values of life in terms of dollars and cents. The home is the first foundation on which a great spiritual civilization can be built. It measures every member by his personal character; it prizes the economically worthless infant; its riches do not depend on money, but on the personal qualities of affection, kindness, generosity, and love.

And the fourth element in family life worthy of preservation is its opportunities for liberation and recreation. The increasing complexity of our modern civilization emphasizes the value of the home as a quiet center of life where troubles may be soothed and interests formed. Relaxation of tired nerves, opportunities for quiet study and planning, hobbies which vary the monotony of some types of occupation, proper diet and exercise for the maintenance of physical vigor, all these the home can provide. Within the family the child naturally finds intimacy and affection that provide a sense of security and emotional tone in his life. Aside from the opportunity for learning such useful qualities as unselfishness, honesty, and good sportsmanship, family recreational activities fortify the child for contacts with the outer, more impersonal world.

The home is the natural center of leisure. No other social center can replace it as a gathering place of friends and even more importantly as a family center of living.

Some Major Themes Underlying Instruction

EVERY TRULY EDUCATIVE EXPERIENCE should contribute to the development of broad generalized concepts and ideas which will enable the learner to understand the fundamental principles underlying the social and physical order. These major generalizations can be stated by mature individuals who have had a wealth of experience but cannot be transferred to others who lack this background.

A major theme that underlies all education is the concept that "man has made gradual but steady progress in gaining control over and using nature to his own advantage." This theme has controlled much of the thinking of the human race and runs thru all activities of mankind. The growing child can only vaguely sense the general idea and obviously is not able to appreciate its true significance. However, if this theme is kept in mind at all times by the teacher, educative experiences can be provided as the child grows and matures which will contribute to the enrichment and broadening of the concept.

The onesidedness of man's control over physical, social, and artistic phenomena which has brought him to the place where he sends his word around the world with the speed of light but ignorantly allows children to starve just as tragically as they did a thousand years ago—that onesidedness is a tremendously significant aspect of the major theme. One reason for this condition is the fact that man has used number, mathematics, and the whole galaxy of quantitative and experimental procedures in the task of extending his control over physical events but has neglected the quantitative methods in the realm of social, political, and economic affairs.

A comprehensive study of the contributions number has made to the progress of civilization suggests a series of major themes that might well underlie the teaching of arithmetic and mathematics. These themes would be the underlying ideas which the teacher should bear in mind to give point to her instruction. They should serve as one basis of guidance in directing the activities of pupils into worthwhile channels. The curriculum maker would be expected to develop a series of graded units of instruction based on suitable minor themes and list content, material, and experi-

ences which will develop in the pupil an appreciation and understanding of the real significance of the basic idea. As the pupil progressed from grade to grade, little by little the major theme would take on meaning and be built into his thinking and doing.

The following themes will suggest the kinds of major concepts, principles, and considerations which might underlie arithmetic instruction. Each will be illustrated by a variety of suggestions of units for several grade levels. Others will occur to the reader.

Theme one—Number is a device invented by man which enables him to deal in an *orderly* way with the quantitative aspects of the environment.

The key words here are "invented," "orderly," and "quantitative." Before the number system was invented, man could not deal with quantitative aspects of his environment in an orderly way. He had to speak in vague generalities. His thoughts were chaotic and disorganized. Many systems of counting have been invented by man, the last being our decimal system which is the simplest of all and the most efficient. No child could possibly be expected to invent such a system which was evolved by the human race over a period of thousands of years. He must be taught it and learn to use it. The number system is basic to all science. Medicine became a science when doctors began to count cases. Our method of numbering years, the numbering of pages in books, house numbers, telephone numbers, the numbers on automobile licenses are other concrete illustrations of the ways in which number enables us to deal with various conditions in an orderly way.

Theme two—Number has enabled man to deal with *precision* with quantitative aspects of the environment.

Measurement is one of the most important applications of number. The various units of measurement, such as the inch, the degree, and the ounce have enabled man to express his concepts regarding objects in a meaningful, precise way. Expressions such as "quite tall" or "rather short" are almost meaningless because of lack of a common standard among individuals as a basis of comparison. When we say that a person is five feet eight inches tall, we know exactly what is meant. Increased precision

has been made possible by the invention of smaller units of measure or by reducing units to fractional parts. We can thus measure the length of an object to the nearest yard, to the nearest foot, to the nearest inch, to the nearest tenth of an inch, and so on, depending on the degree of exactness with which we wish to measure. Inaccuracy of measurement is the consequence of lack of skill in applying the tools, failure to describe by reference to a standard, lack of insight as to procedure, inaccuracy of the measuring devices themselves, and the like. Without measuring devices, schoolbuildings could not be constructed, automobiles could not be built, and mechanical progress would be impossible. Man is always at work devising new ways of measuring the forces of nature and aspects of the environment which he cannot now understand because they cannot be measured. Ordinary description merges gradually into measurements as standards and comparisons become more and more accurate.

Theme three—Number enables man to deal *systematically* with quantitative aspects of his environment.

The number system is at the basis of such plans of systematic arrangement as the Dewey decimal system used in many of our libraries. Statistical tables, charts, graphs, and similar diagrammatic devices are convenient ways of arranging large bodies of data in a systematic way so that they can more readily be considered and interpreted. Organized tabular material, such as railroad timetables, catalogs, and the like are economical ways of systematizing much information. Budgets are systematic ways of allotting income and guiding expenditures. Our units of measurement enable us to collect systematic, accurate, descriptive data and to classify them on a logical basis, such as size, shape, weight, form, color, or length. The systematic methods of science have enabled us "to verify facts and to test by prophecy." The result is that the burden of fantastic errors, superstitions, fetishes, fantasies, and demons which have plagued the human mind has been greatly reduced. Science has added "enormously to the truth that men may learn if they will."

Theme four—Man has invented methods of *reducing the labor* of counting and computing.

It is obvious that man first counted. The labor of counting or comparing large numbers of objects or things in different places was very great and likely to be incorrect. The invention of the process of addition and subtraction of at first small groups of numbers, then of larger groups, followed. Multiplication, invented still later, is a short-cut method of addition, the use of which greatly reduces the labor of addition. Division is a short-cut method of subtraction which has likewise greatly reduced the labor of computation. The decimal system is much more convenient in computation than the system involving common fractions. Increasingly the labor of computation is being done by mechanical devices, slide rules, and the like. Tables containing information otherwise to be found by long laborious computations are available, such as interest tables, logarithmic tables, tables of trigonometric ratios, and tables of squares. To have a true appreciation of the convenience of such materials the pupils should have experience in performing some of the computations involved in them.

Theme five—Present-day measuring devices for dealing with quantitative aspects of the environment are the more or less perfected end products of a long series of social institutions.

Money was invented by man as a convenient basis of expressing value. It developed thru a series of successive levels, beginning with barter, then the use of objects such as beads, shells, claws of animals, wampum, then crude metallic forms, to our present system of money, which includes metals, paper bills, and indirect means of indicating value, such as bonds, trade acceptances, and bills of exchange. Similarly the clock as we have it today advanced from such crude units of measurements as moons, days, candle clocks, water clocks, sundials, sand glasses to the really wonderful, marvellously accurate timepieces of the present time controlled by electricity which can measure time in fractional parts of a second. A similar evolution has taken place in the development of units for measuring length, area, volume, weight, temperature, and the like. An appreciation of this evolutionary process should eventuate in the generalization that future improvements and refinements are likely and in many cases desirable. The pupil will thus be led to realize that we live in a world characterized by constant change.

Theme six—Number has enabled man

to gain increasing control over nature and to use the forces of nature to his advantage.

Man invented the magnetic compass which enables him to determine direction at any time. The woodsman, the mariner, and the traveler are safer because of this device. The aviator has measuring instruments which enable him to fly at night or thru fog with a minimum of risk. The thermometer enables man to take steps to regulate the temperature of foods in cold storage as a means of preventing their decay. The microscope enables the scientist to study minute germ cells and to determine their qualities. Medicine studies disease by determining its quantitative relationships and characteristics. The value of vitamins was demonstrated by experiments in which the diet of animals was rigidly controlled by careful measurement. The measurement of volume is involved in the control of ventilation and humidity. Money has provided a convenient basis of exchange whereby people living in one locality can procure from another necessities which they themselves cannot produce. Increased accuracy of measurement of the parts of machines has greatly reduced the damage caused by friction and the wear and tear of poorly fitted pieces.

Theme seven—Number has been an important element in developing cooperation among individuals, states, and nations of the earth.

When each town and tribe had its own system of money there was so much confusion that trading was difficult. No one knew the actual value of anyone else's money. To obviate this difficulty, tribes, cities, even nations finally agreed collectively to accept a uniform system of money, whose value ultimately was standardized and guaranteed by the state itself. An international system of stabilized money might be a solution of our present financial problems. The necessity of eliminating confusion in regard to railroad timetables led to an agreement to adopt the standard time belts which are now commonly accepted. The confusion due to lack of uniformity in systems of measurement among the nations of the earth led to the invention of the metric system which is now the accepted standard in all countries except Great Britain and the United States. Cooperation has also developed in other ways. Insurance is a form of cooperative risk taking and risk sharing. Banking is essentially a cooperative arrangement for

the more efficient handling and use of money. Taxation may be considered to be the means whereby members of society contribute more or less freely and willingly to the general welfare.

Theme eight—The intelligent consideration of accurate quantitative information should be the basis on which decisions are made as to the problems involved in the production, distribution, and consumption of the necessities of life.

To be able to arrive at satisfactory solutions for such problems as the following, the individual should have, or know how to secure, accurate, reliable information of a quantitative kind and the ability to interpret the facts rationally and correctly:

Which is most advantageous, to own a home or to rent one? Does an electric refrigerator cost more or less to operate than an icebox? What is a fair profit in business? What are the advantages and disadvantages of buying on the installment plan? How can one tell whether a given bank is a safe institution in which to deposit his savings? Is a certain investment likely to be a safe one? Why do we have sales? Are the data in a certain advertisement false or true? How can we so control production that the gluts of the market can be avoided? How can we insure more efficient expenditure of funds raised by taxation? Which is more economical, to buy in bulk or by the package? Which costs more, to make icecream in the home or to buy it? What foods are the most economical and at the same time have the greatest food value? What relation is there between weight and health?

Theme nine—Mathematics affords "an exact and easily workable symbolism for the expression of ideas" in a precise way.

Expressions such as average, median, mode, and standard convey simply and exactly ideas which it would be very difficult to express without these convenient symbols. Mathematical methods economize thought. The formula, for example, is a concise way of stating relations and gives a uniform method of procedure. The units of measurement make it possible to express accurately our observations. Our magazines, newspapers, and books contain discussions in which appear many new terms such as index figures of bank failure, car loadings, prices, and so on, each of which is the attempt to express concisely a series of complicated relationships. The correct understanding of such quantitative terms as bonds, stocks, margin, and the like involves not only a knowledge of their exact technical meanings but also of the psychology they may suggest, such as the glamour of vivid advertisements, the methods of high-pressure salesmen, and

the like. It is obviously important that the learner have experiences which will develop in him correct concepts and notions concerning current business practices and sound economic views.

Theme ten—Man has invented means of measurement sometimes as the need developed, sometimes out of mere intellectual curiosity.

It is believed that the idea of measuring area grew out of the need of some basis of assessing taxes according to the size of the piece of land involved. The length and width were measured directly. The necessity of measuring electricity resulted in the proposal of the "ohm," a theoretical unit. Because it was not possible to measure temperature directly, it was suggested that a unit based on the linear expansion of mercury be used, an indirect method of measurement based on length. When it was not possible to measure distance, for example across a stream, directly, indirect methods, such as those of trigonometry, were devised. Thus it is clear that measurement began with direct methods and because of their inadequacy in many cases, indirect methods of measurement had to be devised. Until quite recent years there was much confusion because of lack of uniformity from coun-

try to country in the standard units of measurement. Mathematicians are now at work attempting to devise units that may be universally applied. Speculation as to the size of the universe has led to the development of purely theoretical units which ordinary mortals consider in the spirit of humility and reverence.

Theme eleven—All intellectual achievement is based on ability to see relationships, which are clearly and accurately presented by mathematical techniques.

History has shown that man has always become confused when he deals with intricate relationships unless he has called mathematics to his aid. No one would think of Aristotle today as being an authority on physics, because modern physicists observe and describe physical phenomena by mathematical methods of which Aristotle never dreamed. Yet Aristotle's ideas about esthetics carry as much weight today as do those of modern students of esthetics. Why? Simply because the modern students of esthetics attack the problems of the science with no sharper, no more precise, and no more elaborate quantitative tools than those used by Aristotle. The lack of progress in social sciences is largely due to the fact

that we have not yet devised satisfactory quantitative methods of analyzing the phenomena in this field.

Theme twelve—A factor of overwhelming importance in the intellectual progress of the human race or of any individual is the ability to mark the boundaries of one's ignorance in any field.

For a man to recognize clearly what he does *not* know is the first step in intellectual achievement. To arrive at a solution to his difficulty he must know the procedures he may take to assemble data of a reliable, accurate kind and he must have the disposition and willingness to undertake the necessary steps. Any attempt to do this accurately leads inevitably to the measurement of possible errors. Mathematics is basic to the understanding, predicting, and correcting of errors. That individual has gone far along the path toward true civilization who has learned to judge as accurately as possible how wrong he *may* be in any situation or how likely it is that any particular set of data represents the truth. The mental attitude here suggested is that of "the suspended judgment" of the scientist, who cautiously seeks for further light.—Leo. J. Brueckner, College of Education, University of Minnesota, Minneapolis.

The Futility of Greed

PUT IT DOWN in simple words that our souls as well as our minds can understand—Our old world, built on greed, has smashed. The ruin that has come upon nations, upon classes, upon institutions, upon the dearly-held hopes of men is ruin that, ultimately, is wrought by greed. Let those who care to do so use what pretentious phrases they can muster to tell us why this disaster has befallen us—no matter how impressive the polysyllables, all that they mean in their essentials is this: the life of greed leads to destruction. Man's greed has proved man's ruin.

The service of government has been degraded into folly because it has been based on the assumption of the rule of greed. The political structure of the world is shaken today as never before; parts of that structure have already collapsed; other parts may collapse tomorrow. Why? Class interest; party interest; national interest—greed!

The amazing technical advance of the past decade has been robbed of its promise and made an agency of human demoralization because of an economic

and social order founded on greed.

The brotherhood of our races has been destroyed by greed. The progress of our moral reforms has been impeded or thwarted by greed. The service of our schools has been undermined by greed. The solemn responsibility of our press has been betrayed by greed. The noblest aspirations of our literature for truth and beauty have been prostituted by greed. The simplicity and stability of our homes have, in thousands and thousands of cases, been shattered by greed. Even the message of religion has been made of no effect by greed.

Millions of men now know this to be true. Millions, looking with despair upon the present desperate state of the profit-seeking world, are saying in their inmost souls, "Is there not some escape from this insanity?" Amid the blackness of the present hour this one broad beam of light *does* shine—more men than ever before know that the old order has failed; more than ever before begin to see, or suspect, that it must always fail.

The world around, men are working desperately today to repair the ruin into

which the present order, with its fundamental assumption of selfseeking, has betrayed us. Teachers, writers, committees, commissions, cabinets—all are working feverishly to get the nations back to a place of stable peace, and to get the workers back to a life of production and adequate reward.

But they do not go to the bottom of the problem. However much they may succeed in patching up the present breakdown political and economic and social arrangements of mankind they will not provide a lasting remedy. The system is bound to break down again, bringing human ruin—and on a vaster scale—in the days of their children and their children's children.

There is no need that men should go on living in such a world. There is a better world attainable—if they want it! It is not far-off, beyond the clouds of some fantastic future. It is right here, within sight, to be entered in and possessed at the moment we are ready to dethrone greed as the major premise of our living.—From an editorial in *The Christian Century*.

Developing and Selecting Textbooks

TIME was when the textbook business was dirty and corrupt. It has greatly improved during the past generation and is seeking to make still further advances in its relations with the schools and the public. A thoro analysis of the textbook problem is contained in the *Thirtieth Yearbook* of the National Society for the Study of Education, entitled "The Textbook in American Education." For more than five years the committee has studied the situation. The following 22 statements representing its unanimous judgment:

[1] The educational interest of the pupil must at all times be the primary consideration in appraising plans for making and selecting textbooks.

[2] The principle is cardinal that the selection of textbooks is the prerogative of the educative personnel of our schools. Hence the committee urges that educational administrators should defend their exercise of this prerogative against the claims or the interference of others, whether they be publishers, members of schoolboards, politicians, or other laymen. The committee believes that the superintendent should take the final responsibility in recommending textbooks.

[3] School administrators should be aggressive in demanding high standards of practise on the part of selecting committees and on the part of publishers and their representatives. The committee invites the Department of Superintendence of the National Education Association to frame standards of practise for the selection of textbooks and to place these standards in the hands of textbook publishers.

[4] The committee likewise invites publishers to frame standards of practise for their field representatives and to place these standards in the hands of school administrators and selecting agencies.

[5] Unethical practises are so clearly detrimental to the public welfare that, in the judgment of the committee, state or regional commissions representing the profession should be created which will be charged with the duty of investigating complaints, whether made against bookmen, schoolmen, or others, and with the further duty of making public all pertinent facts in the event that the complaints are justified.

[6] The cost of textbooks is so negligible a part in the total cost of education, especially when account is taken of the value of good textbooks, that further increase in cost is fully warranted where necessary to secure better instructional material for pupils.

[7] Free textbooks should be provided in all public schools in the interests of better educational opportunities for the children and of economy to the general public.

[8] State adoption of textbooks often gives rise to questionable practises in connection with the selection and prescription of the texts. This committee believes that our pro-

fession should seek to modify existing legislation in such a way as to eliminate these practises. The committee believes, indeed, that the state is not a desirable unit for textbook adop-

TEXTBOOK BEGGARS—Why shouldn't a superintendent ask for a sample automobile before he buys a school bus? Or a sample talking machine before equipping his school system? Or a sample moving picture outfit? Or a sample workbench? Of course, these cost money—but so do sample textbooks, and in the end someone has to pay the bill. Scattering free samples far and wide is a gift and favor form of bribery. Begging free samples from helpless publishers is a form of thievery. It takes the profit on twenty sales to pay for one free sample. But the real loss lies elsewhere. It is the loss of self-respect and the decay of common honesty that goes with begging and trying to get something for nothing. It is better to earn what one wants and to pay for what one gets. The cure for this ill of textbook begging is very simple—let the teachers quit begging; let the publishers politely quit giving away. Our mutual selfrespect is worth more than a few free books.—J. E. M.

tion, that, on the contrary, the unit for adoption should be the local unit of school administration and supervision.

[9] State publication of textbooks is unwise, uneconomical, and educationally unsound. Our profession should continue to resist its extension.

[10] In making the two preceding statements with respect to state adoption and state publication, the committee does not wish to be interpreted as condemning the principle of state uniformity in courses of study; the committee recognizes that many facts, particularly with respect to the mobility of our population, point to the desirability of some degree of uniformity in subjectmatter and in grade placement among the schools of a state or even of a larger area than the state. Reasonable uniformity in subjectmatter and grade placement, particularly in the elementary school, would greatly facilitate the provision of adequate textbooks and need not destroy the values inherent in diversity of textbook approach and treatment.

[11] Publishers should feel obligated to refuse to publish manuscripts that do not meet high standards of excellence in textbook-making.

[12] There is much need for careful research on problems relating to the mechanical features of textbooks. Publishers should be encouraged to carry forward such research.

[13] The critical trial of instructional materials in classrooms before publication in textbook form is commended.

[14] Publishers have real cause for protest against some of the practises of school administrators. In particular, the committee believes that the publishers have cause for protest and grounds for legal action against those schoolmen who engage in the practise of reproducing copyrighted material without securing the consent of the publishers.

[15] The use of the plan of secret committees in textbook selection is not good educational practise.

[16] For authors who are in educational work to use their positions to secure adoptions of their textbooks is likely to invite criticism endangering the good repute of our profession.

[17] The use of a score card for the evaluation of textbooks has certain obvious advantages in directing attention systematically to various items that should receive consideration. On the other hand, seeming precision may be misleading, in that the qualitative whole is seldom to be measured by the sum of its quantitative parts. Score cards devised in terms of a particular book should not be used in the selection of textbooks.

[18] Teachers, as the users of textbooks, should have a voice in their selection, but the committee calls attention to the fact that effective participation on the part of the teachers requires special competence.

[19] The choice of textbooks is so important an educational task that the study of approved methods and standards for selection should be emphasized in the professional preparation of teachers.

[20] Supervisors of teachers in service and instructors in professional schools should show teachers how to follow and also to supplement the textbook intelligently with respect to both content and method.

[21] American publishers are entitled to much praise for producing textbooks that represent high qualities of bookmaking and generally also of qualities of content and organization not found in textbooks of other countries. The committee believes that too much praise cannot be given to the reputable publishers of the United States for the meticulous care with which manuscripts are examined and with which errors in form and content are detected and corrected.

[22] The committee lends its full endorsement to the conclusion that the standards of practise in the selection of textbooks not only are higher today than formerly but also are relatively higher than those which prevail in many other lines of business. The committee further believes that this trend is full of encouragement and that it points to the possibility of an early solution of certain problems in the making and marketing of textbooks.

Character Building, a Community Enterprise

FRANCIS C. ROSECRANCE

Director of Life Advisement, Milwaukee Public Schools, Milwaukee, Wisconsin

WHAT the best and wisest parent wants for his own child—that must the community want for all of its children.—John Dewey.

WHAT CAN WE do with a child in five hours a day when all that he is doing the other nine or ten hours is undermining our teaching?" This is a query that has been raised in connection with the teaching of English. It is just now being made in connection with projects in character education. We may motivate a boy or girl to desirable conduct within the school but we have no control over his outside-of-school hours. A child is growing or developing all of the time, not just when he is at home or in the schoolroom. About forty percent of the life of most of our children and youth is spent in leisure-time activities. We may provide knowledge of what right standards are; but moving pictures, trashy newspapers, magazines, books, games, playmates, all that a child experiences in his environment may nullify our instruction. It is not enough to talk about character in a world whose recreations are dominated by low standards. The atmosphere of such a world will ultimately poison character, no matter what we may say or do in the school.

By and large, no school system will be able to raise the level of ideals of its children very much unless the community itself takes an interest in seeing that outside-of-school activities do not destroy the desirable ideals and attitudes of young people which education has sought to inculcate. Interested parent-teacher associations, farseeing civic groups, conscientious women's clubs, churches with a social program, boys' and girls' clubs, community welfare agencies can do much, but unorganized and working alone, they offer no real solution of the problem. Nothing less than an organized, communitywide program, designed to reach the "utmost parts" of the city can hope for any major or lasting success in correlating school and community ideals in the experience of boys and girls.

This, then, is part of the background for Milwaukee's municipal program of playgrounds and social centers which is conducted by the Extension Depart-

ment of the Milwaukee public schools. Eighteen school buildings and three community centers located in strategic parts



Industry, companionship, happiness.

of the city are open five or more nights a week from September 15 to May 1, and last year were attended by more than 1,325,000 people. Fifty playgrounds were open from the time school dismissed in June until it reopened in September. Twenty playgrounds are open thruout the year. 1,700,000 people attended playground activities last year. 16,000 young men and 500 girls participated in twenty-one sports in a year-round municipal athletic program which drew an attendance of over a million and a half, conducted under the auspices of this department with the cooperation of the Board of Park Commissioners and the Board of Public Works. Classes in English and citizenship in the social centers enrolled more than 2000 foreigners. 5000 newsboys are licensed, supervised, and organized into boys' clubs and a Newsboys' Republic.

One of the most important factors about any activity is the atmosphere in which it is carried on. A game which may be enjoyable and wholesome in the recreation room of a private citizen may attract loafers and criminals in other places. The first duty, therefore, of a community recreation program is to conduct those activities in which people would probably engage anyway under

conditions more desirable than ordinarily found. Social centers and playgrounds tend to provide for all, the recreation that the most privileged in the land are able to have—the opportunity of participating in worthwhile activities under good conditions.

Illustrative of these conditions are the basketball games conducted as a part of the municipal athletic program. About 1500 young men and 300 girls played the game last winter. They were grouped into basketball leagues by age and height, which insured competition with their equals. They were permitted to practise in the social centers as far as facilities permitted. Two paid officials handled their games. In addition to the foul-calling which ordinarily curbs the roughness of the play, these officials rated these teams on sportsmanship. More will be said of this rating later. The athletic director of the social center gymnasium supervised the crowd in attendance at the games. Shower and locker rooms were provided, watched over by capable and alert attendants.

Contrast the hazardous condition of children playing in the streets or alleys of a large city with the safety of a public playground. Milwaukee has endeavored to meet this need with a play-space within reasonable distance from every home. Here children may play not only safely, but also under the eye of a trained leader who teaches them new games as well as watches over their conduct in the old. The establishment of playgrounds in certain neighborhoods has cut the juvenile delinquency in those areas to a minimum. The substitution of a wholesome place to play for the "corner lot" and "alley shack" and of supervised play for gang exploits has made possible the transformation of a corner gang into a Scout troop or athletic club.

How many parents have worried because their boys went out every night? What guarantee did they have that their sons were experiencing the right kind of influences? If these boys are going out to play pool or billiards, the social centers have billiard rooms to which any father or mother would be glad to have them go. There is no smoke there, no profane or vulgar language, no hangers-on, but a quiet, dignified atmosphere in which they



The tug-of-war between "corner lot" and wholesome playfield has been won.

may have an enjoyable game under the eye of a competent play leader.

On Wednesday nights and Saturday afternoons motion pictures are shown in the social centers. The Wednesday performance is for older people or for children accompanied by their parents. The Saturday afternoon show is a children's program. The pictures shown are carefully selected by Extension Department supervisors who keep in mind the influences which movies have upon young people. Any parent may go to these performances or send his children with perfect assurance that a picture will be shown which does not tear down the ideals which the home and school have been trying to build up.

Each Saturday night there is a social center dance for the young people. This is another example of a recreation in which young people are likely to participate, sometimes under doubtful surroundings, and the social centers feel it their obligation to run social dances under satisfying and wholesome conditions. If you were to attend one of them, you would find a close approximation to any wellconducted private party. Smoking is not allowed. A good orchestra is provided; refreshments are served. Chaperons see that there is no chance for criticism of conduct or dancing and the young people have an enjoyable evening under the right kind of circumstances.

It makes no difference whether it is on the baseball diamonds in the summer or on the skating rinks in the winter, in the outdoor activities of the playground or indoors in the social center, the first aim of the department is to provide a suitable space to play and to create the kind of atmosphere which will not deteriorate or break down the habits, attitudes, and ideals stressed in the home and school. This atmosphere which is more intangible than tangible, which is caught

rather than taught, sometimes becomes more important in shaping character than more directed efforts.

But a citywide program can do more than provide a wholesome play atmosphere. From the angle of character growth the hours outside the restrictions, controls, and tasks of home and school provide a great opportunity because in them the young person is being himself, following his interests, engaging in spontaneous action. His mind is open and receptive. His emotions and will are not inhibited. He motivates himself to learn; he is eager and expectant. This is the soil which may produce a rich harvest. Under these circumstances leisure-time activities can make—tho they do not always do so—a fine contribution to the development of character. These activities become not only passive agents to insure "atmosphere" but active and powerful agents in shaping and reshaping attitudes, habits, and ideals.

It probably is true that all activities in which people engage influence their behavior in some way or other. They also vary in their degree of value with age, type, and purpose of those who participate in them. The activities already mentioned contribute important values of this sort. Reference was made to the rating of athletic teams on their quality of sportsmanship. Such a rating is turned in by the officials covering every game provided in all team sports conducted by the department. In the last ten years these ratings have shown a 50 percent improvement in teams participating.

During a close and exciting baseball game a player was called out on a close play at third base. He became incensed and started toward the umpire with waving fists. The captain of the team ran across the field and said, "Cut that out! What do you want to do—spoil our sportsmanship record?"

Innumerable examples of playground activities used to build character might be given. Some time ago when a playground was opened for the first time in a new district, the playleaders found that the girls fought amongst themselves over who should be "it" in any game. Some weeks later these same girls were watched while playing on the playground. One of them was offered the opportunity to be "it" and replied, "No, thank you, I have had my turn. Some of the other girls haven't been 'it' at all." She was learning to have consideration for others.

In one of the interplayground volleyball games one of the visiting players from another playground played so poorly that he cost his team the game. These trips to other playfields mean a great deal to these boys, some of whom have never had the opportunity to visit other sections of their own city. On the way home from this game this fifteen-year-old player began to cry and said that he was going to ask their playleader-coach to put another boy in his place on the team because no one could play "any bummer than I." He had learned to sacrifice his own interests for the welfare of the group.

Probably one character-building activity in which educators will be interested is the boy and girl "after-school program," in the afternoon social center. Let us visit one of these school buildings after school has dismissed. It is 3:45 p.m. and the children reenter the building for their schedule of activities. They come, many of them, from homes where a family of six or seven live in one or two rooms. They live in congested areas. If they play at all at home, it will have to be in the streets. Both father and mother work in normal times. They are mighty glad to send the children to the school building where they will have a good time and engage in worthwhile activities under capable leadership.

And so the children come into the building again. They are met by a doorman who cordially but firmly directs them to the assembly hall where they are to begin the schedule of the afternoon's activities. There they are divided by sex and classified by ages. This is girls' day, which simply means that today the girls have the gymnasium facilities as well as table games and stories, while the boys spend their time in low-organized games and club meetings. Tomorrow the boys will have the gymnasium, table games, and stories, and the girls will have sewing and handwork clubs, and games.

We enter the table-game room where

we find twenty-five or thirty younger girls playing table games under the intelligent supervision of a trained play leader who also teaches them new games. "Cheating" is simply "not done" here. We are shown a large chart containing the children's names showing how many new games they have learned and an indication of their proficiency in them by a record of the number each has won.

We step into another room where a trained storyteller has a group of thirty girls sitting on the edges of their chairs. The story she is telling has been carefully chosen and is of a character which is likely to lift the ideals of those who listen. We visit the gymnasium where the girls are learning folk dancing or "tap" dancing under the leadership of a fine college graduate.

The bell sounds and the groups shift. The boys, who were in the low-organized gameroom, go to their clubrooms. The girls groups shift into the gameroom, the storyroom, or the gymnasium. We step into a room where the school desks, fastened to movable runners, have been pushed to one side and the group of boys who have just finished their club meeting are now playing "poison stake." "You're out, Sam!" "I never touched the stake!" Here is a fine opportunity for the play leader in charge. He seizes it to say a little, not too much, about "playing the game." We are shown another chart containing the names of these boys. Their behavior is watched by the game leaders and reported to the club leaders, who make it a part of the character-building club program.

We drop into a clubroom where fifteen boys are holding a meeting. This "club" was a neighborhood "gang" which the play leader brought in from the streets. They are having a business meeting. Their own president is presiding and the secretary is taking down the minutes. Our guide tells us that another boy was elected secretary first but was not allowed to serve because he could not write well enough. We wonder if this had any effect upon his handwriting in the day school. Each social center club has a project. This one is discussing the proposition of getting some food and clothing together for a poor family. Each club also renders some service to the school or social center. We learn that this one will help with the father and son banquet next Monday.

We look into the reading room. Here are children who do not care to take part in all of the afternoon program. The librarian tells us that more than 2000 books are circulated each month from



Getting ready for the air age which demands a new level of skill and character.

the branch library maintained here. We need only to look at the magazines and newspapers to know that they have been frequently used.

If we came on other days, we should see other activities—girls' clubs, handicraft clubs, dramatic clubs, and the like. On Saturday there is a big interclub competition, such as sports or treasure hunts, or the clubs go on hikes or entertain clubs of other social centers. These activities stimulate desirable behavior patterns.

It is impossible to show here how every activity of this citywide program contributes to character development. However, any description of it would be incomplete if it did not include the creative and cultural work that is being carried on for both young and old. There is learning by doing and the participants not only learn certain skills but they acquire thru the doing, desirable attitudes and ideals which are important in character formation. Among these activities may be listed applied arts, cabinetmaking, cooking, dressmaking, mechanical drawing, miniature aircraft, radio, reedwork, toymaking, dramatics, and musical organizations, such as bands, glee clubs, harmonicas, orchestra, strings, ensembles. Space does not permit the consideration of the specific character values of each. All of them contain inherent opportunities to modify behavior; all of them are surrounded by a good atmosphere; all tend to lift the moral tone of those who participate and together they create a wholesome environment in which people may live and grow.

This community enterprise is further strengthened by community and neighborhood undertakings which tend to weld the various elements together and raise community ideals. In the father and son banquets, previously mentioned, in mother and daughter banquets, in the weekly entertainments, in the sane

Fourth of July celebrations, in the playground festivals, parents and friends of the children in the community are brought together and their understanding of the purpose and functions of this citywide program is made clearer.

Leaders of the Milwaukee recreation program believe that, tho many and varied activities may be offered and extensive equipment provided, the ultimate value of this work depends, more than upon anything else, *upon the quality of its leadership*. The people with whom and under whom young people work and play will have more influence over their formative ideals than those who lecture them, or those who instruct them, or those who preach to them. While adequate equipment has been provided, the Milwaukee Extension Department believes that a fine personality is more important than parallel bars. It has sought, then, to provide for Milwaukee's children, especially on the playgrounds, not only the most alert, enthusiastic, and capable people that they could secure, but also play leaders and supervisors of such ideals and conduct that they would be living examples to Milwaukee boys and girls.

This, then, is in brief the significance of Milwaukee's communitywide leisure-time program—not only to provide a space to play, a safe place, not only a wholesome atmosphere in which to play, but also a program of activities which in themselves result in higher standards and better conduct as a result of the highest type of leadership. The correlation of outside-of-school activities with intra-school activities made possible thru the schoolboard's direction of both, provides the opportunity for a concerted attack on the problem of character building. The wealth of a city does not rest in its factories, its commerce, or its beautiful buildings—it rests in the character and capacity of its people.

Commencements and the Torch of Learning

ASCHOOL is a wonderful place. It cannot well be otherwise because it consists of some of the most wonderful things in the world—children, teachers, and books. A child, a book, and a teacher are the ingredients of a marvelous process—learning. Fortunate the school and the child where the teacher radiates the spirit of true learning until it pervades the whole atmosphere of the place.

The commencement program—The third of the seven cardinal objectives is “Mastery of the tools, technics, and spirit of learning.” These three phases of learning furnish the basis for a fascinating commencement program. The halting steps of early man in the development of the tools of learning, and the contrasting philosophies of the old and the new schools with reference to the spirit of learning are brimful of possibilities.

The tools of learning—What magic is wrought as a little child acquires mastery of the tools of learning! What strange things to him are these tools! Letters and phonics and numbers all come surging into his life. With what seriousness does he approach them. He thinks they are terribly important—and they are. At once keys to the accumulated wisdom of all men and transmitters of that wisdom to the future, nothing else is more important to the individual or to civilization. These simple, yet complicated, tools make him “the heir of all the ages.”

With the fundamental tools developed by early man—language, writing, spelling, and number—as a basis the child takes advantage of certain other contributions of later ages such as printing, music notation, charts, maps, blueprints, graphs, indexes, encyclopedias, dictionaries, still and motion pictures, talking pictures, and radio.

The technics of learning—With a working knowledge of the tools of learning the child proceeds to a more complete mastery of the technics of learning. There are technics for each of the different methods of learning. Some of the methods by which we learn are observation, experimentation, trial and error, practise, and by reading and study or thru the printed page. All of these imply activity on the part of the pupil and the consequent growth in his working power.

The high school is interested in all of these methods but it is primarily concerned with the last. Thru the printed page the experience of the ages is placed at the disposal of the pupil. In general, this is the economical way to learn. Therefore, the high school is especially interested in developing the technics for learning by this method.

What are some of the technics of learning thru the printed page? Or, to put it another way, what are the procedures which enable one to study and learn effectively? The dictionary defines a technic as “The details collectively considered of mechanical performance of any art.” What are the details which enable one to master the art of learning? A number of writers have given suggestions for effective study and learning. von KleinSmid and Touton state that one should first equip himself for effective study by: keeping physically fit; planning a study room; budgeting time; utilizing textbooks effectively; mastering laboratory procedures; mastering the scientific method; securing equipment; recording assignments.

The same writers then state that one should use effective study procedures, including these suggestions: Review; scan the assignment as a whole; learn meanings of new terms; relate assignments to course objectives; concentrate; visualize conditions and relationships; use thought links; organize and summarize; check your work; apply facts learned; correlate daily; recall major points.

The high school gives the student a mastery of these procedures. The pupil learns how to recognize problems, how to find materials and devices that will solve them, and how to criticize the results accurately.

The spirit of learning—The high school which does not establish the true spirit of learning in its students is not utilizing its full opportunity or discharging its obligation. Let the program show how the modern high school develops the spirit of learning by new and enriched courses, by provision for individual differences, by allowing the bright student to carry more courses or additional work designed to enrich the regular courses, by providing a variety of curriculums from which the pupil may choose, and by a certain number of elective courses. Show how the modern school places emphasis upon principles,

relationships, interpretation, understanding, and significance rather than upon mere memorization of disconnected facts.

The spirit of learning, the desire to know, the urge to produce new things is the basis of all progress. Upon the experience of the past, man builds for the future. The spirit of learning carries him to ever higher achievement. It is of the utmost importance for every individual. It is the greatest gift of the school to humanity.

Types of programs—As to content, the following possibilities present themselves: [1] A historical development of the tools, technics, and spirit of learning from the beginning of history to the present; [2] the tools, technics, and spirit of learning in the local school program from the kindergarten up; [3] the same objective in the high school; [4] the objective in relation to the life of the individual; [5] provisions which the modern school makes for a better spirit of learning; [6] relation of learning to civic planning.

As to form, the program may consist of [1] a pageant; [2] student addresses; [3] a dramatization; [4] a demonstration; [5] combinations of the above types with each other or with outside speakers carefully selected for a specific contribution.

Topics for student addresses—The seven objectives of secondary education; the tools of learning; the technics of learning; the spirit of learning; value of a knowledge of the fundamental processes to the citizen; learning and thinking; the origin of the tools of learning; the development of the technics of learning [story of first indexes, encyclopedias, and the like]; the modern school's changing conception of the spirit of learning; what homes do for learning; what communities do for learning; learning thru the advice of experienced people and specialists.

Timeliness of the topic—Because of certain additions to the curriculum many people have been led to believe that the schools of today are not teaching the essentials or tool subjects as successfully as formerly. This is not true but nevertheless the belief has received widespread credence among laymen. Commencement is an opportune time to point out that the schools have not ceased to teach the fundamentals.

L. W. A.

Education: A Profession for Men

RALPH F. STREBEL

Director of Teacher Preparation, Teachers College, Syracuse University, Syracuse, N. Y.

THIS ARTICLE is an answer to a comment sent to the JOURNAL office by John P. Milligan, principal of William Campbell School, South River, New Jersey: "We need more men in the schools. Say something about it." When this suggestion was received, an article on this subject had already been requested from Ralph F. Strebel. The JOURNAL is always glad to receive constructive suggestions from readers.

AS DIRECTOR of teacher preparation, I am continuously pressed with the question, "Does education offer a career for men?" Such a query is without doubt motivated by much loose talk of "overproduction," unsatisfactory salary levels, equal salary laws, competition with women and other "alarming" conditions which are purported to militate against men in the profession. This question can be answered by a consideration of the professional and economic opportunities which the future offers men.

When we examine the present status of scientific education, the professional aspects of educational service assume unlimited proportions. The history of education is marked here and there with faint traces of scientific endeavor. It was not until about the beginning of the present century, however, that the scientific movement in education began to take form. This modern tendency which now permeates every level and branch of education was ushered in by such men as Thorndike, Strayer, Bagley, Judd, Terman, Cubberley, and others. It was they who set out in workmanlike manner to build a science of education on the same type of foundation upon which natural sciences rest—tested thought. Under the influence of their inspired leadership over many years of assiduous work, increasing numbers from the ranks have joined them in their quest for truth, in the task of substituting the certainty of scientific procedure for unwarranted opinion and conjecture.

This vast army of investigators has patiently applied itself to its factfinding mission. Their efforts have been crowned by their contribution of a tremendous accumulation of data which must inevitably precipitate educational reorganization of major proportions in all fields of service.

Many significant changes in organization and practise have already been effected in consequence of the findings but it is

FROM A VERY LOW percentage of men in normal schools a decade ago the enrolment has increased to nearly 30 percent today. Men are now going into education not alone as administrators but as classroom instructors. The modern ideas, attitudes, and higher requirements attract them. The public is coming to demand more of the masculine influence for its growing young people. Coincident with this increase in the number of young men has been a decided rise of the intelligence levels of both the men and women who are attracted to education.—From *Bulletin of James Ormond Wilson Teachers College, Washington, D. C.*

quite generally recognized that a large share of the available data lacks elements of complete coordination and systematic classification. For the most part we are still in the factfinding period of scientific education. More thoro classification with attendant application will come later and this is one of the challenging appeals of the future.

As time goes on, professional education will need in increasing numbers men who can be thoroly scientific, yet not less human; who can be leaders, but flexible enough to follow; who will be master practitioners, yet scientific contributors as well. For the young man who is thrilled with the prospect of significant service to society, no field can offer greater or more diversified opportunities than that of education. Let us view some of the specific fields of service in greater detail.

For those interested primarily in the teaching aspects, the new junior and senior high schools will attract with renewed emphasis. Constructive work must be done in these teaching fields to align practise more definitely with available scientific data and a reinterpreted phi-

losophy. Sweeping curriculum readjustments must come. Present types of organization must necessarily give way in certain respects to the pressure of modified objectives, enriched functions, and more dynamic methodology. Programs aiming at individual pupil progress will evolve. Creative activity will become a watchword. Vocational and educational guidance will furnish the directive influence motivating pupil activity. The present frantic drive for subjectmatter mastery will be crowded from the educational stage by the effective teaching of ideals, attitudes, and appreciations.

For those men interested in the administrative angles of education, the possibilities of the future are not less alluring. The newest professionalized administrative field is that of the elementary-school principalship. The ridiculous prejudice relative to the "lowly" status of elementary education is quickly disappearing. If a review of the overwhelming scientific data on the elementary-school level is any index of the extent to which the educational program on this level is to be reorganized, the elementary-school principalship rises to first-rank importance. Broad educational qualifications, highly specialized training, and keen administrative ability will be demanded of those who are to assist in this reorganization.

Likewise the junior and senior high-school principalship, the field of supervision and general school administration furnish unprecedented opportunities to serve. Upon future administrators and supervisors rests the brunt of the responsibility of reorganization. It is an undesirable field for the weak-kneed, because strength of character, integrity of purpose, and determined leadership are not the least of the requirements for such work. The finest of American manhood with all that this implies is called to assume this responsible leadership.

A consideration of some of the practical aspects of education as a profession for men will afford added emphasis. The alarmists' glib warning of oversupply when analyzed in terms of the actual facts is largely a cry of "wolf." Numerous state and local studies of educational supply and demand reveal that no sound conclusions relative to overproduction can be drawn without a careful study of

several factors. It can be said without fear of contradiction that *there never has been and probably never will be, an oversupply of thoroly qualified men in the teaching profession.* As in medicine, law, engineering, and other professions, probably too many of a kind are permitted to practise in the field of education. But in the near future the ratio between supply and demand will be controled effectively. Three regulative agencies are already at work to effect this.

First are the controls operated by schools of education and teachers colleges to prevent the training of the unfit. All progressive training institutions are stiffening entrance requirements. They are not only demanding increasingly higher standards of scholastic achievement as a basis of admission but they are also making a serious attempt toward scientific prognosis. The scope of the training is becoming culturally broader and more professionally scientific. The whole trend is toward a separation of the fit from the unfit with the ultimate elimination of the latter.

The second significant regulative force is the progressively stringent state certification requirements. Certification regulations move forward slowly but the trend is in the right direction and the acceleration seems to be positive.

The third agency operates thru a control of preservice preparation in terms of demand found thru scientific study. Even in these times of stress, oversupply is not general, but rather it is allocated to specific fields. Some are overcrowded while others are underproduced. Armed with the facts, modern training centers have set up the necessary guidance machinery which will scientifically coordinate preparation with demand.

There has been much loose and unintelligent discussion of oversupply. But men of the right type need not fear the spectre of unemployment. Already the effect of these three potent regulative forces is being felt in a significant way. The near future will doubtless witness the solution of the problem.

Closely allied with the problem of employment is a consideration of whether or not professional education offers sufficient remuneration to provide a satisfactory living salary and a competency for a man and his family. No one will deny that the present levels should be steadily increased—but will they? The median salary range in first-class cities thruout the United States in 1930-31 started at about \$2500 and progressed thru various levels of educational service on up to over

\$10,000. At first thought the lower levels seem ridiculously small, but when one reviews the history of salary schedules over

AMERICA'S devotion to education—Let our schools teach the nobility of labor and the beauty of human service. ¶ Education for all the people is America's noblest contribution to civilization. ¶ No man can leave a richer legacy to the world than a welleducated family. ¶ He who will not answer to the rudder must answer to the rock. ¶ Culture is the power of appreciating life and making life worth appreciating. ¶ The world is upheld by the veracity of good men: they make the earth wholesome. ¶ Ignorance is the curse of God; knowledge, the wing wherewith we fly to Heaven. ¶ The teacher, whether mother, priest, or schoolmaster, is the real maker of history. ¶ Democratic government can be predicated only on universal education. ¶ Learn some useful art that you may be independent of the caprice of fortune. ¶ It is not in ignorance but in enlightenment that contentment will be found.

[Inscriptions over the eleven entrances to the Forum in the new Pennsylvania State Education Building dedicated on November 4, 1931.]

the past twenty years, the outlook for the future is most promising. Investigation shows that there has been a steady upward trend. A most significant index of the future is that during 1930-31, a most trying year economically when all lines of industrial activity were forced to retrenchment, seventy-five percent of the cities of the country with more than 100,000 population showed median salary increases over 1928-29—a year of unprecedented prosperity. Curtailments in public-school operation were made wherever possible—but salaries marched onward.

Salaries must continue to increase, not indefinitely, of course, but until that time is reached when there will be more nearly an equilibrium established between quality of preparation demanded, significance of service rendered, and remuneration granted. School employers are recognizing the increasing importance of personal and professional qualifications and are more and more willing to pay the price to secure them. The vagrant unprofessional and transient quack who has been a millstone about the neck of the profession is witnessing his last days of "service." He finds it increasingly difficult to barter his cheap offerings. His ultimate elimination, for which we should all strive, will have a buoyant effect on salary levels. He helps to "flood the market" and is willing to accept almost anything.

The great influences of the scientific movement, the National Education Association and state and local teachers associations, are welding a unity and solidarity which is building a real profession of tremendous potency. The power and strength of professional education grows phenomenally from year to year. Its voice must be heard and heeded. The teaching profession prides itself on its spirit of service but it will also be firm in its demand for a satisfactory living standard. The future in this respect is indeed bright.

The profession of education affords men economic stability. In the past, during times of prosperity, business and industrial concerns large and small held out the lure of gold to attract men to their ranks. But in times of adversity much of this glittering gold quickly turns to dross. Those who were drawn to education by the magnet of service have lost not one step in these times of economic duress. Many of their once better paid brothers are at this time frantically seeking employment—anywhere and at any price. Tenure laws, so prominent thruout the country, assure teachers of the right to practise—economic conditions are inconsequential.

Further, many states now have some form of a teacher retirement system. From the accumulations paid in by the teachers and in some cases by the state and local communities, an annuity is given teachers after a certain period of service, in amount equivalent to what the accumulations will buy. In some states the annual payments amount to approximately one half of the final average salary earned over a period of years. Few industries and professions can offer such a guarantee for the future.

Planning the Nation's Capital City

WASHINGTON: A PLANNED CITY—The original plan for the city was drawn by Pierre Charles L'Enfant whose body now lies buried in Arlington cemetery, across the Potomac from Washington. "From L'Enfant to Hoover," says the *National Geographic*, "usually by design and seldom by chance, the city grew thru the years with fidelity to its original plans." L'Enfant had a greater vision than most of his contemporaries. In his day the site for the capital city was an unpromising place. The Irish poet, Thomas More, one of our first notable visitors, wrote:

This embryo capital, where fancy sees
Squares in morasses, obelisks in trees;
Which second-sighted seers ev'n now adorn
With shrines unbuilt and heroes yet unborn,
Tho nought but woods and Jefferson they see
Where streets should run and sages ought
to be.

Today Washington is one of the most magnificent and beautiful cities of the world. *It is so because it is a planned city.* Comparison of the plan drawn by L'Enfant with the city as it stands shows how faithfully his plan has been followed. He planned better than he knew.

There were times when it appeared that the plan would be lost. From the beginning many objected to it, thinking it was far too pretentious, but farsighted leadership with a vision of the future of America, stood firm and "we can only be grateful to our ancestors for the ridicule they suffered to preserve these values for our benefit at the present time."

The successors to the founders, however, did not always exercise such foresight. Especially after the Civil War many things were done in discord with the original plan. By 1893 the situation had become so serious that Congress passed special legislation to prevent further damage. A few years later the plan of 1901, designed to restore the original L'Enfant plan, was devised. This plan has been the basis for development since that time. The Commission of Fine Arts, created by Congress to carry out this plan, existed for 21 years.

After the World War, Congress again helped by establishing the National

Capital Park and Planning Commission which is charged with plans for the future. The work of this Commission is to

THE GEORGE WASHINGTON BICENTENNIAL—From February until October, 1932, the nation will pay homage to the memory of "The Father of His Country." Hundreds of thousands of citizens will visit their capital city. Among this great throng there will be thousands of school people. The Department of Superintendence of the National Education Association will meet in Washington in February. The superintendents and others who attend will be guests of honor on special tours to leading places of interest. In June the convention of the National Education Association will meet in Atlantic City and thousands of the nation's teachers will plan their itinerary to include Washington.

continue development of the L'Enfant plan and to make Washington a still better planned, more beautiful, more wholesome city. A \$400,000,000 construction expenditure is now under way or being planned. The artists' drawings of some of these monumental structures are shown on the next two pages.

A regional plan is being developed in connection with the plan for the city proper. This includes outlying districts in Maryland and Virginia. In 1930 a bill was passed providing for the establishment of the regional park section. This act contemplates an expenditure of over \$23,000,000 of which \$16,000,000 is for parks within the District of Columbia.

Distinctive features of the Washington plan—It has been said that "the distinguishing and most important fact about the creation of Washington is that L'Enfant began his work not by laying out streets or by running survey lines but by the selection of dominating sites. It

was from and around these sites that the plan was later developed." These sites were to house such important buildings as the "Congressional building" [national Capitol] and the "President's palace" [White House].

When one first visits Washington, he notes the street design which includes numerous circles, triangles, squares, and a system of radial avenues. These avenues are superimposed on the east-west and north-south streets to shorten distances and afford direct lines of communication from the city entrances to the principal buildings as well as to provide the general plan with contrast and pleasantness.

Some discordant notes—While Washington has a majestic array of beautiful public buildings which are the pride of the nation, there are certain aspects of the city which do not so nearly match our ideals. Two things may be mentioned in this connection. First, there are many alley dwellings which are utterly inimical to individual, family, and community life. Second, real estate operators have built houses for profit without sufficient restraining influence to protect the interests of home owners.

Washington has probably been as well-planned as any other city in the nation, but this brief mention of two illustrations of insufficient planning proves that planning in the national capital must be a continuous process. It must deal with residential sections where the people live as well as with the sections devoted to housing the national government.

Information on Washington—Classes wishing to make a further study of the history and development of their capital city will find the following references helpful:

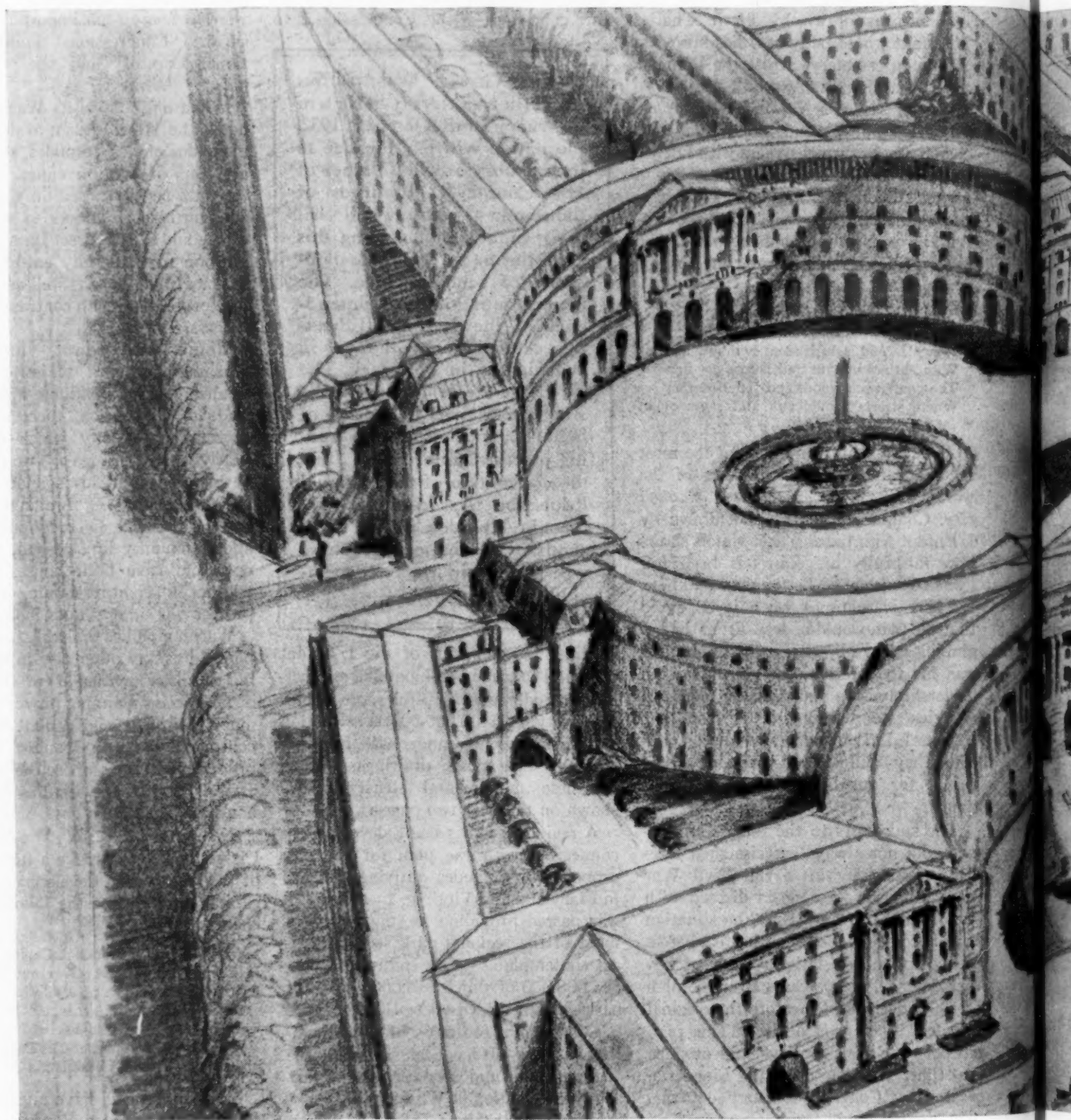
Annual Report, National Capital Park and Planning Commission, Government Printing Office, 1930. 78p. 30¢; 1931, 99p. 30¢.

Books about Washington, D. C. Reference List No. 23. A selected list with annotations compiled by Katharine K. Patten. Public Library, District of Columbia, 1931. 8p. Free.

Your library will have numerous general work on the capital city, and magazines and newspapers will be replete with articles in 1932.

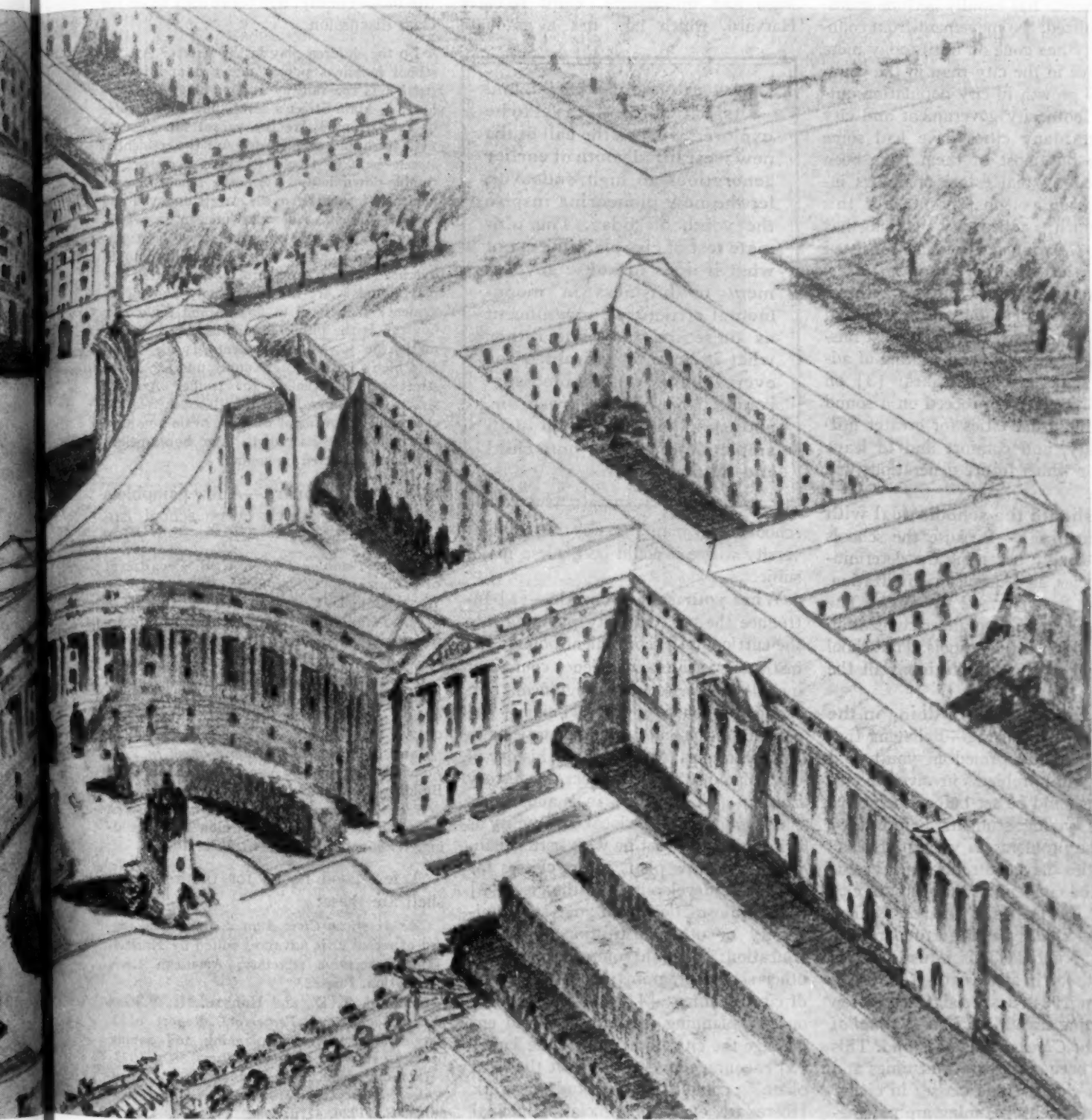
THAT PROVISION BE MADE for suitable instruction in the principles of city planning in public schools and that courses in these subjects be made available to students in all colleges and universities.—Recommendation of the President's Conference on Home Building and Home Ownership.

American Democracy Buds



THIS ARCHITECT'S DRAWING shows the heart of the new Federal Triangle south of Pennsylvania Avenue—1,000 feet wide at one point and nearly a mile long—will have a comprehensive nobility and may not only come the integrity, the purpose, the civic loyalty, and intelligence which are to make our great

Buils a Capital for the Ages



sylvan Avenue as it will appear when completed. This triangle of massive buildings—more than a thousand
and may not heretofore achieved in the field of architectural design. ¶Out of the schools of today must
or great national government the servant of a finer and richer life for America and the world.

Planning Our Cities

THE NEED FOR CITY PLANNING—As America has rapidly become industrialized, the movement from country to city has gone on until today more people live in the city than in the country. This growth in city population outstripped both city government and city planning. Many cities have had some planning but most of them have been dominated by real estate operators intent only on personal profit. For this reason much so-called city planning has not been *planning* at all. It has consisted chiefly of the *correction of past mistakes*. We, therefore, have at present a three-fold need for planning our cities and towns: [1] to finish correcting past mistakes; [2] to prevent the making of additional unnecessary mistakes; [3] on the positive side, to proceed on a sound basis to build our cities for greater utility, beauty, and comfort and to leave a plan for which future generations will thank us.

Why should the schools deal with civic planning?—Because the schools are increasingly becoming the determining agencies in American civilization. Ideals are best formed in youth. The safest way to a better-planned civilization tomorrow is thru the schools. The school is our only agency for training all the people.

What the schools are doing in the field of city planning—Believing that ideals should be formed in youth and that the "vital problems involved in city planning should be set before the active minds of young students before they meet these problems as voting citizens" many cities have introduced at some point in the curriculum the study of city planning. In Dallas a textbook called *Our City—Dallas* has been prepared by Justin F. Kimball. This is used as the civics textbook in all seventh-grade civics classes. In 1921, a special textbook on city planning called *Wacker's Manual of the Plan of Chicago* was prepared. This has since been revised several times and is used in eighth-grade classes in civics. Textbooks on city planning are now being prepared in several cities. Civics textbooks used in many cities have sections on city planning.

City planning courses in universities—Growth in interest in this subject is reflected in the number of courses now given in the colleges. Both general and technical courses in city planning

are now being offered in at least 87 colleges and universities. Until recently Harvard, which now has a graduate

THERE ARE civic, social, and spiritual frontiers yet to be explored. Just as the call of the new west lifted youth of earlier generations to high endeavor, let the new pioneering inspire the youth of today. The ultimate test of city planning is not what it does to house government or business in monumental structures, magnificent as these may be, but rather what it does to guarantee for every family a home surrounded by beauty, fresh air, and sun, and furnished with ample play space for both child and adult.

school of city planning, was the only university where it could be made a major subject.

What your school can do—[1] Introduce the study of city planning into the curriculum at convenient points: [a] institute special social science courses or include such material as a significant portion of the course of study in civics; [b] conduct essay and oratorical projects in English classes; [c] study the history of city planning as a project in history classes; [d] develop, in manual arts classes, models of the local community as it is and as it might be with better planning; [e] draw plans in art classes for the future development of the city; [2] secure information from your state university or other institution of higher education; [3] build commencement and other school programs about the theme of city planning; [4] build up a library on city planning in the school and encourage the city library to do the same; [5] encourage students to visit the local planning commission and study its work [there are over 700 official municipal planning commissions in the United States]; [6] cooperate with your city planning commission; [7] help organize civic leagues; [8] let students make a survey of their town based upon the questions below.

What about your town? The following questions taken from *Civic Im-*

provement in Your Town, mentioned in the bibliography, will serve as a basis for class discussion:

Do the children play in the streets? Are the school buildings poorly designed and in bad repair? Is the railway station dingy and forlorn? Is Main Street a forbidding hodge-podge of false fronts? Are the vacant lots covered with trash and signboards? Are the residential streets bare of trees? Is there a district of tumble-down houses? Are the schools inconveniently located? Are the streets unpaved and rough? Are the sidewalks uneven in width, material, and level? Are the street lights inadequate? Have the trees been chopped to fit overhead wires? Are there too few parks and playgrounds? Are the homes ugly and inconvenient? Is it hard to finance and build new houses? Is the public library lacking in information on town improvement? Is the death-rate high? Is the water supply unsafe? Is the street plan convenient for traffic? Are the streets and alleys littered with trash? Is the community growing at random, or do you have a plan to guide its growth? Are home neighborhoods protected by zoning?

For your library—A few pamphlets and bulletins which every school can afford are these:

A City Planning Primer. U. S. Department of Commerce, Government Printing Office, Washington, D. C. 1928. 18p. Price 5¢.

City Planning Procedure. American Civic Association, Union Trust Building, Washington, D. C. 40p. Price 50¢.

Civic Comment, a bulletin published five times per year by the American Civic Association. About 32 pages per issue. Price 5¢ per copy.

James, Harlean. *Civic Improvement in Your Town*. American Civic Association, Union Trust Building, Washington, D. C. 40p. Price 50¢.

Regional Planning in the United States. American Civic Association, Union Trust Building, Washington, D. C. 24p. Price 10¢.

A few good books for the reference shelf are these:

The American Civic Annual. An annual record of recent civic advances edited by Harlean James, executive secretary, American Civic Association. Price \$3.

Hubbard, T. K., and Hubbard, H. V. *Our Cities Today and Tomorrow*. Report of a nationwide survey on planning and zoning progress. Harvard University Press. 389p. 1929.

James, Harlean. *Land Planning in the United States for the City, State, and Nation*. Macmillan Co. 1926. 427p.

Lohmann, Karl B. *Principles of City Planning*. McGraw-Hill Book Co. 1931. 359p.

Nolen, John. *City Planning*. D. Appleton. Second Edition, 1929. 513p.

A complete and up-to-date bibliography may be secured from the American Civic Association, Union Trust Building, Washington, D. C.

Schools That Are Prophecies

THIS PAGE of prophetic achievements encourages schools to use their initiative and resources. Schools must possess initiative or they cannot develop this quality in the young. To what extent is your school effective in arousing the curiosity, capacities, and aspirations of your young people?

Readers are invited to send material for this page.

Elementary schools—The Ann J. Kellogg school in Battle Creek, Michigan fulfills the ideals of the White House Conference. With the financial aid of the W. K. Kellogg Foundation, this school has a comprehensive plan for the selection, treatment, and instruction of all types of exceptional children—physically, socially, or mentally handicapped, as well as the gifted and normal child, on the elementary and junior high-school level.

400 pupils from 16 different school districts of Colorado made up the first state rural choir which sang for the first time in Pueblo last September. The plan was inaugurated by the county superintendents association and a committee from the State Teachers College at Greeley. The plan is being continued.

High schools—The 1932 senior class of Central high school, Evansville, Indiana voluntarily disbanded its exclusive social organization in the interest of democracy in the school.

In the Wilmington, Delaware schools, every teacher is given two days each year to visit other schools.

A citywide survey of the interests of girls and of activities performed in the home was made the basis of a revised junior high-school home-economics course in the schools of Minneapolis, Minnesota.

Colleges and universities—The new school of library science at Louisiana State University began its work September 1931. It is of graduate standard and will give special emphasis to training for work in parish and school libraries.

The school of letters of the State University of Iowa has adopted a plan by which creative writing of value may be accepted in place of a dissertation of the traditional type.

California Polytechnic Junior College [San Luis Obispo] has been granted a license as an approved aircraft repair sta-

tion. There are 86 such official repair stations in the country but only two are in educational institutions.



BEVERLY O. SKINNER, *Director of Education for Ohio since July, 1931, is going forward with the Ohio School of the Air—a pioneer radio enterprise supported by state appropriation.*

The University of West Virginia gives summer field courses of eleven weeks in zoology and botany with college credit. The time is spent in a camping trip studying plants and animals of the state.

Teachers colleges and normal schools—The faculty of Southern State Teachers College, Springfield, South Dakota is making an intensive study of professional ethics for teachers in regular faculty meetings this year.

Concord State Teachers College, Athens, West Virginia recently held its third annual conference of superintendents, principals, supervisors, and special teachers of the area served by the college. Those attending report to the college faculty the strong and weak points of the graduates of the college.

The Winona, Minnesota State Teachers College is offering a supervisor's course in journalism.

City departments of education—The Durham, North Carolina children's choir is an extra-curriculum activity of the music department of the city schools. Any pupil from the fourth grade thru the

high school is eligible for membership.

Rochester, New York schools have 16 special services for children physically, mentally, or socially handicapped, ranging from hospital classes to an orthopedic school and from classes in lip reading to an openair school.

Wichita, Kansas has established a health course based upon activities, from kindergarten thru high school.

County departments of education—In Jackson county, Oregon the use of the ten-question examination at the close of eighth-grade work to prove fitness for admission to high school, is being replaced by more comprehensive standards.

Bannock county, Idaho has a track, field, and health meet on May 1 each year, sponsored by the county-school trustees' association and planned by the county teachers association, the county superintendent, and the county nurse.

State departments of education—October 23 has been designated as fall Arbor Day in Pennsylvania. The programs fit into the state plan of reforesting barren tracts; beautifying highways, school grounds, and home surroundings; making provision for shelters and winter food for the birds; and projects having to do with the George Washington Bicentennial celebration.

"We have no rural-school question in Louisiana. Our schools are administered on a parishwide basis, which means that all schools are treated alike. There are no essential differences between our city schools and our rural schools, except that a number of the country schools have agricultural departments. They are all financed out of the same money, run for the same length of time, employ the same kinds of teachers, and in all other important respects the schools are similar. This is a condition I think should prevail."—T. H. Harris, state superintendent of public education in Louisiana.

Education associations—One of South Dakota Education Association's major activities this year is to support the proposed amendment to the state constitution which will allow county superintendents to be reelected after a first term.

During the past year the San Francisco Science Teachers Club has sponsored the development of a course in field science for high-school students in national parks during the summer vacation.

U. S. Government Exhibit for Superintendents

GOVERNMENT EDUCATIONAL EXHIBIT—The most extensive United States government educational exhibit ever assembled awaits superintendents, and other educators coming to Washington for the Department of Superintendence meeting, February 20-25, 1932.

Thirteen government agencies which have services and publications important to schools are planning exhibits in the Interior Department reception hall. They are:

Office of Education
National Park Service
The White House Conference on Child Health and Protection
Reclamation Service
Geological Survey
Illiteracy Commission
Children's Bureau
Federal Board for Vocational Education
Department of Commerce
Indian Service
Department of Agriculture
Government Printing Office
George Washington Bicentennial Commission

The exhibits will depict the activities of these bureaus and commissions. Attendants will be present at each booth during exhibit hours to answer questions and to show various publications, maps, and motion pictures available to schools.

The government educational exhibit, sponsored by the federal office of education, will be convenient to all attending the convention, as the Interior Department is within a block of the general meeting hall and the exhibits.

The Interior Department reception hall will also contain a display of floor plans, specifications, and photographs of

75 outstanding new elementary school buildings selected by the National Advisory Council on School Building Problems from every section of the United States.

State superintendents of education meet—United States Commissioner of Education, William John Cooper, was host to the two-day meeting of the National Council of State Superintendents and Commissioners of Education held in Washington, December 7 and 8. How to finance schools in a period of depression proved to be the central problem of the meeting. State Superintendents Hirst and Lee of Arkansas and Missouri, respectively, told how larger units of administration were providing better education at lower cost in their states. Progress of the four-year National Survey of School Finance in getting at the roots of the difficult problem of paying for American education was reported by Dr. Paul R. Mort, associate director.

One out of 38 gets married—Remember that inquiry blank from the Office of Education that you filled out last spring? You were one of nearly half a million teachers who sent them in, and summaries are now revealing for the first time actual supply and demand of teachers in each state. Tables for senior high-school teachers, elementary teachers, and junior high-school teachers will be printed in the January, February, and March numbers of *School Life*. The first table shows, among hundreds of other things, that one out of every 38 senior high-school teachers marries each year.

New publications—Everyone concerned with trends and progress in elementary education will be interested in Chapter II of the *Biennial Survey of Education in the United States* which is devoted exclusively to elementary education. Three authors, Bess Goodykoontz, Mary Dabney Davis, and Mina M. Langvick, survey in succinct style dominant changes in organization and enrolment, the school program, progress of pupils, supervision of instruction, and research in elementary education, [Superintendent of Documents, Government Printing Office, Washington, D. C., 10 cents]. Other recent publications are: *Public School Education of Atypical Children*, [Bulletin, 1931, No. 10, 25 cents]; *An Annotated Bibliography on the Education and Psychology of Exceptional Children*, [Pamphlet, No. 23, 10 cents]; *Commercial Education*, [Bulletin, 1931, No. 20, Chapter V, 10 cents]; *Annual Report of the Commissioner of Education for the Fiscal Year ended June 30, 1931*, [free].

Forthcoming publications—*Help for Schools in Celebration of the George Washington Bicentennial in 1932* will be a much-used publication [Office of Education Pamphlet, No. 25, 5 cents] in the schools this year. It lists good books for children to read, free materials available, music, pictures, poems, plays, pageants and dramatizations, suggested activities for pupils, and additional source material for teachers. Copies will be sent free from the Office of Education as long as the supply lasts.—William Dow Boutwell, editor-in-chief, Office of Education.



THE EDUCATIONAL EXHIBIT of the United States government will be housed in this building which is within one block of the convention hall of the Department of Superintendence. Here educators attending the convention will also find a lounge and an information desk.

Mental Hygiene of the Classroom Teacher

CAROLINE B. ZACHRY

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

THOSE WHO are interested in parent education have recently been concerned with ways and means of making preparent education effective. On consideration it seems that the most adequate preparation for parenthood is that preparation which makes for well-rounded, welladjusted adult living. It is only as this is accomplished that specific training is of value. In thinking of the teacher as a parent-substitute we may arrive at the same conclusions regarding her preparation for her task. Above all, her education should be planned for the purpose of developing a wellrounded, welladjusted adult. If this is not accomplished no amount of teacher training in subjectmatter, methods, technics, or skills will compensate for it.

With our changing conception of education must come a change in our attitude toward the teacher. In spite of the fact that we talk about aims of education in terms of the wellrounded adjustment of the child, we still tend to measure the teacher's success by her ability to get children to the place where they can pass tests in subjectmatter. We know little of her own maturity as a person or of her ability to guide and influence children towards the development of maturity. The reason for this is obvious. We still measure her by the things that are easiest to measure and by the things that lend themselves best to concrete testing. There is no test that will measure the personality qualifications of teachers but there are some questions which the progressive educator who is concerned with the mental health of the classroom, may justly wish to have answered in regard to the personality adjustment of the teachers he is considering for his system. These questions are only suggestive of the qualifications of the person best equipped to guide the allround development of children.

Does the teacher face life squarely?—The foundation stone on which mental health is built and the one which we emphasize with teachers in helping them to develop the personality of their pupils is the ability to face reality squarely. All too often the academic life in itself is an escape from re-

ality. The very position that the teacher takes in it makes it possible for her to maintain her defenses and indulge in

life, we, as teachers, must be able to appreciate this work and attach proper satisfaction to it for the child.

The demands of mental hygiene and progressive education can be met by only a very mature person. Progressive education offers no retreat from life to the overdependent, immature girl who is looking for security in tenure of office, prescribed curriculum, prescribed methods, and the authoritative principal to turn to when problems arise. Progressive education is, on the other hand, holding out opportunities for growth to the intellectually free, emotionally mature individual who is eager for the opportunity to use her initiative and accept her responsibilities. This mature adult is free enough from her own emotional conflicts to be sensitive to the emotional needs of her pupils.

Has the teacher life purposes which she is working out?—If the teacher has learned to face reality squarely she must have simultaneously developed a guiding philosophy of life. If she is to guide children in the execution of their wholehearted purposes her own life must be one of purposeful living. She must be too alert and too intellectually honest to be satisfied with being a mere cog in a wheel. She studies the interest of her pupils so that she may help to plan their work in answer to their felt needs. She knows that it is only in this way that they will grow to the fullest extent and she realizes that superimposing tasks on them interferes with growth. As she respects their personalities so she must respect her own and seek in her work the opportunity for her own growth. The administrator who holds the progressive philosophy of education will be eager to see her grow and will realize that her proper respect for her own personality and growth will make her seek these opportunities for her pupils. She will be gaining her satisfactions thru real achievement. Her classroom work will truly be creative endeavor. For this reason she does not have to gain her satisfactions on the ego side thru the domination of other people. The satisfaction of teaching because of the opportunity it provides to dominate others is a danger recognized by all of us. This dominating disciplinarian is an individual very im-

How the Schools Build Ethical Character

BY HELPING each child to develop high standards of physical and mental fitness.

2. By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data accurately.

3. By surrounding children with an atmosphere of the true, the good, and the beautiful.

4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.

5. By bringing all the children together and teaching them to work together in friendly cooperation.

6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.

some of the very mechanisms of adjustment which we look upon as unwholesome in the child. The teacher with an academic point of view is often unable to respect and appreciate the abilities of the child who does not succeed on the same intellectual level as herself. The academic English, Latin, or mathematics teacher far too often looks down upon the young person who makes a better adjustment to industrial or vocational education. This type of teacher is an intellectual snob and is known to despise some of the work of the real world, for she escapes facing this real world by retreat into academic seclusion. This very intellectual snobbishness indicates a most insecure person, since the individual who is secure and happy in his own achievement is able to look with respect and appreciation on the achievement of other people in other lines. Again we will say that it is children whom we are teaching and if it is work with their hands that means most to their happiness and adjustment in

mature in his emotional development, who is attaining few real satisfactions either in ego achievement or on the social side of his life. The individual whom the progressive educator appreciates is the one whose life is made up of tasks that to him seem worthwhile and the correlatives to that which Burnham points out as essential to mental health—a plan and freedom to execute it.

Is the progressive teacher a student?—Progressive education has little respect for academic escape. It has real respect for students of life as it is, who have taken as their wholehearted purpose the job of adjusting young people to its reality. The progressive teacher needs a wealth of knowledge if she is to guide so many different personalities and so many different abilities and tastes to their greatest possible growth. She must be a student, but a student who has discovered that more important to her than the ability to horde information is the ability to obtain the necessary knowledge as the need arises. Fine habits of study are part of her equipment. Her study should develop in her the scientific attitude which she should carry over into all of her classroom work. This scientific attitude helps her to maintain her objectivity both in regard to subjectmatter and to the personality and behavior of the children themselves. A fine sensitivity to beauty, to creative endeavor, and to emotional needs are part of the equipment of this type of student. For her,

her work as a student and her work as a teacher, is an art as well as a science.

Has the teacher made a successful social adjustment?—Part of her specific job is the guiding of the social adjustment of the children committed to her care. If she is to guide them to mature adjustment on the social side she must have attained this adjustment herself. The teacher who is deprived of affection and whose own social adjustment is unsuccessful is in a very difficult position when she becomes involved in the social adjustment of her pupils. It is this type of teacher who is prone to keep the child dependent on her and who finds it difficult to admit that he is growing up and to help him to establish ideals of maturity.

In a former article on *Social Adjustment and Sex Education* the statement was made that: "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." This environment can be set up only by teachers whose own social adjustment is wholesome. The teacher's attitude toward men and women is felt by pupils no matter how subtly the attitude is expressed. The teacher with prejudices in regard to either sex is warped in the matter of social adjustment and therefore handicapped in ability to guide young people. Sound social adjustment involves a sound

attitude toward sex. To be a wellrounded personality in herself her social adjustment must be satisfying to her. The teacher should meet the emotional needs of the child—not work out her own emotional needs on him. Only an emotionally mature person can provide security for the deprived child and help him to achieve relative independence at the same time.

Is she an integrated person?—In a progressive school the curriculum is worked out in the classroom and is the teacher's responsibility. Her plans are made with the integration of each child as her objective. Is she herself an integrated person or is teaching to her merely a means of livelihood so that her energies are being constantly divided between the school work which she has to do and outside activities which provide escapes? If she is carrying on progressive classwork successfully she cannot be a divided person because progressive education demands the wholehearted interest of teacher as well as pupil. One answer to the question of the teacher's integration is found thruout the entire article. Integration is dependent on wholehearted purposes that are so broad in their conception that they provide for an allround adjustment. Mental hygiene and progressive education have as their definite aim the integration of personality. The administrator must bear in mind that this aim should include the personality integration of the teacher.

The Psychiatrist in the Educational System

THE PRIME TASK of the psychiatrist of a department of education is *educational*. He should focus his chief attention on the classroom and those who are working with the child. The adjustment of the child to the school and the school to the child and his opportunities should be the main topic; the adjustment of the child to life is the broader issue and setting. Training for character and citizenship altho tremendously important must be more or less incidental.

In order to capitalize each pupil's assets, aptitudes, and constructive interests and bring about the optimum balance of his assets and liabilities, teachers should be sensitized to early recognize the facts of individual variations in all levels of functioning—physical, intellectual, emotional, temperamental, and social. Altho the psychiatrist is vitally concerned in

formulating an activity program of mental hygiene for all pupils, he is primarily obligated to help educators detect early signs and symptoms of maladjustment as shown in personality and behavior difficulties and how these might be best managed by the school personnel. The more seriously maladjusted pupil should be regarded as a sick individual who primarily belongs to his family physician, the clinics of the department of mental hygiene, the hospital, or a private clinic where competent medical diagnosis and treatment can be carried out.

Teachers' conferences offer a valuable opportunity to bring home the facts of cases discussed, determine teachers' questions and problems, and point out the usable facts of the children actually studied.

The psychiatrist should visit all parts of the state and schools of various kinds,

so as to give an introduction to principles of mental hygiene from the teacher's angle. Occasional clinics might be profitably given to school teachers, school physicians and nurses, counselors, and teachers-in-training as an effective means of teaching the fundamental principles and practises of commonsense psychiatry.

The bulk of pupils presenting varying degrees of mental ill health will have to be managed by classroom teachers. Nevertheless, it is the conviction of the psychiatrist that he can be of considerable assistance in *sharing* this responsibility and in pointing out ways and means of conserving, extending, and enriching mental health as well as the prevention of unwholesome mental and emotional reactions.—Frederick L. Patry, M. D., Neuropsychiatrist, State Education Department, University of the State of New York.

The Education of Rural Teachers

L. W. HACKER

Director, Division of Rural Education, State Normal University, Normal, Illinois

THE NATIONAL EDUCATION ASSOCIATION has set as one of its major objectives "a trained teacher in every classroom." It is generally admitted that it requires at least two years of time beyond the secondary school to train a teacher for elementary-school service. Several of our teachers colleges, including the one in which I serve, now have four-year curriculums in all divisions of elementary education. Two years of time may be long enough to train but it surely requires four years of time to advance one to the needed educational professional level.

If a teacher could prepare for the lower, intermediate, or upper-grade curriculum in two years, how long should it take to prepare a teacher to teach well in all three of these fields as it is necessary to do in our one-teacher schools? The average elementary-rural teacher in the United States has only about four months of training beyond high-school graduation. If the old standard of two years of training is used, the rural teacher has less than one fourth of the required amount. If the new standard of four years is used, she is hardly within one sixteenth of the needed amount of education to meet the requirements of teacher, principal, and social leader in the rural community.

It is not surprising that the delegates of the 1931 convention of the National Education Association at Los Angeles, under the leadership of President Willis A. Sutton, agreed to ask President Hoover to call a White House Conference to discuss and agree upon the needs of the rural child and his teacher. It was also decided that after the White House Conference was held each of the state governors should be asked to call a similar conference in the respective states to acquaint the people with the real need and great inequalities that exist. There is an oversupply of teachers in the city and an equally great lack of adequately trained teachers for rural schools.

According to the federal census there was no loss in the total rural population until after 1920. Have we forgotten that America's first great leaders lived in the rural areas and that many of our present urbanites are doing whatever they can to establish a country home and to make frequent visits to parks or

country clubs in order to obtain those elements so essential to the abundant life? The natural solarium, the purest of

RURAL PEOPLE are deeply interested in the welfare of their children. But rural parents frequently fail to understand the large contribution which the schools can make to the future wellbeing of their children. They fail to recognize that an effective school can guide and encourage the mental, social, and physical growth of their children. This limited view of education is due largely to the fact that educational leaders have failed to interpret the broader aspects of the educational program to rural people.—*NEA Research Bulletin*, "The Outlook for Rural Education," September, 1931.

air, the freshest of food, and the absence of disturbing noises are factors of health which many city children cannot enjoy. The rural areas can, should, and are being made more attractive by the abolition of social isolation and by making living conditions more attractive. Modern improvements cannot be raised in the fields of the farmer nor manufactured in the smaller rural villages. The industries of the cities may supply them just as soon as the farmer receives an income that will insure "cost of production plus a fair profit." Cost of production includes increased taxes, interest on mortgages, and a score of other items.

The education of the rural teacher, the salary, the school term, and the school plant should be made attractive. Just as the wealth of our great cities is called upon to support their schools, so must the wealth of our larger units, the county, state, and nation, be called upon to supply the needs of the rural child and his teacher.

Should the education of the elementary rural teacher differ from that of the urban elementary teacher? To answer this question we should first state the meaning of our terms. A teacher is one who knows the great ideals of the race, exemplifies them in his own life, and passes them on to others. Rural is defined by the federal census as meaning all places of less than 2500 in population. This includes village, consolidated, two- and one-room schools. About 42 percent of the total population accord-

ing to the 1930 census is engaged in agriculture.

Education is "growth," "adjustment," "complete living," and the "liberation of intelligence for the service of humanity." The objectives are more specifically stated as health, worthy home life, fundamental processes, vocations, citizenship, leisure, and character. Both rural and urban groups accept these common basic objectives and ideals of the race. In order that these objectives may be obtained, "the curriculum must draw freely upon the experiences of the child, upon the educational resources of the community, and must supply whatever the environment lacks to round out and complete the life experiences of an American child." Good teaching should begin "with the child's world and use the common objects, phenomena, and activities as means of education."

Is it not important that the teacher be acquainted with the child's world, the common objects that he uses, and the activities that he performs during vacation as well as before and after school? Swine and cows are farm factories producing food. The farm labor, the farm business, and the marketing of products require business ability. The American farmer lives in the midst of thousands of his plant and animal factories that need his attention. The farmstead furnishes for the farm family, the hotel, restaurant, water system, park, office, elevator, dairy, garage, storage warehouses, power, and enough work so that all the children may be apprentices to varied types of farm tasks.

Is this method of rural living different from that of the traveling salesman or the man who has an office downtown or the man who does piece work in a factory or the man who lives on the third floor of an apartment with no ground spaces for play or gardens? Altho the home life is different, this may not be sufficient reason to differentiate in the training of rural teachers. The actual work to be done in this type of a school needs analysis. Such analyses have been excellently summarized in the studies of Verne McGuffey, Ralph Eyeman, and others. Judgments as summarized by Mabel Carney and W. M. Robinson give further evidence of differences as pointed out by American educators. Carney

names the following chief reasons for partial differentiation in rural teacher education: physical, social, economic experiences of children; organization, handicaps, and opportunities of rural pupils involving greater responsibility and demands upon the rural teacher; and retardation and neglect of rural schools.

Children attending urban schools coming from families of coal-miners, factory laborers, and capitalists differ also in some of the above factors but it is doubtful if the differences between urban areas vary in as many factors as do those between the rural and urban. Too often the rural teacher has to teach all eight elementary grades [supervising seven grades while one class is reciting], perform the administrative duties of a principal in addition to the regular teaching duties, [The special duties as principal are recognized by a \$100 bonus in Maryland.] and get along without a supervising principal.

The standard consolidated or village school lessens many of the special rural problems that must be shouldered by one teacher but there is still the need of the knowledge of the sociology of rural life and the knowledge and understanding of the problems peculiar to a consolidated school such as transportation, dormitories, lunching, adult education, recreation, and community-center activities. Some important problems for the future successful teachers college are selection of students, curriculum guidance as to needs of the state, building of curriculums which provide for basic teaching needs and specialization, placement, and followup work to assure success and to locate weaknesses in the teacher-education process.

After the teachers college has discovered by entrance requirements that the preparatory teacher has the scholastic background and the needed physical characteristics, then the student should be given guidance in choosing the proper curriculum so as to avoid later disappointments. State departments should aid in furnishing statistics for the past, present, and predicted needs in the profession. A properly educated teacher is needed for every type of school that the state approves as part of its school system.

Those special subjects which are so important to the success of the rural teacher are the sociology of rural life, elementary sciences with the approach thru nature study and agriculture, rural education including organization and management, and apprentice teaching.

In a two-year or 60-hour course these subjects need not take more than ten hours of the training requirements.

Courses in the junior and senior years of a four-year rural curriculum should consist of rural leadership or social control, administration of rural schools in the larger school units, rural supervision, and skill development in schools that furnish needed natural situations. These advanced courses may not total more than ten hours. This would give 20 hours of differentiated work out of the 120 hours required for college graduation. The education of rural teachers is being attempted by various methods in the different states. In Connecticut all teachers who take work in the teachers colleges are required to take a course in rural education. Indiana offers a rural license for those who teach in the one-teacher schools. Many states require only an elementary-school certificate as a prerequisite to rural teaching.

Connecticut, which is predominately urban, believes that all teachers should have some rural education in order to be helpful, understanding, and sympathetic. Indiana offers a three-track plan in obtaining elementary-school licenses. These are rural, intermediate-grammar, and primary. Students who pursue the rural courses for one year are not penalized by changing to an upper or a lower grade curriculum. Indiana admits that the differences are not great but yet they are important enough to justify the taking of method courses covering all eight grades and student teaching in a one-teacher school. The third plan or "laissez faire" policy on the part of both the state and the student is indefinite and uncertain. Several states that follow this practise have rural divisions in their teachers colleges. Progressive schoolboards and county superintendents make excellent use of these departments, altho many elementary schoolboards are likely to employ a trained high-school teacher with a French-Latin major instead of one who is trained to teach the fundamental processes.

The saying that "there is no greater inequality than the equal treatment of unequals" is certainly appropriate in this case. Rural teachers with their greater

tasks to perform have been those with the least training, the shorter terms, the poorer attendance of pupils, the smaller salaries, the shorter tenure, and the least experience. When one reads *The Pupil Status in Rural Elementary Schools* by George C. Kyte and *Education Achievement of One-Teacher and of Larger Rural Schools* by Timon Covert, one cannot help but wonder why the rural pupils have done so well in the various states where scientific investigations have been made. In nearly every case the pupils from the smaller schools ranked below the urban pupils in mental age, achievement, and age-grade status. Such comparative studies of achievement quotients that rate the pupils from the larger schools at five to fifteen points above those from the smaller rural schools frequently fail to take *effort* into consideration. Let us compare such factors as years of teacher education, length of school term in months, percentage of attendance, average years of education of the parents, and the yearly salary in the number of hundreds of dollars paid the teacher. An urban teacher who has two years of training beyond the high school [14 years], a school term of nine months, a ninety percent attendance, education of parents averaging nine years, and an annual salary of \$1200 as against a rural teacher who has half a year of training beyond high school [12.5 years], a school term of eight months, an eighty percent attendance, education of parents averaging eight years, and an annual salary of \$800 would give more than twenty percent advantage to the urban pupil.

The tide will turn and the pendulum will swing back to a larger appreciation of the virtues of improved rural life. Universal education in our democracy must serve as a balance wheel and keep us from making the errors of other great empires of the past. True happiness is not found in the anemic conditions of the fourth generation of urban dwellers.

The people of the rural areas have need of the products of our cities and they will buy them when our economic, social, and educational structures can be properly adjusted. Without the turning of the wheels of industry in our cities how can the inhabitants survive? The farmer was selfsufficient less than a century ago but can the city man ever be selfsufficient without the farmer? Each of these groups is a complement to the other in our modern civilization. The golden rule must be enthroned or we shall be crucified on the cross of selfishness.



The Gift and Favor Form of Bribery

THE CHART BELOW—which was prepared for Congress by the National Committee on Education by Radio—shows how the power trust radio interests have succeeded in gaining control of the air. They have seen to it that the college stations got the poorest channels or have crowded them off the air entirely. Have they not, at the same time, sought, thru privately appointed and

financed committees in New York, to dominate American education by radio? ¶ Have they not sought to perpetuate this menacing system by giving free time on the air to educational authorities, civic and educational associations, and leading citizens? Are they not using the friendly associations thus established between their representatives and public to diffuse subtle propaganda? Does not this

gift and favor form of bribery resemble that which the railroads used in an earlier period of corruption when free passes were issued to all candidates for public office? Isn't it time for school people to be careful? Are not freedom of speech and control of education by the people the very foundations of a democratic civilization? Urge your congressmen to protect the rights of your state.

The Power Trust and the Public Schools

National Broadcasting
Company

183.99

Columbia Broadcasting
System

108.02

All Educational
Stations Combined

26.10

All Other
Broadcasters

112.35

Does this assignment
of radio facilities represent the importance
the Federal Radio
Commission attaches
to education?

Units of radio facilities assigned to education as compared to chain broadcasting as of November 28, 1931. Under chain assignments are included all stations owned, operated by, or affiliated with each chain.

The question of monopoly in radio communication must be squarely met.—Herbert Hoover.

Vitalized Group Study and Faculty Meetings

IT IS ASSUMED that no teacher training institution claims to graduate a finished product, even after four college years of preparation interrupted, it may be, by periods of valuable experience in the field. If we are to claim to be members of a profession, we must hold to the necessity for, and the possibility of, continuity of training so long as growth is maintained."—Frederick L. Whitney, State Teachers College, Greeley, Colorado, in *American School Board Journal*.

"Our business demands an adequate professional preparation. It demands, further, that we keep abreast the latest ideas of educational sociology, educational psychology, and teaching technics. It calls for a professional spirit of co-operation. May it never be said of any one of us that we have discontinued our professional education. May it never be intimated that anyone of us has forgotten to keep in touch with modern educational thought."—L. W. Feik, superintendent, Sioux City, Iowa.

The school today stands at the center of American life. This generation of teachers faces a challenge to be informed. The need for broad and constant reading is particularly great among the teaching group which in a sense stands between today's progress and tomorrow's promise to the young people of the world. To maintain a familiarity with what is happening requires persistent and thoughtful study.

Just as the growing enrolment in state and national education associations is a part of a worldwide movement toward corporate action and planning, so vitalized group study is a part of an intellectual awakening which extends far beyond the teaching profession.

In the December 1931 *JOURNAL*, H. G. Shields, writing on "The Abolition of Economic Illiteracy," says: "Many teachers know but little about the taxing system which is such an important determinant of their own welfare." The *Washington Educational Journal* does more than mention this idea; the December 1931 issue contains an article, "Public School Finance in Washington," prepared as a lesson for group study and discussion. The foreword of the article states:

It is for the purpose of aiding teachers not only to realize that Washington is now facing unusual tax difficulties, but also to understand the direction which tax revision must ultimately

take, that this series of questions and answers is formulated. Each month the tax page should be studied individually by teachers. It would be still better if this tax material were made the basis for regular group study and discussion. Most valuable of all would be the application to local conditions in each community.

The variety of material in this issue of the *JOURNAL* offers many vital topics for discussion:

"Teachers Interpreting the Schools." This was prepared to answer requests of readers. It points out ideas to emphasize and ways to use *JOURNAL* and Association material.

"Education for Home and Family." Can you use this in parent-teacher groups?

"Vitalized Commencements." Isn't it easier to vitalize an institution already established than to create a new one? Have you interested your senior class in studying the objectives of education?

"Shall Wages and Salaries Be Reduced?" How does Mr. Leiserson say the effects of depressions on employment and wages are brought about?

"The Art of Living." Is there any point in Henry Turner Bailey's formula for the art of living which is new to you?

"Some Major Themes Underlying Instruction in Arithmetic." This article contains points which might be considered in curriculum revision or in teaching.

"Developing and Selecting Textbooks." How are textbooks selected in your school? What is the cure for textbook begging?

"Education: A Profession for Men." Are the schools in your state which educate teachers showing an increase in men students? What factors are making education an attractive career for men?

"Mental Hygiene of the Classroom Teacher." The questions in bold type in this article are excellent for discussion. Can you think of teachers who illustrate these points?

Some of the many statements which come to the *JOURNAL* office telling about group study and faculty meetings in various schools are given below. They show plans and the enjoyment which teachers are finding in professional study.

This year we have been studying and discussing the new State of Maine course of study, meeting in grade groups, but there are opportunities for correlation with some of the excellent, pertinent articles found in the *NEA JOURNAL*.—Vernie B. Skillin, Springvale, Maine.

It has been our practise for sometime to use the *NEA JOURNAL* in our building meetings. Principals have reported that both they and their teachers find it interesting and worthwhile.—William Harris, sup't, Decatur, Ill.

We have been using *THE JOURNAL* for discussion and study in our school reading circle. We meet for an hour the first Monday in every month and use the first part of our meeting in the study of *THE JOURNAL*.—Anna R. Bailly, Wilmington, Delaware.

Our faculty meets on the second Thursday of the month. Three teachers give reports of the research work from *THE JOURNALS*. The assistant county superintendent then summarizes the highlights. Every teacher looks forward to a discussion of these important problems.—Marvin O. Werley, principal, Stouchsburg, Pennsylvania.

One plan we have used is to designate some teacher to report at the meeting which article she thought best and why; maybe two others to question this choice and a general discussion to follow. We are interested right now in studying "Grade Marks and What They Mean." Perhaps it would be well to say how little they mean.—Lucy Mason Holt, principal, Norfolk, Virginia.

For three years the rural teachers of Branch County, Michigan, have been meeting in regular monthly teachers' meetings by township groups. The teachers gather at the most centrally located school in the township at the close of the school day. They choose their chairman, and with the help of the county commissioner, carry on a program thruout the year. In some of the groups, reports from *THE JOURNAL* have been used and found very valuable. Children of the various grades are brought together thru these groups for speed and comprehension tests in order to make comparisons and determine levels. Speakers meet the groups at various times and speak on the subjects taught in oneroom schools. A great deal is accomplished thru these meetings. Teachers are more professional, more industrious, more resourceful, and more loyal to each other.—Fern E. Bickford, commissioner of schools, Coldwater, Michigan.

Schools which are studying social and economic issues and the interpretation of the school to the public which it serves, will find excellent help in "Childhood and the Depression: A Look Ahead" prepared by the NEA Research Division. The January 1932 bulletin of the Department of Elementary School Principals contains a symposium on radio in education, the plans of the committee on certification, and news which will interest workers in this key group. The 1932 yearbook of the Department of Superintendence to be distributed at its convention, February 20 to 25, is on character education. This yearbook is a valuable contribution to a vital subject.

The articles in the December *JOURNAL* ranked highest by vote of many readers are:

First, "The Lost Radiance of the Christian Religion" by L. P. Jacks; second, "Idealism: The Need of the Hour," editorial; third, "The Abolition of Economic Illiteracy" by H. G. Shields; fourth, "Values of the Social History for Teachers" by Caroline B. Zachry; fifth, "The Schools and International Goodwill" by Floyd T. Goodier.

Department of Superintendence

TENTATIVE PROGRAM FOR WASHINGTON MEETING, FEBRUARY 20-25, 1932

Convention Theme—Education, our Guide, and our Safeguard, and one of the Chief Sources of our Spiritual Life, our Cultural Growth, and our Material Power.

Saturday, February 20, 4:00 P. M.

Review of convention exhibits by the president and other officers of the Department of Superintendence and the NEA.

Sunday, February 21, 2:00 P. M.

Patriotic Pilgrimages:

Washington Monument, leader, Edwin C. Broome, superintendent of schools, Philadelphia.

Tomb of the Unknown Soldier, leader, Norman R. Crozier, superintendent of schools, Dallas.

Lincoln Memorial, leader, George C. Bush, superintendent of schools, South Pasadena.

Old Christ Church, Alexandria, leader, Herbert S. Weet, superintendent of schools, Rochester.

Sunday, February 21, 4:00 P. M.

Vesper Service

Presiding—Edwin C. Broome, superintendent of schools, Philadelphia, and president of the Department of Superintendence.

Address—Rufus B. von KleinSmid, president, University of Southern California.

Monday, February 22, 8:45 A. M.

Presentation of the Yearbook on Character Education

Speakers:

A. L. Threlkeld, superintendent of schools, Denver, *Chairman*, Commission on Character Education.

Frank N. Freeman, School of Education, University of Chicago.

Mrs. John K. Norton, associate director, Research Division, National Education Association.

Charles B. Glenn, superintendent of schools, Birmingham.

Patriotic Ceremony at 10:15 o'clock, the hour of George Washington's birth.

Education, the Nation's Safeguard—Charles H. Judd, director, School of Education, University of Chicago.

Monday Afternoon, February 22

Pilgrimage to Mount Vernon.

Monday, February 22, 8:00 P. M.

Convocation of George Washington University—presiding, Cloyd Heck Marvin, president.

The National Commission on the Enrichment of Adult Life—James A. Moyer, State Department of Education, Boston, *Chairman*. School-Building Planning and Construction—presiding, Elmer T. Peterson, College of Education, University of Iowa. Allied departments and organizations.

Tuesday, February 23, 8:45 A. M.

Theme: The Present Crisis and Public Education

Presiding—Norman R. Crozier, superintendent of schools, Dallas.

The crisis defined—President Edwin C. Broome.

What the public is getting and may expect from adequate expenditures for education—George D. Strayer, professor of educational administration, Teachers College, Columbia University.

Important

SPECIAL railroad rates, one and one half fare for the round trip. Identification certificates furnished to members of the N. E. A. on request. Write Secretary J. W. Crabtree, N. E. A. headquarters, 1201 Sixteenth Street, Northwest, Washington, D. C., or your state director, or your state secretary. If you neglect to get in advance your identification certificate and purchase a round trip ticket, no adjustment of fare can be made after arrival at Washington. Sale begins in eastern territory February 14, final return limit thirty days from date of sale. Validation at regular ticket offices in Washington.

Sleeping room reservations are handled through the Washington Convention Bureau, Augustus Gumpert, director, 1730 H Street, Northwest, Washington, D. C.

Convention headquarters, registration, postoffice, and exhibits are located in the Washington Auditorium.

How shall the crisis be met?—David E. Wiegman, superintendent of schools, Baltimore, *Chairman*, Committee on School Costs. Improved methods of financing education—Russell Dearmont, Missouri State Senator, Cape Girardeau.

Report of Committee on Financing Educational Research.

Nomination of officers.

Tuesday, February 23, 2:00 P. M.

Administrative groups arranged according to size of city. Departments and allied organizations.

Tuesday, February 23, 8:00 P. M.

Theme: American Education—Past, Present, and Future

From past to present—Francis G. Blair, State Superintendent of Public Instruction, Springfield, Illinois.

American education today—Frank P. Graves, State Commissioner of Education, Albany, N. Y.

Future needs and prospects—Henry Suzzallo, director, Carnegie Foundation for the Advancement of Teaching, New York City.

Wednesday, February 24, 8:45 A. M.

Theme: Education as a Source of Our Spiritual Life and Cultural Growth

Intangible values—Florence Hale, president of

the National Education Association, Augusta, Maine.

Art in education—Lorado Taft, sculptor, Chicago.

Music in education—Walter Damrosch, music director, New York City.

Literature in education—John H. Finley, the *New York Times*, New York City.

Business session:

Reports of Committees

Lay relations, Charles S. Meek, superintendent of schools, Toledo, *Chairman*.

Audit, Louis Nusbaum, associate superintendent of schools, Philadelphia, *Chairman*.

Election of Officers

Ballot Box open 11:00 A. M.-6:00 P. M.

Wednesday, February 24, 2:00 P. M.

Discussion groups arranged according to subjects. Allied departments and organizations.

Wednesday, February 24, 6:00 P. M.

College dinners.

Wednesday, February 24, 8:00 P. M.

Theme: Education for a Changing Social, Economic, and Political World

Education for a changing social world—Speaker to be announced.

Education for a changing economic world—Speaker to be announced.

Education for a changing political world—Mark Sullivan, editor and author, Washington, D. C.

Thursday, February 25, 8:45 A. M.

Education as a national enterprise—Ray Lyman Wilbur, secretary, Department of the Interior.

Business session—Report of Committee on Resolutions, Paul C. Stetson, superintendent of schools, Indianapolis, *Chairman*.

Thursday, February 25, 2:00 P. M.

Theme: Promoting the Physical and Mental Health of School Children

Presiding, Willis A. Sutton, superintendent of schools, Atlanta.

Promoting the physical and mental health of school children

1. Thru physical preparation of the pre-school child

2. Thru approved courses of study

3. Thru properly directed medical inspection and followup work

4. Thru wellorganized recreational programs

Speakers—Frederick W. Maroney, director of health education, Atlantic City, New Jersey; Jay B. Nash, associate professor of physical education, School of Education, New York University, New York, N. Y.

Introduction of newly elected officers.

Thursday, February 25, 8:00 P. M.

Historical pageant under the auspices of the George Washington Bicentennial Commission in honor of the Department of Superintendence—Percy Jewett Burrell, *director*.

Abraham Lincoln and Temperance

ABRAHAM LINCOLN knew and loved men. He understood their hopes—their desire to get on and up in the world, to realize their best selves by doing right and being right. On February 22, 1842, before the Washingtonian Society of Springfield, Illinois, Lincoln delivered a great address from which the following sentences are taken: When one who has long been known as a victim of intemperance bursts the fetters that have bound him, and appears before his neighbors “clothed and in his right mind,” and stands up with tears of joy trembling in his eyes, to tell of the miseries once endured, now to be endured no more forever; of his once naked and starving children, now clothed and fed comfortably; of a wife long weighed down with a broken heart, now restored to health, happiness, and renewed affection; there is a logic and an eloquence in it that few human feelings can resist. ¶ Of our political revolution in '76 we are all justly proud. It has given us a degree of political freedom outweighing that of any other nation on earth. Turn now to the temperance revolution. In it we shall find a stronger bondage broken, a viler slavery manumitted, a greater tyrant deposed; in it, more of want supplied, more disease healed, more sorrow assuaged; by it no orphans starving, no widows weeping. How nobly distinguished that people who shall have planted and nurtured to maturity both the political and moral freedom of their species.

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Builders of Our Profession

LET US NOT FORGET that we live in pregnant and decisive times. It is probable that our descendants will envy us the dawn thru which, without knowing it, we are passing, just as we envy those who took part in the age of Pericles, in the most glorious days of Roman greatness, and in certain hours of the Italian Renaissance. The splendid dust that clouds the great movements of men shines brightly in the memory, but blinds those who raise it and breathe it, hiding from them the direction of their road and, above all, the thought, the necessity or the instinct that leads them.—Maurice Maeterlinck in *The Double Garden*.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on January 1 was 4800. The following life members have been reported since the January JOURNAL:

CALIFORNIA—Grace I. Ball, Willa E. Ballard, Anna Louise Barney, Mrs. Anna C. Bunce, Beatrice Clifford, Wilbur A. Hamman, Carrie A. Hayden, Mary C. Hutton, Clayton F. Palmer, F. J. Pribble, Georgia N. Rhoades, Bessie G. Rouse, Minnie Taylor, Paul E. Webb.
CONNECTICUT—Margaret C. Gray, Mary G. Moody.
DISTRICT OF COLUMBIA—Samuel H. Thompson.
HAWAII—Joe Chalmers Harper.
ILLINOIS—Carl L. Anderson, Otto Emil Geppert, Andrea T. Hansen, Lillian M. Hawkins, Sarah Louise Herrick, C. M. Himmel, Nellie P. Lees, Frank L. Richardson, Charles F. Scherrer.
INDIANA—Lora A. Lewis, Carrie Strole.
KANSAS—Oscar Ira Scott.
MAINE—Milton Ermond Higgins, John L. Hooper, Ethel M. Nevins.
MASSACHUSETTS—Sarah A. Cavanagh, A. Lincoln Filene, Alice Louise Harris, Frank S. Livermore, Anna Theresa Marble, Caroline J. Trommer.
MICHIGAN—C. L. Anspach, Gerald F. Bush, Helen J. Hanlon, Albert B. Keenan, C. Gertrude Phelps, Dorman Post, Clarence Vliet, W. A. L. Willard.
MINNESOTA—Jean Unquhart Dutton, Katharine Leonard.
MISSOURI—Kate G. Hurley, Lulu Evelyn Kilpatrick.
NEBRASKA—Leah Schofield.
NEW JERSEY—Edison E. Bresett, Anna S. Fay, Ida E. Housman, Mary M. Hunt, Mary I. Saddler, Mrs. Clara Carr Stallard.
NEW YORK—Mrs. Calla Louise King Engle, Madeleine B. Howe, Richard K. Piez.
OHIO—Gladys M. Colburn, W. E. Hutchinson, Dr. Edna Rieckey Lotz, Bertha M. Luckey, David R. Lyons, Cora Miller McClanahan, Charles H. Parrett, W. L. Shuman, Julia B. Slenker, A. Hobart Young.
OREGON—Nettie F. Berryman, Mabel E. Pringle.
PENNSYLVANIA—Harriet Blackburn, Elisabeth Knight Eyre, Ruth E. Fisher, Grace E. Harbold, Guy N. Hartman, Glenn H. Houghton, Paul E. Klinedinst, Lucy S. McCarty, Dorothy Milhous, Joseph R. Miller, Dorothy Murdock, William S. Owen, Natalie Anne Petty, Sarah B. Place, M. R. Schrock, Alice F. Weaver, Westminster College.
PHILIPPINE ISLANDS—Arcadio Alarcon, Dr. Godofredo G. Calub, Federico Piedad, Isidro Salvador.
TEXAS—Walter S. Benson, L. Henrietta Boyd, Addie May Earthman, Mrs. Olivia L. Robertson, G. M. Sims.
UTAH—Simon P. Eggertsen.
VIRGINIA—Charlotte S. Grimes, Flossie J. Jackson.
WEST VIRGINIA—Lucile R. Goodall.
WISCONSIN—R. B. Everill.

Completed Enrolments

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

Fourteen Years

COLORADO—Pueblo, District Number 20, Columbian, Corona, Danforth.

Thirteen Years

COLORADO—Pueblo, District Number 20, Bessemer, Central Grade, Edison, Minnequa.

Twelve Years

COLORADO—Pueblo, District Number 20, Carlile, Lake View, Wildeboor.
ILLINOIS—Moline, Lincoln, Willard.
MISSOURI—St. Joseph, St. Joseph Public Schools,



HENRY L. STEVENS, JR., Warsaw, North Carolina, newly elected commander of the American Legion, which cooperates each year with the National Education Association in the observance of American Education Week.

Bartlett Elementary, Bartlett High (Colored), Benton Junior-Senior High, Blair, Bliss Junior High, Central High, Douglass, Thomas A. Edison, Eugene Field, Floyd, Hall, Hosea, Humboldt, Hyde, Junior College, Lafayette Junior-Senior High, Lincoln, Charles A. Lindbergh, Longfellow, McKinley, Musser, Neely, Noyes, John J. Pershing, Robidoux Junior High, Sherwood, South Park, Washington, Webster, Whittier, Young.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard.
PENNSYLVANIA—Pittsburgh, Knoxville Junior High.

Eleven Years

ILLINOIS—Moline, Logan.
MAINE—Dexter, Pleasant Street.
MASSACHUSETTS—Brookline, Edward Devotion, Runkle.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Longfellow, Normal, Park, Randolph, Saratoga.
OHIO—Lorain, Brownell, Harrison, Lowell.

Ten Years

ARIZONA—Tucson, Roskrue Elementary, Roskrue Junior High.
CALIFORNIA—Santa Ana, Roosevelt.
ILLINOIS—Moline, Central Junior High, John Deere Junior High, Garfield, Grennel, Washington.
MICHIGAN—Grand Rapids, Sibley.
NEW JERSEY—Long Branch, North Long Branch.
OHIO—Lorain, Hawthorne Junior High, High, Lincoln, Whittier Junior High.

Nine Years

ARIZONA—Glendale, Grammar; Phoenix, Wilson.
CALIFORNIA—Los Angeles, Melrose Avenue; Santa Monica, Garfield, Grant, Jefferson, Roosevelt; South Pasadena, El Centro Street.
HAWAII—Hakalau, Hakalau; Olan, Olan; Papaikou, Kalaniana'ole.
ILLINOIS—Dundee, Dundee; Moline, Ericsson, High, Irving, McKinley, Roosevelt; Waukegan, Waukegan Public Schools, Greenwood, North, Special Teachers.
INDIANA—Fort Wayne, Jefferson.
MASSACHUSETTS—Beverly, Brown; Brookline, Sewall; Melrose, Franklin.
MICHIGAN—Ann Arbor, Bach, Perry; St. Joseph, St.

Joseph Public Schools, Garfield, High, Lincoln, Washington.

NEBRASKA—Lincoln, Lake View, Prescott.
OHIO—Lorain, Irving Elementary, Irving Junior High, Longfellow Elementary, Longfellow Junior High.
PENNSYLVANIA—Pittsburgh, Friendship.

Eight Years

CALIFORNIA—Los Angeles, Amestoy Avenue; Pasadena, Longfellow.
COLORADO—Denver, Ebert, Fairmont, Montclair, Stevens, Whittier; Pueblo, District Number 20, Pueblo Public Schools District Number 20, Bessemer, Carlile, Central Grade, Central High, Central Junior High, Columbian, Corona, Danforth, Edison, Lake View, Lincoln, Minnequa, Wildeboor.
DELAWARE—Wilmington, Public Number 3.
ILLINOIS—Dundee, Dundee Public Schools, Carpentersville, Community High, Dundee; Moline, Moline Public Schools, Williams Carr, Central Junior High, John Deere Junior High, Ericsson, Garfield, Grant, Grennel, High, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Washington, Willard; Rock Island, Edison, Grant, Hawthorne, Irving; Waukegan, Central.
INDIANA—Elwood, Edgewood; Fort Wayne, Forest Park.
IOWA—Dubuque, Jackson.
KANSAS—Kansas City, Kansas City Public Schools, Abbott, Louisa M. Alcott, Argentine Junior-Senior High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library, Lincoln, Longfellow, Lowell, Maccochaque, Horace Mann, McKinley, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Junior-Senior High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, Booker T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High.
MASSACHUSETTS—Beverly, Prospect; Medford, Osgood; Melrose, Roosevelt; Swampscott, Clarke.
MICHIGAN—Ann Arbor, Angell; Grand Rapids, Coldbrook, Lexington.
MINNESOTA—Minneapolis, Irving.
NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany, Capitol, Clinton, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson, Lake View, Lincoln High, Longfellow, Normal, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Special Teachers & Supervisors, Twenty-Sixth and "O" Street Junior High, Van Fleet, Whittier Junior High, Willard.
NEW JERSEY—Englewood, Lincoln; Long Branch, Gregory; Neptune, Ridge Avenue; Summit, Junior High; Trenton, Girard.
NEW MEXICO—Albuquerque, Fourth Ward.
OHIO—Lorain, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Hawthorne Junior High, High, Irving Elementary, Irving Junior High, Lincoln, Longfellow Elementary, Longfellow Junior High, Lowell, Oakwood, Whittier Junior High; Mansfield, Western Avenue.
PENNSYLVANIA—Chester, Morton, Starr; Delaware County, Garrettsford; Pittsburgh, James E. Rogers.
SOUTH DAKOTA—Sioux Falls, Meredith.
TEXAS—Houston, Alamo.
VIRGINIA—Lynchburg, John Wyatt.
WEST VIRGINIA—Clarksburg, Monticello; Grafton, Central, East Grafton, First Ward, High, West Grafton.

Seven Years

ALABAMA—Birmingham, Henley.
CALIFORNIA—Los Angeles, Amelia Street, Carpenter Street, Commonwealth Avenue, James A. Garfield High, Rowan Avenue, Speech Correction Division, Thirty-Sixth Street, Union Avenue, Van Ness Avenue; Monrovia, Mayflower; Oakland, Burckhalter; San Francisco, Irving M. Scott; Santa Monica, Franklin.
COLORADO—Denver, Cole Junior High.
ILLINOIS—Evanston, Orrington; Peoria, Whittier; Rock Island, Franklin Junior High, Lincoln; Watseka, Watseka Public Schools, Community High, North Side, South Side.
MASSACHUSETTS—Everett, Devens.
MICHIGAN—Ann Arbor, Senior High; Bay City, Wonona; Detroit, Pingree, Scripps; Grand Rapids, Auxiliary, Straight Street.
MINNESOTA—Minneapolis, Madison, Webster, Whitney.
NEBRASKA—Omaha, Adams.
NEW JERSEY—Atlantic City, Brighton Avenue; Camden, Evered; Long Branch, Long Branch Public Schools, Broadway, Garfield, Grammar, Gregory, Junior High, Liberty Street, North Long Branch, Senior High, West End; Morristown, Speedwell Avenue; Sea Isle City, Sea Isle.
OHIO—Mansfield, Senior High.
OREGON—Washington County, District Number 7, Peter Boscow, David Hill.

[Continued on page 73]

Membership in Departments of the National Education Association, 1931

Prepared by the Divisions of Research and Classroom Service

States	American Association of Teachers Colleges ¹	Adult Education ²	American Educational Research Association	Elementary School Principals	Lip Reading ²	Rural Education	Secondary School Principals	Superintendence	Supervisors and Directors of Instruction	Supervisors and Teachers of Home Economics	Visual Education
1	2	3	4	5	6	7	8	9	10	11	12
Total	184	1058	330	4,903	68	259	4,585	4,013	1,454	348	352
Alabama	4	3	3	48		13	23	49	20		
Arizona	2	2	1	15		1	14	25	4		
Arkansas	2	4	2	12		13	20	39	10		
California	6	82	20	389	11	46	599	124	69	48	42
Colorado	3	4	3	85		1	63	43	18	3	5
Connecticut	4	113	7	104		2	84	96	37	7	1
Delaware		19	1	10		2	8	21	2	1	
District of Columbia	1	9	9	65	3	3	28	36	37	47	4
Florida		1	2	59		1	110	22	10	1	
Georgia	4		2	48		1	10	44	6	5	1
Idaho	1		2	16		1	9	10	3	1	
Illinois	8	11	27	323	1	5	562	255	53	9	10
Indiana	3	8	5	137	1	1	59	115	54	5	9
Iowa	1	4	11	78		7	113	101	17	3	9
Kansas	4	1	6	103			239	72	20	2	7
Kentucky	5	1	2	48		3	149	56	15	1	1
Louisiana	2	3		34	1	7	12	30	8		
Maine	2	4	1	10	3	2	228	34	3	2	
Maryland	2	4	9	60	1		32	55	42	3	
Massachusetts	3	148	10	254	16		167	188	75	20	
Michigan	5	44	25	378	1	23	223	276	89	24	153
Minnesota	6	19	10	119	5	8	96	79	101	3	2
Mississippi	2			19		2	10	30	2		
Missouri	7	3	5	191		9	96	101	34	5	3
Montana	1			22			10	13	7		
Nebraska	4	5	7	74		1	18	50	17	1	5
Nevada				3			4	5	1		
New Hampshire	2	2		13	1		19	30	2	1	
New Jersey	4	14	6	298	1	1	185	267	104	28	9
New Mexico	2			16		1		17	4		
New York	11	324	66	404	14	62	346	367	130	26	20
North Carolina	4	13	3	62			14	45	18		
North Dakota	5		1	17			39	16	4		1
Ohio	10	119	40	308	4	3	221	247	95	29	18
Oklahoma	6	4	1	55		1	49	72	11		1
Oregon	1	4		97		4		22	10	3	4
Pennsylvania	14	31	9	267		6	279	306	84	35	29
Rhode Island	1	5		12				41	12	3	
South Carolina	1	14	1	14		3		19	9		
South Dakota	4	2		28		2		26	6	1	
Tennessee	4	1	5	41		5	14	41	16	3	
Texas	8	16	5	152	2		37	209	37	2	3
Utah	1	5		39			16	24	7		
Vermont	1			5			104	21	5		
Virginia	4	3	3	46		3	13	47	25	2	1
Washington	3	4	4	139	2		33	21	31	5	2
West Virginia	5		3	29		9	112	48	10	16	2
Wisconsin	10	3	11	85		7	91	125	48	2	6
Wyoming		2		11			7	12	2		
Alaska				2							
American Samoa											
Canal Zone			1								
Hawaii	1			32			4	3	3		4
Philippine Islands			1	14			2	4	7		
Porto Rico				9			6	7	2		
Virgin Islands											
Foreign				4	1		8	7	18		

¹ Institutional members.

² Count based on membership from Sept. 1930 up to Dec. 1931.

THIS table shows membership by states in eleven departments of the National Education Association. Only those departments which have a separate, extra membership fee are included. All such departments are included with the exception of the Department of Social Studies for which membership information was not available.

This type of material is here assembled for the first time. It illustrates the far-flung interests of the Association and shows how widespread is the membership in every department.

The table should be read as follows: Alabama has 4 institutional members of the American Association of Teachers Colleges, a department of the National Education Association. Alabama also has 3 individual members in the Department of Adult Education, 3 members in the American Educational Research Association, 48 members in the Department of Elementary School Principals, 13 members in the Department of Rural Education, 23 members in the Department of Secondary School Principals, 49 members in the Department of Superintendence, and 20 members in

the Department of Supervisors and Directors of Instruction.

Read the table similarly for other states, territories, and foreign countries.

Encourage your associates to join these departmental groups. Membership in the Association comes first and helps to maintain a broad program of national progress in education. It keeps teachers in touch with all phases of the profession. Membership in the departments is also vital. It lays the foundation for professional advance at pivotal points in the educational enterprise.

[Continued from page 71]

PENNSYLVANIA—*Chester*, Graham, Harvey, Howell, Larkin, Martin, Thurlon; *Warren*, Jefferson.
SOUTH DAKOTA—*Sioux Falls*, General Beadle.
TEXAS—*Dallas*, Alamo, Stephen F. Austin, James Bowie, Cumberland, James S. Hogg, Sam Houston, Obadiah Knight, William Lipscomb, Ben Milam, Roger Q. Mills, Rosemont; *Houston*, Eastwood.

Six Years

ALABAMA—*Birmingham*, Elyton.
CALIFORNIA—*Hawthorne*, Hawthorne Public Schools, Ballona Avenue, Eucalyptus Avenue, Fifth Avenue, York Street, Clifford Street, Primary Manual Arts Division, Soto Street; *Oakland*, Golden Gate Junior High; *San Francisco*, Francisco Junior High; *Santa Monica*, Madison.
COLORADO—*Denver*, Ashbury, Byers Junior High, South High.
ILLINOIS—*East St. Louis*, Signal Hill.
KANSAS—*Atchison*, Roosevelt.
KENTUCKY—*Ashland*, Bayless, Coles Junior High, Hager, Means, Senior High.
MAINE—*Bath*, Mitchell.
MASSACHUSETTS—*Beverly*, Pleasant View; *Revere*, Julia Ward Howe.
MICHIGAN—*Bay City*, Whittier; *Detroit*, Coolidge; *Dearborn*, Garrison, Southwestern.
MINNESOTA—*Minneapolis*, Willard.
NEW JERSEY—*Hightstown*, Primary; *Morristown*, Maple Avenue; *Northfield City*, Northfield City Public Schools; *Passaic*, Lafayette Number 6.
OREGON—*Washington County*, District Number 3, Union High.
PENNSYLVANIA—*Chester*, Gartside, Hoskins, McCoy, Powell, Booker T. Washington; *Kresgeville*, Polk Township High; *Oil City*, Innis Street; *Pittsburgh*, Stephen C. Foster.
TENNESSEE—*Memphis*, State Teachers College and Training School.
TEXAS—*Dallas*, Mirabeau Lamar, Robert E. Lee, John H. Reagan; *Port Arthur*, Tyrrell.
UTAH—*American Fork*, Alpine District Public Schools; *Salt Lake City*, Columbus.
VERMONT—*Johnson*, High.
VIRGINIA—*Richmond*, Oak Grove.

Five Years

CALIFORNIA—*Beardsley*, Beardsley; *Los Angeles*, Cheremoya, Forty-Ninth Street, Ivanhoe, Malabar Street, Modern Languages Division, Penmanship Division; *Santa Paula*, Briggs; *Turlock*, Hawthorne, Lowell.
COLORADO—*Denver*, Baker Junior High, Bryant-Webster, Evans, Grant Junior High, Lake Junior High, Stedman, Teller.
FLORIDA—*Palmetto*, Palmetto Public Schools; *Tampa*, Thomas A. Edison, Thomas Jackson.
GEORGIA—*Atlanta*, Tenth Street.
ILLINOIS—*River Forest*, Lincoln, Roosevelt, Washington; *Rockford*, Hallstrom, Wight.
IOWA—*Cedar Rapids*, Big Springs.
KANSAS—*Topeka*, Highland Park Public Schools.
KENTUCKY—*Ashland*, Crabbe, Oakview, Wylie.
MAINE—*Bath*, North Grammar.
MASSACHUSETTS—*Amsbury*, Junior High; *Athol*, Highland; *Belmont*, Homer; *Everett*, Horace Mann; *Medford*, James; *Pittsfield*, Briggs; *Waltham*, Phineas Lawrence.
MICHIGAN—*Dearborn*, High, Whitmore-Bolles; *River Rouge*, Dunn, Furguson.
MINNESOTA—*Rochester*, Rochester Public Schools, Central, Edison, Hawthorne, Holmes, Junior-Senior High, Lincoln, Northrop.
MISSOURI—*Kansas City*, Wm. A. Knotts.
NEW JERSEY—*Paterson*, Public Number 14.
OHIO—*Canton*, Woodland; *Cleveland*, Chesterfield; *Piqua*, Bennett Junior High, Spring Street, Staunton Street, Wilder Junior High; *Preble County*, Dixon Township.
PENNSYLVANIA—*Bradford*, Fifth Ward, Second Ward, Senior High, Third Ward.
TEXAS—*Dallas*, Leila P. Cowart; *Texarkana*, Grim.
UTAH—*Wasatch County*, Wasatch County Public Schools, Charleston, Central, County High, Daniel, Junior High, North, Midway, Soldier Summit, Wallsburg.
VIRGINIA—*Richmond*, Powhatan.
WISCONSIN—*Shorewood*, Milwaukee, Shorewood Public Schools, Atwater, High, Lake Bluff.

Four Years

ALABAMA—*Birmingham*, Gate City.
ARIZONA—*Tolleson*, Union High.
CALIFORNIA—*Los Angeles*, California Street, Ninety-Seventh Street, Santa Barbara Avenue, Twenty-Eighth Street; *San Diego County*, San Diegoito; *San Francisco*, Farragut; *San Pedro*, Barton Hill; *Santa Ana*, Edison; *Santa Monica*, Lincoln Junior High, McKinley, Washington; *West Whittier*, West Whittier.
COLORADO—*Denver*, Colfax, Sherman, Smiley Junior High.
CONNECTICUT—*Stamford*, Glenbrook.
FLORIDA—*Holly Hill*, Holly Hill Public Schools.
GEORGIA—*Atlanta*, English Avenue.
HAWAII—*Hilo*, High.
ILLINOIS—*Aurora*, J. H. Freeman; *Des Plaines*, West Division; *Pekin*, Community High; *Rock Island*, Frances Willard.
INDIANA—*Terre Haute*, Sandison.
IOWA—*Council Bluffs*, Roosevelt.
KANSAS—*Garnett*, Irving; *Hutchinson*, Senior High; *Topeka*, Quincy; *Wichita*, Ingalls.

MASSACHUSETTS—*Everett*, Franklin; *Leominster*, Pierce.
MICHIGAN—*Ann Arbor*, Donovan; *Dearborn*, Dearborn Public Schools, Garrison, High, Lindbergh, Oxford, Southwestern, Whitmore-Bolles; *Grand Rapids*, Burton; *Ironwood*, Central.



THE UNEXPECTED DEATH of Dr. Randall J. Condon on December 24 is one of the greatest of a series of heavy losses to the leadership of the profession during 1931. His was a fineness, a firmness, and a vision which leave an endearing monument in the educational life of the cities he served and of the nation.

MINNESOTA—*St. Louis Park*, Eliot.
MISSOURI—*Kansas City*, J. C. Nichols.
NEBRASKA—*Omaha*, Windsor.
NEW JERSEY—*Cumberland County*, Delmont; *Morristown*, Lafayette.
NEW YORK—*Ithaca*, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill; *Johnson City*, F. M. Smith.
OHIO—*Akron*, Teachers College of University of Akron; *Cincinnati*, Whittier; *Cleveland*, Sackett, West Technical High, Woodland; *Galion*, Galion Public Schools, East, Junior High, North, Senior High, South; *Piqua*, Piqua Public Schools, Bennett Junior High, Favorite Hill, High, North Street, South Street, Special Teachers, Spring Street, Staunton Street, Wilder Junior High.
OREGON—*Ashland*, Lincoln.
PENNSYLVANIA—*Middletown*, Grammar, Wood Street; *Montgomery County*, Hatfield Joint Consolidated; *Pittsburgh*, Fort Pitt; *Reading*, Perkiomen; *Redstone Township*, Allison, Colonial Number 3, Filbert, Grindstone, Herbert, Orient, Republic, Royal, Thompson; *Uniontown*, Senior High.
TEXAS—*Dallas*, City Park, Cockrell Hill, Eagle Ford; *Texarkana*, Texas Senior High.
UTAH—*Duchesne County*, Mt. Emmons.
VIRGINIA—*Newport News*, George Washington; *Norfolk*, Lafayette.

Three Years

ALABAMA—*Birmingham*, Graymont.
ARIZONA—*Yavapai County*, School District Number 22.
CALIFORNIA—*Alhambra*, Ynez; *Burbank*, Roosevelt; *Chula Vista*, Otay; *Coronado*, Grammar; *Los Angeles*, Bandini Street, Buchanan, Girard, Sixty-First Street; *Oakland*, Castlemont High; *San Diego County*, Cardiff; *San Francisco*, Commodore Stockton; *Santa Monica*, Administrative; *South Pasadena*, Los Flores; *Venice*, Nightingale.
COLORADO—*Denver*, McKinley, Opportunity, Skinner Junior High, Smedley, Swansea.
CONNECTICUT—*East Hartford*, Silver Lane; *Westport*, Staples High.
DELAWARE—*Western New Castle County*, Middletown (Colored); *Wilmington*, Public Number 29.
DISTRICT OF COLUMBIA—*Washington*, Blake.
GEORGIA—*Atlanta*, I. N. Ragsdale, William F. Slaton.
HAWAII—*Hilo*, Junior High, Kaiwika, Kapiolani, Standard, Union, Waiakakai, Waiakae-Uka, Waiakae-Waena; *Honolulu*, Kaapahu; *Honolulu*, Kaapahu; *Kalapana*, Kalapana; *Kapoho*, Kapoho; *Kaunana*, Kaunana; *Kurtistown*, Kurtistown; *Laupahoehoe*, Grammar and Junior High; *Ninole*, Ninole; *Paaui*, Paaui; *Pahoa*, Pahoa; *Pepeekeo*, Pepeekeo.

ILLINOIS—*DeKalb*, Township High; *Des Plaines*, Central; *Harvey*, Harvey Public Schools, Bryant, Cary, Holmes, Lowell-Longfellow, Whittier; *Reddick*, Community High; *Rockford*, Hall.
INDIANA—*Terre Haute*, Fairview.
IOWA—*Cedar Rapids*, Lincoln, Ungraded.
KENTUCKY—*Ashland*, Ashland Public Schools, Bayless, Coles Junior High, Condit, Crabbe, Hager, Hatcher, Means, Oakview, Charles Russell, Senior High, Special Teachers and Supervisors, Wylie.
MARYLAND—*Frederick County*, Frederick County Public Schools, Adamstown, Brook Hill, Brunswick High, Buckeystown, Burkittsville, Catoclin Furnace, Church Street, East Brunswick, Emmitsburg Elementary, Emmitsburg High, Feagaville, Forrest, Foxville, Frederick High, Harmont, Ijamsville, Jefferson, Johnsville, Knoxville, Lewistown, Liberty Elementary, Liberty High, Middletown Elementary, Middletown High, Mt. Pleasant, Myersville, New Market, North Market Street, Point of Rocks, Sabillasville, Thurmont Elementary, Thurmont High, Unionville, Urbana, Walkersville Elementary, Walkersville High, Washington Street, West Brunswick, Wolfsville, Woodsboro.
MASSACHUSETTS—*Everett*, Hamilton.
MICHIGAN—*Detroit*, Alger, Angell, Columbus; *Grand Rapids*, East Leonard.
MINNESOTA—*St. Louis Park*, Brookside, Fern Hill, High, Junior High, Lenox, Lincoln.
NEBRASKA—*Lincoln*, College View High, College View South.
NEW JERSEY—*Atlantic City*, Senior High; *Bloomfield*, Camden, O. V. Catto; *Cumberland County*, Brown, Port Elizabeth, Shiloh; *Dunellen*, Roosevelt Junior High; *Montclair*, High; *West New York*, Public Number 3.
NEW MEXICO—*Raton*, Columbian, Junior High, Longfellow, South Side.
NORTH CAROLINA—*Durham*, Holloway Street.
OHIO—*Canton*, Henry S. Martin; *Cleveland*, Buhrer, McKinley; *Columbus*, Highland Avenue, Linden; *Preble County*, West Elton.
PENNSYLVANIA—*Arnold*, Arnold Public Schools, Fourth Avenue, High, Leishman Avenue, Platoon; *Bradford*, Fourth Ward; *Chester*, Patterson, Watts; *Hanover*, Hanover Public Schools, Clearview, Eichelberger, Hanover Street, High Street, Junior High, Midway, New Baltimore, Senior High; *Middletown*, Susquehanna; *Mt. Lebanon*, Pittsburgh, Mt. Lebanon Public Schools, High, Julia Ward Howe, Lincoln, Edwin Markham, Washington.
SOUTH DAKOTA—*Aberdeen*, Garfield, Lincoln, Monroe, Washington.
TEXAS—*Dallas*, Arcadia Park; *Houston*, Berry.
UTAH—*Duchesne County*, Fruitland, Farm Creek, Hanna, Basin, Cedarview, Roosevelt High.
VIRGINIA—*Newport News*, Walter Reed.
WEST VIRGINIA—*Springton*, Junior High.

Two Years

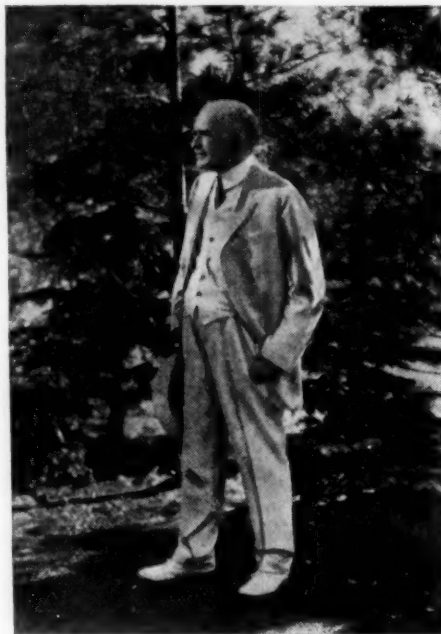
ALABAMA—*Birmingham*, West End High.
ARIZONA—*Yavapai County*, School District Number 31, School District Number 33, School District Number 46.
CALIFORNIA—*Claremont*, High; *Cranell*, Little River; *Earlimart*, Grammar; *Fresno*, John Burroughs, Morris E. Dailey, Emerson, Fremont, Heaton, Kirk, Lafayette, Chester Rowell, E. R. Snyder Continuation High, Teilman Number 2, Webster; *Hawthorne*, Washington Street; *Los Angeles*, Eagle Rock, Home Economics Division, Main Street, Normandie Avenue, San Pedro Street, Sixty-Sixth Street, Robert Louis Stevenson Junior High, Toland Way; *Los Angeles County*, Malaga Cove; *Oakland*, Markham, Webster; *Santa Ana*, Franklin; *Siskiyou School District*, Butte Valley High, Tennant High; *West Whittier*, Guirado.
COLORADO—*Denver*, Ashley, Ellsworth, Emerson, Aaron Gove Junior High, Lawrence Street, West High; *Fort Collins*, Franklin, LaPorte Avenue; *Greeley*, Meeker Junior High.
CONNECTICUT—*East Hartford*, Woodland.
DELAWARE—*Wilmington*, Howard High, Public Number 24.
GEORGIA—*Fulton County*, Mt. Vernon; *Macon*, Fort Hawkins.
HAWAII—*Maui*, Hana, Kaeleku; *Hilo*, Keaukaha; *Mountain View*, Mountain View; *Oakala*, Oakala; *Paaui*, Paaui.
ILLINOIS—*Rock Island*, Denkmann; *Shelbyville*, Main Street.
INDIANA—*Shelbyville*, Kibbey, Major, Washington; *Terre Haute*, Warren.
IOWA—*Council Bluffs*, Franklin; *Dubuque*, Audubon, Central, Franklin, Fulton, Irving, Lincoln, Marshall, Prescott, Washington Junior High.
KANSAS—*Paola*, Junior High; *Wichita*, Fairmount, Harry Street.
KENTUCKY—*Louisville*, Morris.
MAINE—*Rockland*, Camden Street, McLain, Purchase Street, Tyler.
MARYLAND—*Frederick County*, Creaerstown, New Midway, Parkway; *Pasadena*, Consolidated.
MASSACHUSETTS—*Everett*, Lafayette.
MICHIGAN—*Ann Arbor*, Mack; *Detroit*, Pitcher; *Ecorse*, Ecorse Public Schools, High, Public Number 1, Public Number 2, Public Number 3; *Flint*, Rankin; *River Rouge*, River Rouge Public Schools, Dunn, Furguson, High, Northrup, Ann Visger; *Three Rivers*, Bishop E. Andrews, Henry P. Barrows, First Ward, Second Ward.
MINNESOTA—*Minneapolis*, Stowe, Tuttle.
MISSISSIPPI—*Drew*, Drew Public Schools.

NEBRASKA—Omaha, Bancroft, Benson High, Castelar.
 NEVADA—Caliente, District.
 NEW HAMPSHIRE—Rochester, Rochester Public Schools, High.
 NEW JERSEY—Bergenfield, Franklin, Jefferson; Bogota, High; Bridgeton, Junior High; Cumberland County, Bacons Neck, Haleyville, Mauricetown, Robbinstown; Hightstown, Hightstown Public Schools, High, Primary; Montclair, Spaulding; Morristown, Morristown Public Schools, High, Lafayette, Mills Street, Speedwell Avenue, George Washington.
 NEW YORK—Callicoon, High; Ithaca, Ithaca Public Schools, Central, East Hill, Fall Creek, Junior High, Open Air, Reconstruction Home, Henry St. John, Senior High, Belle Sherman, South Hill, West Hill, Wychoff.
 NORTH CAROLINA—Elizabeth City, Elizabeth City Primary Schools.
 NORTH DAKOTA—Fargo, Agassiz Junior High, Horace Mann; Haynes, Haynes Public Schools.
 OHIO—Lodi, Lodi; Sandusky County, Jackson Township, Rollersville.
 OKLAHOMA—Tulsa, Irving.
 OREGON—Estacada, Elementary, Union High.
 PENNSYLVANIA—Cheltenham Township, Cheltenham High, Cheltenham Junior High, La Mott, Wyncote; Lebanon, Mifflin; Middletown, Middletown Public Schools, Grammar, High, Susquehanna, Wood Street; Reading, Ricktown.
 SOUTH DAKOTA—Aberdeen, Aberdeen Public Schools, Adams, Garfield, High, Lincoln, McKinley, Monroe, Henry Neill, Roosevelt Junior High, Simmons Elementary, Simmons Junior High, Washington.
 TEXAS—Dallas, John F. Peeler, Clinton P. Russell; Texarkana, Junior High.
 VERMONT—Burlington, Ira Allen; Rutland, Madison.
 VIRGINIA—Hopewell, Du Pont, Highland Park; Lynchburg, Monroe; Newport News, Eighteenth Street (Colored); Washington, High.
 WEST VIRGINIA—Crab Orchard, Crab Orchard; Sophia, Sophia.
 WISCONSIN—Mauston, Mauston Public Schools.

Current Year

ALABAMA—Birmingham, Lee.
 ALASKA—Cordova, Cordova.
 ARIZONA—Gila Bend, Gila Bend; Phoenix, Balsz; Yavapai County, District Number 2.
 CALIFORNIA—Alhambra, Ramona; Burbank, Ralph Waldo Emerson; Calwa City, Calwa; Fresno, Benjamin Franklin; Gridley, Union High; Hawthorne, Williams Street; Irvine, Irvine; Los Angeles, Americanization Division, Annadale Boulevard, Art Division, Canoga Park, Commercial Education Division, Griffin Avenue, Industrial Arts Division, Kindergarten and Primary Grades Division, Music Division, Orchestra Division, Serrania Avenue, Student Body Finances Division, Visual Education Division, West Athens; Lynwood, Junior High; Nevada City, High; Newman, Grammar Schools; North Hollywood, Lankershim, Victory Boulevard; Pico, Ranchito; Pomona, Garey; Oakland, Alameda, Bella Vista, Belle Vista Annex, Campbell, Central Trade Tigh, Clawson, Cleveland, Cole, E. Morris Cox, Crocker Highlands, Dewey, Diamond Heights, Durant, Edison, Elmhurst Junior High, Emerson, Franklin, Fremont High, Garfield Junior High, Glenview, Grant, Bret Harte Junior High, Hawthorne, Highland, Herbert Hoover Junior High, Jefferson, Lafayette, Lakeview, Laurel, Lazear, Lincoln, Lowell Junior High, Horace Mann, Manzanita, Maxwell Park, McChesney, Susan McFeeley, Melrose, Montclair, Parker, Peralta, Piedmont Avenue, Prescott Elementary, Prescott Junior High, Rockridge, Santa Fe, Sequoia, Stone, Hurst, John Swett, Toler Heights, Tompkins, Woodrow Wilson Junior High; Potrero, Potrero; Riverside, Lowell; Santa Monica, John Muir; South Pasadena, Junior High; Wilmington, Fries Avenue, Wilmington Park.
 COLORADO—Broomfield, Broomfield; Denver, Ashland, Boulevard, Columbine, W. H. Eagleton, Edison, Elyria, Rosedale; La Veta, La Veta Public Schools, Grammar, High; Pueblo, District Number 20, Special Teachers and Supervisors.

CONNECTICUT—Fairfield, Roger Ludlowe High; Woodstock, Woodstock.
 DISTRICT OF COLUMBIA—Washington, Cranch, Tyler.
 FLORIDA—Clearwater, South Ward; Daytona Beach, Volusia; Jacksonville, Fishweir, Public Number 8; Pensacola, J. B. Lockey.



MELVIL DEWEY, author of Dewey Decimal classification for libraries; pioneer in simpler spelling, adult education, and leisure education, who died December 26, 1931, at the age of eighty years.

HAWAII—Honolulu, Ahualoa; Maui, Keanae; Kukuia, Waipio; Opihikao, Opihikao.
 ILLINOIS—Alton, Irving; Franklin Park, Leyden Community High; Moline, Special Teachers and Supervisors; Mt. Olive, Community High; Springfield, Feitshans High.
 INDIANA—Fort Wayne, South Wayne; Martinsville, Junior-Senior High; Shelbyville, Hendricks; Whiting, South Side.
 IOWA—Dubuque, Jefferson Junior High.
 KANSAS—Hutchinson, Central, Grandview; Paola, Paola Public Schools, Junior High; Pittsburg, Central, Eugene Field; Wichita, Roosevelt.
 KENTUCKY—Covington, Ten District.
 LOUISIANA—New Orleans, P. A. Capdau.
 MAINE—Auburn, Washburn; Bar Harbor, High; Bingham, Primary; Brewer, Brewer Public Schools, Dirigo, Excelsior, Page, Sargent, South Brewer; Camden, High; Madison, Weston Avenue; Saco, Locke; Sanford, Longfellow; South Portland, Community Hall, Ligon, South Portland Heights, High; Springvale, Hamlin; The Forks, The Forks.
 MARYLAND—Edmonston, Edmonston; Massey, Massey.
 MASSACHUSETTS—Arlington, Brackett; Beverly, Edwards; Everett, Webster; Northbridge, Rockdale; Somerville, Brown; Southbridge, School Street; Springfield, Sumner Avenue.
 MICHIGAN—Detroit, Mason; Dearborn, Edison; Flint, Dewey; St. Joseph, Jefferson.

MINNESOTA—Minneapolis, Clara Barton, John Hay, Lymanhurst, Minnehaha, Rosedale; Rochester, Folwell, Junior College, Special Teachers and Supervisors.
 MISSOURI—Kansas City, Benjamin Harrison; Kirkswood, Henry Hough; St. Joseph, Children's Home, Special Teachers and Supervisors; Webster Groves, Douglass.
 NEBRASKA—Lincoln, Havelock Elementary Central, Havelock Elementary Norwood; Omaha, Jefferson, Madison, Miller Park, Pickard, Speech Correction Department.
 NEW HAMPSHIRE—Nashua, James B. Crowley; Portsmouth, Whipple.
 NEW JERSEY—Atlantic City, Atlantic City Public Schools, Brighton Avenue, Chelsea Heights, Girls' Vocational, Illinois Avenue, Indiana Avenue, Madison Avenue, Massachusetts Avenue, Monro Avenue, Pennsylvania Avenue, Senior High, Special Teachers and Supervisors, Texas Avenue Special Classes, Venice Park, West Side; Bordentown, Bordentown Public Schools, High, Public Number 1, Public Number 3; Clifton, Allwood Number 1, Public Number 1, Public Number 2, Public Number 4, Public Number 5, Public Number 10, Public Number 11, Public Number 12, Public Number 13, Public Number 15; Cumberland County, Bushshutem, Central, North Port Norris, Ormond, Heislerville, Heislerville; Highland Park, Lafayette; Montclair, Glenfield, Mt. Hebron; Peapack, Peapack-Gladstone.
 NEW YORK—Auburn, James Street; Ithaca, Atypical, Malverne, Davison Avenue.
 OHIO—Cleveland, Hazeldell; Delphos, Jefferson High; Lakewood, Horace Mann Junior High; Randolph, Liberty Township Schools.
 OKLAHOMA—Tulsa, Grover Cleveland.
 OREGON—Washington County District Number 7, Junior High; Washington County District Number 13, Banks; Washington County District Number 7, Timber.
 PENNSYLVANIA—Avella, Independence Township, Chester, Wetherill; Erie, Columbus, Lakewood; Ford City, Ford City Public Schools; Freeport, Freeport; Hanover, Special Teachers and Supervisors; Johnstown, Bheam, Cooperdale, Hudson, Osborn, Park Avenue, Rosedale, Roxbury; Lebanon, Burrows, Fairview, Garfield, Higbee, Henry Houck, Lincoln, Stevens; Pittsburgh, Bane; Rankin, Rankin Borough Public Schools, Hawkins Grade, Hawkins High, McCrady, Public Number 1, Public Number 2, Special Teachers and Supervisors; Redstone Township, Rows Run; Rogersville, Center Township Vocational High.
 PUERTO RICO—Fajardo, Escuela Ramon Quinones Pacheco.
 SOUTH CAROLINA—Gray Court, Gray Court.
 SOUTH DAKOTA—Springfield, Southern State Normal.
 TENNESSEE—Richard City, Richard Hardy Memorial.
 TEXAS—Dallas, John Henry Brown, David Crockett, James W. Fannin, Thomas C. Hassell, Stephen J. Hay, Margaret B. Henderson, Lishon, George P. body, Thomas J. Rusk, Ascher Silberstein, Trinity Heights, Vickery Place, Winnetka.
 UTAH—Salt Lake City, Ensign.
 VIRGINIA—Lynchburg, E. C. Glass High, West End, Newport News, Special Teachers and Supervisors, Norfolk, James Madison, Ruffner Junior High, George Washington; Norfolk County, Independence, Richmond, Nathaniel Bacon, Bellevue, John L. Cary, Helen Dickerson, William Fox, Franklin, Robert Fulton, Stonewall Jackson, Madison, Ruffner, John Smith, Springfield, J. E. B. Stuart, George Thorpe.
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 WYOMING—Big Horn, Big Horn Public Schools; Grass Creek, Grass Creek.

The Journal of the National Education Association

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

Secretary, J. W. CRABTREE

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.
 The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Proceedings, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL.
 The payment of \$100 gives the privileges of the \$5 active membership for life.
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JOY ELMER MORGAN, Editor

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NOTES and ANNOUNCEMENTS

An abnormal situation—The present is an emergency. It is no time to permanently lower salaries and standards of living. Whenever it is necessary to do, it should be looked upon as a temporary emergency measure. America does not need to pull down standards. Our taxes are less than half those of other leading countries, and the excessive incomes of the rich are a national scandal.

Department of Superintendence convention—President Robert Maynard Hutchins of the University of Chicago and Secretary of the Interior Ray Lyman Wilbur are the speakers who will address the General Session of the Department of Superintendence convention at Constitution, Hall, on Thursday morning, February 25.

Administrative groups will meet Tuesday, February 23, 2:00 P.M.

Group I—State departments of education. *Presiding*, W. F. Bond, state superintendent of education, Jackson, Mississippi.

Group II—Superintendents of cities with population over 200,000. *Presiding*, Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania.

Group III—Superintendents of cities with population from 100,000 to 200,000. *Presiding*, John W. Studebaker, superintendent of schools, Des Moines, Iowa.

Group IV—Superintendents of cities with population from 50,000 to 100,000. *Presiding*, Louis P. Benezet, superintendent of schools, Manchester, New Hampshire.

Group V—Superintendents of cities with population from 10,000 to 50,000. *Presiding*, Frank G. Pickell, superintendent of schools, Montclair, New Jersey.

Group VI—Superintendents of cities with population from 5,000 to 10,000. *Presiding*, R. V. Hunkins, superintendent of schools, Lead, South Dakota.

Group VII—Superintendents of cities with population of less than 5,000. *Presiding*, W. A. Walls, superintendent of schools, Kent, Ohio.

Group VIII—City assistant and district superintendents. *Presiding*, William C. Knoelk, assistant superintendent of schools, Milwaukee, Wisconsin.

Group IX—County superintendents. *Presiding*, Charles A. Morris, superintendent of Ocean County Schools, Toms River, New Jersey.

The National Council of Teachers Retirement Systems will open its meetings at the Washington convention

of the Department of Superintendence Monday, February 22, with a luncheon in the Fairfax Room of the Willard Hotel, at 12:15 P.M. Sessions of the council will be held on Tuesday and Wednesday.

The debt eternal must be met—In a letter recently sent to city school superintendents, Secretary J. W. Crabtree stresses the significant fact that, the roads and buildings can wait, the child's education must go on. The following is a paragraph from the letter:

We must save all we can of the American School as it has been built up during half a century. The retrenchment program must not cut out the kindergarten. It must not omit health education, nor music, nor literature, nor science, nor vocational training. These are fundamentals in the improved curriculum. To eliminate these would give exactly the course of study I knew when I was a boy. The children of today become the citizens of tomorrow. They would never forgive us were we to stand for giving them less than young people of the last decade have had. If schools are to be closed, or advantages curtailed unduly, let others not educators be responsible for such action.

A tribute—The unexpected death of Dr. Randall J. Condon on the day before Christmas came as a great shock and loss to his host of friends throughout the nation. A memorial service was held at the headquarters of the National Education Association on December 29, 1931, at which Secretary S. D. Shankland of the Department of Superintendence gave the following tribute:

Randall J. Condon stood for the finer things in life. His was a spirit which could not be satisfied with anything that bordered on the sordid or the mean or the low. He was a militant leader in righteous

(Continued on page 34)



WHERE ARE THE CHILDREN?

The artist means to call attention in this picture to the effect of the depression on schools and the children. She attributes the cause to a misinterpretation of a traffic sign. Leaders of American thought in labor, business, and politics all, from President Hoover on down urge as a protection to the morale of youth and as an aid to the solution of the unemployment situation, that all young people be kept in school and yet in scores of counties there are districts where the owl is thus unmolested in his day-time meditation. In at least one county in each of three states every school in the entire county is closed. This applies not only to one-room schools but occasionally to a consolidated or other school as well.

In thousands of city, village, and district schools, the year has been shortened, salaries cut, sometimes teachers paid in script, everywhere the teacher load increased. Additional reductions are threatened in many places for next year. No telling how far this movement will go unless teachers become more active in inspiring the people to keep the schools open and to do the right thing by the children. There is a coincidence in the fact that the new concrete road running by the building cost \$92 a rod, or exactly the amount that it would cost in that district to keep a child in school for a year. We prize having these perfect roads. But if choosing between the making of a rod of new road and delaying a child's education which should await the better day?

In the picture there should be another owl if one could be found wise enough to answer the question, - "Who-o closed it?" An awakened public would not close a single school. It would not pay teachers less than a living wage. It would not delay the education of any child. It would not lower standards or ideals or use the pruning knife on school budgets except as a very last resort.

J. W. Crabtree, Secretary, N. E. A., Washington, D. C.

[Reduced facsimile of material used to interpret the schools.]

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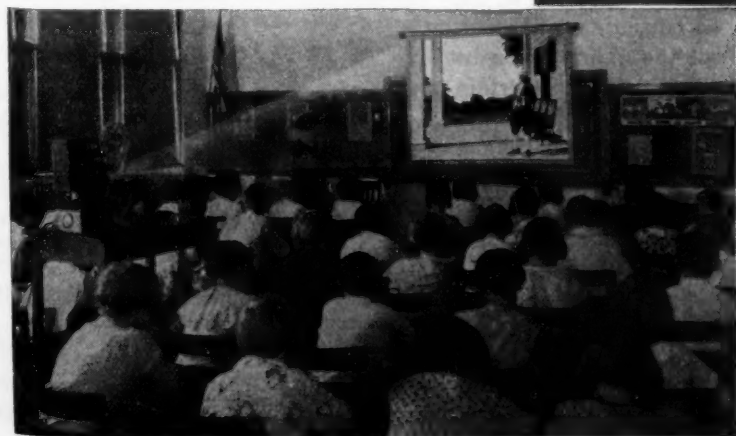
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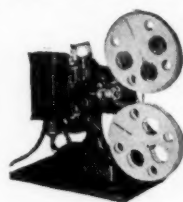
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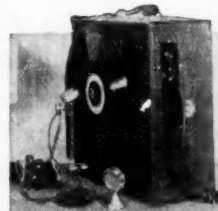
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(Continued from page 32)

causes. When for policy's sake others held their peace, Dr. Condon was wont to assume leadership in aggressive fashion. He knew, too, how to bring things about in conference and in personal contacts with his associates. Leadership is an intangible thing; but whatever it is, he possessed it.

Superintendent Condon spent a lifetime in promoting the interests of the children of America. His service as superintendent of schools at Templeton, Massachusetts; Everett, Massachusetts; Helena, Montana; Providence, Rhode Island; and Cincinnati, Ohio, covered a period of exactly forty years. In each of these cities the permanent imprint of his personality was left for good.

Dr. Condon found time for many outside activities. Among other responsibilities of a busy life, he was president of the Department of Superintendence of the National Education Association, 1926-1927; a delegate to the Geneva Convention of the World Federation of Education Associations; president of superintendents' associations in New England, Montana, and Ohio; a member of the Ohio State Board of Education; a trustee of Colby College; and an author of textbooks and magazine articles. He was in constant demand as a public speaker.

Death called him in the midst of his work. With a light heart he had gone to Greeneville, Tennessee to spend the Christmas holidays with his daughter and the grandson of whom he was so proud, after completing a tour of more than thirty states to press the campaign against illiteracy. His mind was active with plans for

the Committee on Financing Educational Research of the Department of Superintendence, of which committee he was chairman, and for enlarging the activities of the National Congress of Parents and Teachers of which organization he was vicepresident. He was a man of the type whom the schools sorely need just now. He was an educational missionary. As he left my office just before the holidays, he wished all of us a Merry Christmas and paused to say, "These are critical times for the children. We must stand by our guns."

An outstanding book for every teacher and principal: *The Tenth Yearbook of the Department of Superintendence*, which will be ready for mailing early in February, is devoted to the subject of character education. Character education is one of the major problems of American life. This volume is certain to be a best-seller. Persons wishing copies of the first edition should order immediately from the Department of Superintendence, 1201 Sixteenth St., N. W., Washington, D. C., \$2 per copy.

Atlantic City one hundred percent in membership—It is fitting that the city which will be host to the National Education Association at its annual convention in July should have a one hundred percent welcome awaiting the teachers of the nation.

The economic crisis—The following quotations from the field are concrete proofs of the unconquerable spirit of the teachers:

We are in a drouth area this year and the Red Cross is taking care of many hundreds of farmers in the west half of this state and in the eastern part of Montana. Our school staff have all taken a ten percent cut, the second five percent of it being a voluntary reduction because of the unusually severe financial stringencies here.—A superintendent in North Dakota.

It is with considerable regret that I must yield to the inevitable brought on by the ever-increasing delinquencies in tax collections. Teachers in some of our districts have gone without pay since last April and have been forced to borrow money "which no one would loan" in order to live.—A superintendent in Ohio.

Our teachers voluntarily took a five percent cut in salary even tho contracts were made last spring without such a cut. They did this to help share the distress of the community. I am not complaining, and I shall set about it to build ourselves back to one hundred percent just as fast as possible. I believe we have had one hundred percent membership since 1922. You may be sure I am sorry to fail this year.—A superintendent in South Dakota.

Educational achievements—Additional responses to the request for a summary of educational progress [Annual

(Continued on page 36)

*Here's finest school movie projection
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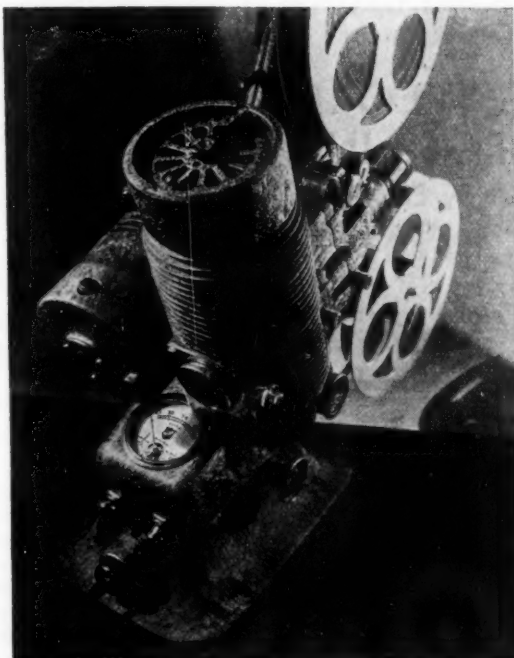
*... at the Washington meeting of the Department of
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(Continued from page 34)

Roll Call, January, 1932 JOURNAL] have been received:

Panama—The Canal Zone schools have organized a comprehensive program of curriculum revision with provisions for expert advisors to visit the Isthmus during the year to assist the local officials in promoting the program.—Ben M. Williams, superintendent of schools.

Philippine Islands—Advancement of teaching standards, particularly in the secondary schools, thru greater emphasis placed on qualifications of teachers, with special reference to their proper appointment and placement.—G. R. Manalac, acting director of education.

Vermont—A large enrolment at the normal schools, an increase of more than thirty percent, more than can be accommodated, and therefore provision made for selective entrance requirements by raising the standards for admission. Practically all graduates of the two-year normal schools had positions before receiving their diplomas last June.—Caroline S. Woodruff, state NEA director.

American education during 1931—America's expenditure for education in 1931, as estimated by the federal Office of Education, was \$3,200,000,000. The number of pupils enrolled in public elementary schools during the year was approximately 21,211,325; in public high schools, 4,354,815; and in institutions of higher learning, 1,099,468. Private and parochial schools, both elementary

and secondary, enrolled approximately 2,700,000 pupils in 1931. The total number of teachers in the United States is estimated at 1,029,000.

The 1931 elementary-school enrolment was less than that of the estimated elementary-school enrolment for 1930 which was 21,370,000. High-school enrolment, however, jumped from 4,030,000 estimated in 1930, to 4,354,815 in 1931.

Chicago teachers demand aid to save schools—On January 4, twenty-six thousand teachers and citizens packed the Chicago stadium to demand immediate action to keep the city's public schools open. The following resolution was unanimously adopted:

Whereas, the public schools of the city of Chicago have been supported since April, 1931, by unpaid teachers and other school employees;

Whereas, today the board of education owes 18,000 teachers and employees more than \$20,000,000;

Whereas, these teachers and employees have used their savings, have borrowed money [often at 42 percent interest per year], have accumulated debts for food, clothing, rents, and all other necessary expenses to keep the schools open;

Whereas, thousands of these teachers and employees are unable to continue borrowing to keep the schools open and must have immediate relief;

Whereas, the general assembly alone has the power to save our public schools by passing laws to restore public credit so that public obligations can be met and the school teachers and other employees be paid back salaries and future salaries; and it is the duty of the general assembly as representatives of the people to pass whatever laws are necessary to provide relief for the Chicago schools;

Therefore, Be it resolved, That we, citizens of the city of Chicago assembled in mass meeting at the Chicago Stadium, January 4, 1932, to consider the perilous situation now confronting the public-school system of Chicago, do call upon you, the 57th general assembly of the state of Illinois, in special session, as our representatives, in this time of grave emergency, for immediate action to keep our schools open.

High-school fraternities—Legislation forbidding high-school fraternities has been enacted by many states, and should be enacted by others. It should not be allowed to become a dead letter in any state. Difficult as may be the task of suppressing these social excrescences upon the public-school system, the issue is of basic and vital importance. No organization which is undemocratic and exclusive is to be tolerated in connection with a public school.—*Journal of Education*.

Awakening professional interest—Aberdeen, South Dakota, schools have

(Continued on page 38)

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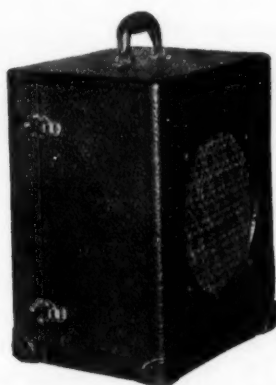


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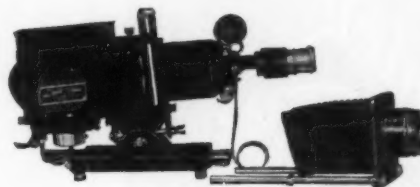
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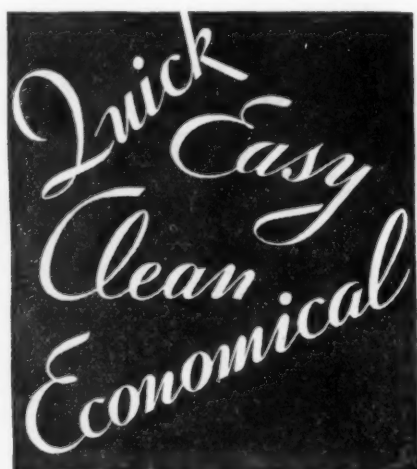
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May Journal articles be reprinted?—The following letter is typical of many:

The article, *Idealism, the Need of the Hour*, in THE JOURNAL for December is a rare piece of work, beautifully expressed and very inspiring. I wonder if you would consent to my publishing it in the next issue of our paper which will come out very soon?—T. B. Pugh, Jr., principal and supervisor of Independence City Schools, Independence, Louisiana.

Yes! Take anything you find in THE JOURNAL for use in any way that it will do good. That is what your Association is for—to help the children. It is not necessary to write for special permission.

Save your JOURNALS—The numbers of THE JOURNAL have permanent value. They are a library of the best in education. This generation of teachers has the obligation of interpreting anew to the American people the ideals and aspirations upon which our system of common schools is founded. Let selected material from these JOURNALS be brought to the attention of leading students and citizens in your community.

A JOURNAL service effective—The following letter from T. N. Carver of Cambridge, Massachusetts, is typical of many received at THE JOURNAL office.

Thank you for sending me the package of posters for school use. This is, I think, one of the most effective methods I have seen for promoting good citizenship and respect for law. The hope of the country is in education. The National Education Association may yet save the situation.

Illustrative vitalized commencement programs available—The Division of Publications of the National Education Association is prepared to furnish

in mimeographed form one program with student addresses and one with a diary by members of the class based upon the type of commencement program discussed on page 54 of this JOURNAL. Both are excellent and direct from the field. They may be secured at the cost of production and postage—15¢ apiece or 25¢ for both.

Do such conditions exist in your community?—The article, *My School and I*, in the December 1931 JOURNAL deserves special mention as making an appeal that should touch the heartstrings of the toughest old fossil. May I add that such conditions are all too common. Our school is in a progressive and modern little city, yet our bus brings students from mountain homes far worse than the described. Picture living in a lean-to about 10 feet square, open on one side with the opening covered with burlap sacks. In this there may be a family of six or seven children. The sanitary conditions would often disgrace a pigsty. This is a type of home found in the mountain districts. The field of opportunity in education truly is great.—From a teacher in the state of Washington.

To celebrate Washington's birthday—Plans and suggestions for parties or programs for use the twenty-second of February or later in the Bicentennial year, may be obtained at nominal prices from the National Recreation Association, 315 Fourth Avenue, New York, N. Y.

A third birthday—In February, along with Washington and Lincoln, let us teach the children of that third great American and teacher, Mary Lyon—emancipator of women—whose birthday was February 28, 1797.

Journal articles published in pamphlet—*The School and Mental Health* is the title of a 66-page pamphlet of eight articles by Clara Bassett, consultant in psychiatric social work for the National Committee for Mental Hygiene. Seven of the articles were first published in THE JOURNAL of the National Education Association, October 1930 to April 1931. Each month they ranked among the three most interesting articles in THE JOURNAL by vote of readers; two were given first place. The pamphlet is published by the Commonwealth Fund, 41 East 57th Street, New York, N. Y.

(Continued on page 40)

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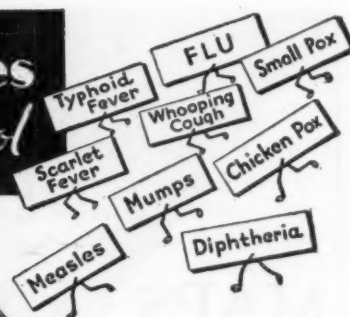
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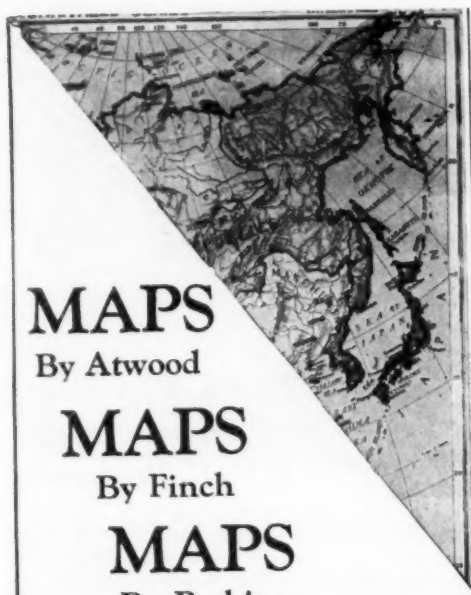
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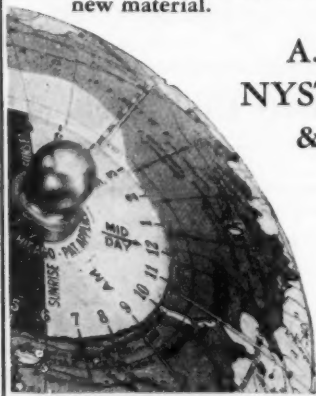
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(Continued from page 38)

A book by our own—William McAndrew in an editorial, "A book by our own," in *School and Society* for January 2, 1932, pays recognition to the substantial worth of the volume of *Proceedings* of the National Education Association and to the members of the NEA staff who prepare the volumes.

The Superintendent Makes a Discovery, by Lucile F. Fargo, is a recent publication of the American Library Association. This pamphlet, which describes a plan for the providing of adequate library facilities for children in rural schools, may be obtained from the Library Extension Board, the American Library Association, 520 North Michigan Avenue, Chicago. This is a good point at which to begin in education for leisure.

Emergency Food Relief and Child Health, a recent publication of the United States Children's Bureau, will be helpful to social workers and teachers planning expenditures for relief work.

The Encyclopedia of the Social Sciences, under the editorship of Professor Edwin R. Seligman, is now being published. The first five volumes have appeared. The Encyclopedia is prepared under the auspices of the learned societies in the United States. The NEA is represented on the Joint Committee by Professors E. L. Thorndike and J. A. C. Chandler. Members of the NEA are entitled to order copies in advance at reduced rates. Inquiries should be addressed to Professor Seligman, Columbia University, New York, N. Y.

Accepts new position—E. M. Hosman, for the past ten years secretary of the Nebraska State Teachers Association with headquarters in Lincoln, has resigned his position to accept that of director of extension and publicity in the Municipal University of Omaha. Mr. Hosman has been secretary of the Nebraska association since the policy of a fulltime secretarial staff was inaugurated.

The World Federation of Education Associations will hold its regional conference July 25-30 in Honolulu.

Dr. Augustus O. Thomas, secretary-general of the organization, announces the plan for goodwill membership of which 10,000 goodwill members is the goal. A quota for each of the states follows:

Alabama, 300; Arizona, 50; Arkansas, 150; California, 400; Colorado, 150; Connecticut, 150; Delaware, 50; District of Columbia, 50;

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Bird-study clubs for children—

The National Association of Audubon Societies organizes annually over 350,000 children into bird-study clubs. The association is not a commercial organization. Thru the generosity of friends, it is able to publish bird pictures in color; leaflets; bulletins; and the magazine, *Bird Lore*, at nominal prices to teachers. For further information, address the National Association of Audubon Societies, 1974 Broadway, New York, N. Y.

Women interested in research in education may receive information concerning the \$1000 Ella Victoria Dobbs scholarship by writing to Maude McBroom, state University of Iowa, Iowa City, Iowa. The scholarship is offered by Pi Lambda Theta, national honorary fraternity for women in education.

Project in Citizenship—Have the members of your class in social studies or history draft party platforms which they would propose for the conventions of the various political parties in 1932.

Suggestions for summer plans—The sixth world conference of the New Education Fellowship will meet at Nice, France, July 29 to August 12. Minimum cost of trip is \$200. Further information may be obtained from Mrs. Frances Fenton Park, 425 West 123rd St., New York, N. Y.

A special summer course is offered to American students by the Sorbonne in Paris. Write to Professor Stephen Bush, University of Iowa, Iowa City, Iowa, for information concerning the courses.

A summer vacation course for American women graduates and teachers, organized by the Oxford Women's Colleges, will take place in July 1932 in Oxford, England. The subject of study will be "England in the Eighteenth Century."

To meet the need of school systems and institutions in the way of training personnel for the teaching of mentally deficient children, a summer school is to be developed by Claremont College, Claremont, California. Students will do clinical work and practise teaching at the Pacific Colony, a nearby state institution for mental defectives.

The teachers and unemployment
—The President's Committee on Unem-

ployment Relief recommends that some teacher interview every child under eighteen years of age who has left school. Even in cases where such children cannot be drawn into the school for additional service, they can frequently be given help and guidance in their homes.

A straightforward question—The governor of one of our states came recently to the president of the state university with this serious and frank question: "Why should the taxpayers of this state maintain a law school to train men to help the corporations defeat the best interests of the people of the state?"

Magazines for school use—Every live school teaches its students to supplement their textbook study with vital current reading. Teachers have found the following list of magazines useful. Teachers are invited to suggest other titles or to comment on the value of these. There is no place in the classroom for periodicals which carry tobacco advertising. None are included in this list:

For elementary schools—American Boy and Youth's Companion, Sprague Publishing Co., 550 Lafayette Blvd., Detroit, Mich. Monthly. \$2.

Everygirl's Magazine [Campfire], Lyon and Ottawa Sts., Grand Rapids, Mich. Monthly. \$1.

(Continued on page 42)

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(Continued from page 41)

John Martin's Book, 300 Fourth Ave., New York, N. Y. Monthly. \$5.

Macmillan's News Review, Macmillan Publishing Co., 60 Fifth Ave., New York, N. Y. Weekly. 60 cents.

National Geographic News Service, National Geographic Society, 16th and M Sts., N. W., Washington, D. C. Weekly. 50 cents.

Nature Magazine, 1214 Sixteenth St., N. W., Washington, D. C. Monthly. \$3.

Saint Nicholas, Century Co., 353 Fourth Ave., New York, N. Y. Monthly. \$4.

School Arts Magazine, Davis Press, 44 Portland St., Worcester, Mass. Monthly. \$3.

Shield, Anti-Cigaret League of California, 5007 Range View Ave., Los Angeles, Cal. Weekly.

For junior high schools—Airway Age, Simmons-Boardman Publishing Co., 30 Church St., New York, N. Y. Monthly. \$2.

Better Homes and Gardens, Meredith Publishing Co., 17th and Locust Sts., Des Moines, Iowa. Monthly. 60 cents.

Good Housekeeping, 57th St. at 8th Ave., New York, N. Y. Monthly. \$3.

Hygeia, American Medical Association, 535 North Dearborn St., Chicago, Ill. Monthly. \$1.

Junior Red Cross, American National Red Cross, Washington, D. C. Monthly. 50 cents.

Junior Review, Civic Education Service, 30 Fourteenth St., N. W., Washington, D. C. Weekly. \$1.

Ladies' Home Journal, Curtis Publishing Co., Independence Square, Philadelphia, Pa. Monthly. \$1.

Macmillan's News Review, as above.

National Geographic, National Geographic Society, 16th and M Sts., N. W., Washington, D. C. Monthly. \$3.50.

National Geographic News Service, as above.

Nature Magazine, as above.

Prohibition Defender and No-Tobacco Journal, The Higley Printing Co., Butler, Pa. Monthly. 35 cents.

Science News Letter, 2101 Constitution Ave., N. W., Washington, D. C. Weekly. \$5.

For senior high schools—Agricultural Education, Meredith Publishing Co., 17th and Locust Sts., Des Moines, Iowa. Monthly. \$1.

American Issue, 110 South State St., Westerville, Ohio. Bimonthly. \$1.50.

American Observer, Civic Education Service, 3418 Fourteenth St., N. W., Washington, D. C. Weekly. \$1.20.

Atlantic Monthly, 8 Arlington St., Boston, Mass. Monthly. \$4.

Aviation Engineering, Bryan Davis Publishing Co., 52 Vanderbilt Ave., New York, N. Y. Monthly. \$2.

Bookman, 486 Fourth Ave., New York, N. Y. Monthly. \$5.

Consumers Research, 340 West 23rd St., New York, N. Y. Occasionally. \$2.

English Review, Civic Education Service, 3418 Fourteenth St., N. W., Washington, D. C. Weekly. \$1.20.

Good Housekeeping, as above.

Hygeia, as above.

International Digest, Flushing, N. Y. Monthly. \$3.

Journal of the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. Monthly. \$2.

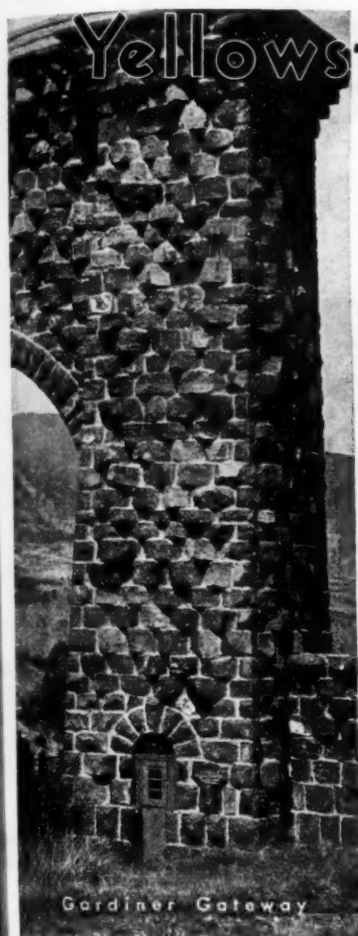
Ladies' Home Journal, as above.

Macmillan's News Review, as above.

Nation, 20 Vesey St., New York, N. Y. Weekly. \$5.

National Geographic, as above.

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New Republic, 421 West 21st St., New York, N. Y. Weekly. \$5.

North American Review, 9 East 37th St., New York, N. Y. Monthly. \$4.

Science News Letter, as above.

Woman's Home Companion, Crowell Publishing Co., 250 Park Ave., New York, N. Y. Monthly. \$1.

Survey, Survey Associates, 112 East 19th St., New York, N. Y. Bimonthly. \$5.

Survey Graphic, Survey Associates, 112 East 19th St., New York, N. Y. Monthly. \$3.

Write this on your personal and family calendar—"Our American Schools," a series of radio programs broadcast under the direction of President Florence Hale began January 17th when the program was built around the theme, "The School and the American Home." These programs are being broadcast each week, Sunday afternoon at 6:30-7:00 o'clock, EST. Other numbers on this series are:

Jan. 24—The School and the Rural Community

Jan. 31—The School and Your Boy and Girl

Feb. 7—The School and the Teacher

Feb. 14—The School and Your Dollar's Worth

Feb. 21—The School and the Superintendent

These programs originate from the studios of the National Education Association in the new headquarters building in Washington and are being broadcast on the nationwide hookup of the Na-

tional Broadcasting Company. The purpose of this series is to tell the American public what the schools are doing to enrich national life. Outstanding figures in education and in other fields will participate. Hundreds of letters complimenting President Hale upon the success of the program broadcast from the NEA studios under her direction December 6 have been received by the broadcasting company.

A cause of crime and accidents—

An interesting letter from Frau Gertrud Frankl, of Prague, Czechoslovakia includes this resolution from Germany:

The German Association of Neurologists and Psychiatrists is bound to consider any claim that beer is healthful by virtue of the calories contained therein as an attempt to mislead the people. *Because of the high percentage of alcohol, beer can by no means be regarded as a true article of food, or even harmless.* It is hereby affirmed that alcohol has a deleterious effect upon several tissues of the human body. These effects are especially harmful to the nervous system, even if only a part of the daily food supply is taken in the form of beer.

The Association feels dutybound to declare that the custom of drinking and the advertising of the many different kinds of beer are a great menace to the health of the population. The drinking of liquor, and also of beer, even in such quantities not ordinarily considered intoxicating, lessens personal resistance to all kinds of disease, shortens life, and produces crime and accidents.—Adopted 1931.

Mention THE JOURNAL when writing our advertisers.

In view of such scientific findings, do the American people want beer advertising over the radio? Are you giving leadership to your pupils and fellow citizens in this matter?

The need for tax revision—Present methods of raising money for schools are inequitable. They succeed in taxing the poverty rather than the wealth of the state. The tax on real estate and personal property is hideously unjust. The reasons for retaining it are only two: inertia of tradition and unwillingness of interested parties to assume their fair share of the tax load. The property tax, at least in a very large measure, should be given up, and a tax on personal incomes, graduated to adjust the load to the ability of the individual, should be substituted for it.—From *Sierra Educational News*.

Important for young citizens—To free government from corruption and domination by selfish interests is an ever-present problem. Senator Nye of North Dakota has introduced a bill which seeks to limit and publish campaign expenditures of candidates for president, vice-president, and members of Congress.

The following are the limits set in the bill: For the nomination of a president, \$250,000; for the election of a president

(Continued on page 44)

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(Continued from page 43)

and a vicepresident, \$5,000,000; for the nomination and election of a senator, \$50,000; for the nomination and election of a representative, \$10,000.

Some dates to be remembered:

February 7-13 is to be celebrated thruout the United States by 883,695 Scouts and Scout leaders to mark the twenty-second anniversary of the Boy Scout movement in the U. S.

February 17-20—The Progressive Education Association will hold its annual convention in Baltimore. Headquarters will be at the Emerson Hotel.

February 18-20—The convention of the National Vocational Guidance Association will be held at the Willard Hotel, Washington, D. C. Dr. Fred C. Smith of Harvard University is program chairman.

February 18-20—The ninth annual meeting of the American Orthopsychiatric Association will be held at the Lord Baltimore Hotel in Baltimore.

February 21-28 will be observed as Narcotic Education Week. Information concerning plans for the observance may be secured from the World Conference on Narcotic Education, 578 Madison Avenue, New York, N. Y.

February 20-25—Meeting of the Department of Superintendence in Washington, D. C.

March 30-April 2—The Midwest Physical Education Association will hold its convention in Columbus, Ohio.

March 31-April 2—The Southern Section of the American Physical Education Association will meet jointly with the Florida State Teachers Association at Jacksonville, Florida.

April 6-8—An Institute of Adult Education will be held in Spokane, Washington under the auspices of the Inland Empire Education Association.

April 11-14—The University of Miami is sponsoring a Students' Pan-American Congress which will be held in Miami, Florida.

April 20-22—The National Association of Penmanship Teachers and Supervisors is to hold its annual convention in Rochester, N. Y.

Shall Americans dam the river of idle labor?—The expenditure during 1932 of six billion dollars in an effort to ease unemployment thru public works programs is advocated in a memorandum signed by 31 economists connected with leading American universities and sent to President Hoover and members of Congress. The memorandum specifically suggests the repairing of old roads, planting of trees, landscaping of environs, construction of new transcontinental highways, new federal buildings, new airports, flood-control projects, improved schools and hospitals for the Indians, drainage and reclamation projects, rivers and harbors developments, reforestation, improvement of park systems, removal of slums, and the carrying thru of regional planning schemes.—From the *Washington Star*.

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