

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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J. Russell Smith



J. RUSSELL SMITH, Ph.D., Sc.D.
Professor of Economic Geography, Columbia University

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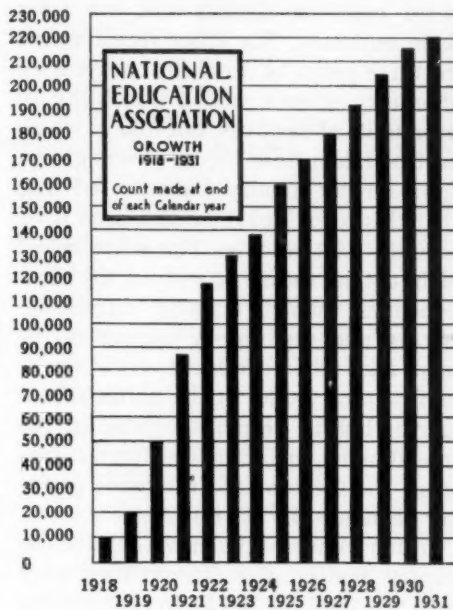
OUR ASSOCIATION was born amid stress and fear and uncertainty. There hung over the nation's life the dark cloud of slavery and the dread specter of civil war and disunion. Panic and want were everywhere. The schoolmen of the nation, then largely laymen recruited from other professions and vocations, had the vision to see that if America was to remain one in government, it must achieve unity in spirit. They saw clearly—just as the leaders in our World Federation now see—that spiritual and intellectual unity must be achieved in the schools. So in 1857 there gathered together in Philadelphia in the atmosphere of the nation's birth a far-sighted little group of forty-three men—women had not yet won their place in affairs. The National Teachers Association then organized, measured by today's standards would seem indeed small and weak, but it was a beginning, a rallying point for a growing body of educational ideals and purposes.

For years the Association was national only in name. It was but a step beyond the American Institute of Instruction, a New England organization which had been organized earlier, but the broader concept grew until in 1884 under the leadership of that energetic promoter, Thomas W. Bicknell, and with the generous cooperation of the railroads—which were then becoming a mighty factor in the nation's life—there was held at Madison, Wisconsin, a meeting of really national proportions which gave to both the Association and to education a new impetus.

Another high spot was reached in 1903 when the late Charles W. Eliot, then a major prophet of American education with a vast following among laymen, became president and held at Boston a meeting of huge proportions.

Still another high spot is associated

with the presidency of David Starr Jordan, a brilliant scientist, a great university president, and a beloved teacher.



The great turning point in the history of the Association came during the World War years and immediately after. Until then many teachers regarded their membership dues as payment for the privilege of attending a convention. There would be a membership of seven or eight thousand made up of libraries, and a small group of men and women with a lifelong devotion to education—similar to our present life members—plus a large group of teachers living near the convention city, who joined for one year only.

The grave needs of the war period, the increased sense of national unity that followed, the improved education of teachers, the establishment of Association headquarters in Washington, the reorganization of the Association on a representative basis, and the development of creative services at headquarters

laid the foundation for a larger membership. It has taken long and patient effort to enlist the profession in this way. The sustained leadership of Secretary J. W. Crabtree who has had a clear vision of the teachers at work on their problems; the leadership of devoted presidents who year after year have given their best to the common cause; and the generous contribution of their time and talent on the part of literally thousands of unknown members of the Association have made possible its growth and its service in the national life. Today there are more young people in the schools than the total population of the nation in 1857.

Who dares to suggest what the next seventy-five years may bring forth? If all this can be accomplished in so brief a time with the resources which have been available since 1857, what may the nation not hope to accomplish by reasonable purpose and planning by the year 2007? Of one thing we may be fairly sure—that the teachers and the school will have a major part in making the nation of 2007; that the teacher of tomorrow will be more broadly trained as a philosopher, a student, and a citizen; that the school of tomorrow will be a common enterprise for adults as well as children, for play as well as study, giving to the entire life of the neighborhood a vitalized direction and purpose.

Areas of special need and opportunity are the high school, the college, the public library, citizenship, and leisure. The schools cannot meet the problems of tomorrow in these fields with the ideas of yesterday. Thru organization new purposes must be formed and applied, new plans developed, new ambitions inspired. Standards of excellence will be higher tomorrow. Schools will be measured not by quantity but by quality—in terms of character and skills. Organization must lead the way.—J. E. M.

FOR SEVENTY-FIVE YEARS men and women of vision and courage have poured their best into the work of the National Education Association. Thru it they have sought to improve education and to lift the quality of American life and enterprise. The schools today are better because of this professional devotion and zeal. The schools of tomorrow will be better still. In this corporate age they can be made better only thru the cooperative effort of all the teachers working shoulder to shoulder on their problems. At no time have the schools needed the Association more than now. At no time has the individual teacher needed the Association so much as now. This need will increase during the years ahead. Only by working together unselfishly for the common good can teachers make their full contribution to social advance. Determine to give generously of your time and substance to the Associations which maintain the profession to which you have dedicated your life! If the schools are improved, the nation will move forward to new achievement.

Education in a Time of Crisis

GEORGE W. FRASIER

President, Colorado State Teachers College, Greeley

LAST SUMMER I visited the old high school in Michigan where I graduated. The schoolboard had decided that it was necessary to cut expenses, so the board members shopped for some bargains in education. The first bargain they struck was the dismissal of the first-grade teacher, and the kindergarten teacher was allowed to teach the first-grade children in the afternoon. Their next bargain was to dismiss the third-grade teacher and allow the second-grade teacher to handle both groups, altho it made a total enrolment of fifty-six. They then dismissed their special teacher of music and art, and practically discontinued these two subjects from their curriculum. Then as their greatest bargain they reduced all teachers' salaries ten or fifteen percent.

I believe that what this town is doing is fairly representative of what thousands of other towns are doing in their search for bargains in education. I believe *they have done everything wrong*. In the first place, they have cheated the first-grade children out of half their educational opportunities. In the second place, they have made the educational conditions in the second and third grades so poor that it will be impossible for any teacher to do adequate work with the children this year. In discontinuing music and art, they dropped from the curriculum their best means of developing culture and beauty. Those of us who think about education realize that these subjects are much more important than anything else in life-excepting only the study of the mother tongue.

It is interesting to note that aside from the general decrease in salary no saving was made in the high school. I took them to task for what they had done. I said, "Why did you force all your economy on the little children and allow the high-school students to escape? If you had to drop a teacher why didn't you drop first of all your Latin teacher and then your mathematics teacher in the high school, instead of your teacher of little children?" The reply came back immediately with an attitude of awe that I should ask such a foolish question. "Our high school is on the approved list of the University of Michigan. We must maintain these subjects or lose our ranking." I discovered that part of the admission requirement was at least two units of foreign language,

and two years of mathematics, one of which must be algebra and the other plane geometry. The other requirements are three years of English, one year of laboratory science, and a possibility of seven units of electives, but four of which must be taken from the academic group. Upon further inquiry I discovered that what this town had done had been done generally in the state. The schoolboard might cut out the music and art, the home economics, manual training, citizenship courses, and exploratory courses in the junior high school; in fact it might wreck the first nine grades of the public-school system, but to keep respectable in the state it must maintain the foreign language, the algebra, and the plane geometry demanded by the university.

I often wonder if the universities of our country realize what havoc they play with the public schools by prescribing work for the high schools. These institutions force boards of education to spend their money on academic subjects in the high school even tho they must neglect the elementary school. I always feel a bit selfrighteous on this point because Colorado State Teachers College takes any high-school graduate who has character and health and who can successfully do college work.

What does education need in these days of crisis? It needs to go forward. It must not be slowed up. This generation of children, more than any previous generation, needs art and music, character and citizenship training, and social information. In fact the demands of the time are so great that education must be expanded and not contracted. We must see education in its right perspective. No democratic form of government has ever stood the test of time and none can now exist without universal education. We must also see all expenditures in their relation to the whole and to life. We believe in good roads, but when we see, as I did last summer, a million-dollar highway running by a four-hundred-dollar schoolhouse taught by a seven-hundred-dollar teacher, we wonder how long democracy will last with such a scale of values.

We also need a scale of values in knowing how to plan our schools. I can take you to a high school in Colorado surrounded by farms on every side and peo-

pled by the children of the farmers, where the curriculum is made up of four years of English and the usual courses in history, mathematics, language, and science that you find in college preparatory schools. This school has no music, no art, no home economics, no commercial education, no agriculture, no modern literature, no subject that is in any way related to the life of the community. It is built as it is to please the agencies in the state that approve and accredit high schools. Such a high school in such a community is too expensive, no matter what it costs.

If we have to cut budgets, as we all have to, we need a scale of values now more than ever before. My scale says music for all is vastly more important than Latin for a few. Art for all beats algebra for a few. Health education for all must stay when ancient and medieval history are discontinued. The first grade must have the best teacher you can buy if the last year of the high school has to be discontinued. Making a school budget is not so hard, but making a fifteen percent cut is the work of an expert. Let your superintendent and not your tax league do the cutting.

Our taxing system is almost as bad as it could be. Why don't we change it? Is it easier to neglect our children? Many men are wringing their hands and demanding that the state save the taxpayer by seriously curtailing education. If they would give the same amount of energy to the re-making of our outworn tax systems we might get somewhere.

When a state spends more each year on tobacco than it does on education, I maintain that education is not a burden that can't be borne; and a nation that spends practically as much each year for wars, past, present, and future, as it does in every state for all education is not burdened with education. If the money that we spent in 1931 for wars had been used for education, every boy and girl could have had a good school and your local school tax could have been discontinued. Perhaps some day in America we shall be thru with a national war budget that runs into billions and will have more funds for education which, I maintain, is more valuable to a democracy than even a successful war.—From *Nebraska Educational Journal*, March 1932.

Improving Pupils' Ability to Solve Problems

PROBLEMS in arithmetic may vary from such questions as, "How much do five apples cost at two cents each?" to those in which a whole set of social relations is involved, such as, "How can I tell whether a certain bank is sound?" or "Will it pay me to buy an electric refrigerator?" or "How can we insure the efficient expenditure of money raised by taxation?" Problems of the first type emphasize the computational function of arithmetic, while those of the second type bring out its informational, sociological, and psychological functions.

In our standard scales for measuring problem-solving ability we find only problems of the first type. No method has been devised for measuring ability to do the thinking or to perform the activities involved in solving problems of the second type. In this article the methods of improving the ability of pupils to solve problems, solved by computations involving facts stated in the exercise, will be considered, since this type of problem work at present constitutes the major portion of so-called "thought work" in arithmetic in our schools. It should be recognized that much of this type of work is nothing more than mere additional practise in computation, and makes little if any contribution to the development in the pupil of a true appreciation of the functions of number, or of his ability to apply it in his own experiences. Due to the stress that has been placed on computational skill, in many schools even this meager type of problem work has been given relatively little attention, and drill on mere computation has been overemphasized. Bobbitt points out, "In the community life, mathematics is not primarily a matter of solving problems but rather of seeing things in quantitative ways and thinking in quantitative terms."

The verbal statement of an arithmetic problem in a typical textbook contains elements which may cause difficulty in solving it. Various types can be readily isolated. For example, in the problem, "How much do six cones cost at five cents each?" the pupil is given all of the facts needed and he can solve it by deciding what process to use and doing the computing required. The problem, "How many pints are there in four quarts?" is more difficult because the pupil must know an additional fact be-

fore the problem can be solved, namely, the number of pints in a quart. If he does not know this fact, obviously he cannot get the answer. Other problems, such as, "What is the area of a garden twenty-five feet long and fifteen feet wide?" present two difficulties—the understanding of the word area, and the knowledge of the formula to use in finding the area. Problems based on data presented in a table, chart, diagram, or graph may be difficult because the pupil may not know how to read or interpret these devices.

Very often pupils are given problems to solve which are much too difficult for them. A recent investigation by Irving of the difficulty of equal numbers of problems selected at random from ten modern arithmetic textbooks shows that there is a wide variation in the difficulty of the problems in each book and also among those in the several books. The lowest average percent of error was for the problems from one book which were not solved on the average by thirty-six percent of the pupils, and the highest average was for another book in which the average percent of error was fifty-eight. It is obvious that pupils will solve many more problems correctly in the former book than in the latter. In the latter book there are many long problems of a puzzle type, others dealing with situations not in the experiences of pupils, and other undesirable types of problems. There should, of course, be a variation in the difficulty of the problems in a textbook, some easy enough for the slowest pupil and some difficult enough for the best pupils in the class, but it is questionable whether the problems should on the average be so difficult that less than half of the pupils can solve them.

Several studies have been made to determine characteristics of problems which may increase their difficulty. Simonson has found that two problems containing identical statements, but one containing large numbers or fractions or decimals and the other small numbers, will be solved by very different proportions of pupils. As one would expect, the statement with small numbers will be solved by many more pupils than the one with the larger numbers or more difficult computations. Children in the lower grades are frequently nonplused by large numbers. If the purpose of the teacher is to determine whether pupils have grasped

an essential principle, problems with small numbers or numbers presenting minor difficulties of computation should be used. There is no reason for confusing the pupil by introducing the element of interference due to the complexity of the computations or size of the numbers involved. It has also been discovered that there is no inherent difficulty in two-step problems as such, if the numbers are kept small and the problems are clearly stated. Many pupils in the second grade can easily solve two-step problems if small numbers are used.

Several years ago it was suggested that problems enriched by presenting additional vivid details and descriptive statements would be much easier for children to solve than those concisely stated, because the pupils could more readily visualize the situation presented. Such a plan would result in considerably increasing the length of the statement of a problem, a practise that has been followed in some instructional materials. Wheat has shown that such enriched statements are no easier or more difficult than simple concise statements, while Baumgartner has shown that there is on the average about five percent more error by third-grade pupils in solving enriched than concisely stated problems. This difference was found to be largely due to the increased reading difficulty of the longer problem for pupils of below average reading ability and to the apparent confusion caused in the minds of these pupils by the unnecessary details included. Recent studies by Thorndike suggest the same conclusion. Poor readers seem to find it too difficult to keep in mind the situation presented by a simple problem to warrant complicating the problem by expanding the statement and increasing the number of ideas the pupil must analyze.

The problems that pupils are given to solve should, so far as possible, deal with situations that are within their experiences or that will enrich their background of meanings. A number of investigations have led to the conclusion that problems dealing with interesting, familiar situations are easier for pupils to solve than those that are outside of their range of experiences. Even before these studies were made the theory had been accepted and a definite movement was underway to eliminate from instructional materials a large part of problem

material that was wholly on the adult level and highly abstract. If one purpose of problem solving is to develop the child's understanding of the number system and to generalize his number concepts and principles of operation, it is quite obvious that his number experiences must from the beginning be meaningful and concrete. However, gradually these number ideas may be freed from concrete reference and personal experience so that the pupil can use them in new and novel situations. Thus the child can be introduced to uses of number in the activities of society which it is desirable that he understand and appreciate. The facts are that the activities of adults and children overlap in many ways and that children are deeply interested in imitating or studying the affairs of life when they can sense the pertinency and worthwhileness of what they are learning. The approach to the study of adult uses of number or unfamiliar situations can usually be made thru more elementary experiences of a similar type in the lives of children. The major consideration should not be merely to give pupils problems to solve that are easy for them but rather to give them rich number experiences that will enable them to generalize their ideas of number and to apply them in new problematic settings.

The greatest single factor which reduces the scores made by pupils on tests in problem solving is inaccuracy in the computations required. Studies have shown that from twenty to forty percent or even more of all errors made on a test are due to errors in computation. Lutes has shown that if pupils are given practise beforehand on the computations involved in problems in tests, care being taken to make certain that the pupils will be unable subsequently to recognize the particular processes by embedding them in a mixed drill with others, there is a marked increase in the test score. This difference is due to the reduction in the number of errors in computations rather than to the improvement in the thinking required to determine the method of solving the problem. If the purpose of measuring problem-solving ability is to measure the power of the pupil to "think thru" the steps in "reasoning out" a solution rather than to measure ability to compute, it seems reasonable to propose that we reduce difficulty of computation to a minimum and check only to determine the ability of the pupil to do the "thought work" required. Monroe has accomplished this in part by giving scores on his tests for both method and

answer, rather than for correct answers only, as is the common practise.

Diagnostic studies have shown that the chief causes of pupil difficulty in problem solving are as follows:

[1] Failure to comprehend the problem in whole or in part, due to inferior reading ability, inability to visualize the situation, lack of practise in solving problems, and similar conditions; [2] carelessness in reading, resulting in the omission of essential ideas or misreading; [3] inability to perform the computations involved, either thru forgetting of the procedure or failure to learn it; [4] confusion of process, resulting in the random trial of any process that may come to mind; [5] lack of knowledge of essential facts, rules, and formulas such as how many inches there are in a yard, or how to find the perimeter of a rectangle; [6] carelessness in arranging the written work, and general lack of neatness; [7] ignorance of quantitative relations due to lack of vocabulary or of understanding of principles, such as the relation between selling price, cost, profit, and margin; [8] lack of interest, due to repeated failure, to difficulty of problem material, its unattractiveness, and the like; [9] general lack of mental ability.

The above faults can be located by suitable diagnostic devices which are similar to those used to determine the weaknesses in fundamental processes, discussed in an earlier article of this series. Briefly, the steps are as follows:

[1] Give the entire class survey tests in arithmetic processes and in problem solving to get measures of the pupils' ability to compute and to solve problems.

[2] Observe the work of pupils of inferior ability in problem solving located by this test especially during the reading period and when solving problems.

[3] Give analytical diagnostic tests in problem solving to determine the specific nature of the difficulty.

[4] Analyze written work in problem solving to discover, if possible, the nature of the difficulty.

[5] Supplement these data by a personal interview during which a clinical procedure should be followed and the pupil's methods of work analyzed in detail.

[6] Use any available data such as health records, social records, reading test records, intelligence test scores, and the like, that will help to arrive at a conclusion as to the source of difficulty.

[7] Scrutinize carefully and critically the quality of problem material that is presented to determine to what extent its inadequacies and deficiencies may be the contributing factor.

It has been repeatedly shown by experiments that it is possible to bring about a big improvement in the ability of pupils to solve problems. The following general principles are generally accepted as basic in remedial instruction:

[1] Having the pupils solve many interesting, wellgraded problems during the arithmetic period will yield big returns.

[2] Superior pupils apparently can devise technics of problem solving that are highly efficient and should be encouraged to do so.

[3] Pupils of average or lower ability must be taught systematic procedures to use in problem solving, since otherwise they may invent and acquire wasteful, uneconomical methods of work. There probably is no single best way for all pupils.

[4] Increasing accuracy of computation thru wellplanned use of systematically organized practise exercises will greatly increase scores on problem tests because of the elimination of the large number of errors in problems due to failure to compute correctly.

[5] Exercises in careful exact reading, such as following directions, are very helpful.

[6] Vocabulary exercises on important arithmetic terms and number concepts are essential.

[7] The use of original problems and concrete applications growing out of local situations and experiences of pupils is a valuable means of developing in the pupil the ability to sense number relations and to generalize his number concepts.

[8] In connection with work on various original problems, such specific reading skills as use of the index, table of contents, ability to summarize, and the like, are essential and should be taught as a part of the instruction in arithmetic.

[9] Neatness of work and orderly arrangement of solution should be emphasized.

[10] Standardized tests and other objective methods of showing the pupil his improvement in solving arithmetic problems at regular intervals during the year are an essential element in a remedial program.

In conclusion, it should again be emphasized that the time spent in merely solving isolated problems of the conventional type, which stress computations and disregard the other values of problem solving, should be greatly reduced. Valuable time is practically wasted when the pupil is given groups of problems to solve which are labeled with the process to use in solving them. In such cases the pupil is not even required to determine the process to use. Conventional problems are often highly abstract, beyond the comprehension of pupils, and of a puzzle type. More consideration should be given to the applications of number in problematic situations of the kind that the pupil will encounter in life outside the school. In life outside the school the pupil is almost never given the facts required in a new and novel situation. He must assemble and arrange them himself. Where possible the school must give him the opportunity to experience the uses of number as it is employed in the affairs of life. —Leo J. Brueckner, College of Education, University of Minnesota, Minneapolis.

Come Into the Garden

I WANT you to come with me, down the pathway of dreams to your mother's garden. I will open the gate with the magic words of Margaret Widdimer's "The Garden":

There were many flowers in my mother's garden,
Sword-leaved gladiolus, taller far than I,
Sticky-leaved petunias, pink and purple-flaring,
Velvet-painted pansies smiling at the sky;

Scentless portulacas crowded down the borders,
White and scarlet-petaled, satin-rose and gold,
Clustered sweet alyssum, lacy-white and scented,
Sprays of gray-green lavender to keep till you
were old;

In my mother's garden were green-leaved hiding
places,
Nooks between the lilacs—oh, a pleasant place
to play!
Still my heart can hide there, still my eyes can
dream it,
Tho the long years lie between and I am far
away;

When the world is hard now, when the city's
clanging
Tires my ears and tires my heart and dust lies
everywhere,
I can dream the peace still of the soft wind's
shining
I can be a child still and hide my heart from
care.

Lord, if still that garden blossoms in the sunlight
Grant that children laugh there now amid its
green and gold,
Grant that little hearts still hide its memoried
sweetness,
Locking one bright dream away for light when
they are old!

Why do these words stir our hearts so deeply? Because they refer to a lost kingdom. Probably an oil filling station stands where your mother's garden once stood and the flowers that "crowded down her borders" are now imprisoned in formal beds in public parks. Even mother's "house plants" have been banished by the gas range.

Few of our modern children will ever understand that poem, and we read it with hungry hearts for we are sick of artificialities and dizzy with the rapid changes of our marvelous age. We long for the real and the elemental. We want to rest our souls with something that does not change: the simple flower types of the roadside and of our mother's garden; the old fragrance of lilacs and of wild grape blossoms in June; the feeling of soft garden soil in spring. For with all of these blessed elemental things comes the feeling of relaxation, the feeling of being at home.

And this is the kingdom that every

child should inherit by divine right. But we have stolen it from him. We have gone mad with excitement over the wonderful



American Nature Association

new mechanical toys of our generation and we have insisted that our children share our madness. We have stolen from them every contact with the beautifully elemental and now we stand aghast if they try to find their way back to the realities of life, in ways unbeautifully elemental.

Let me tell you thru a story how I learned my lesson. It happened when my first little daughter was two and a half years old. We had raised her carefully "by the book" and one of the rules was that she must be in bed by twilight. Never had we broken this rule; but at this particular time our little city was going to display some wonderful fireworks. They would represent a sham battle; a picture of the face of Washington in living fire. We thought that it was something that the child should not miss. It was to start at nine o'clock. I gathered her little sleeping figure in my arms and we drove far out into the country to a hill overlooking the town, where we could have a perfect view. When the fireworks got really thrilling, I roused the sleeping child in my arms and pointed them out to her. She did not react as we had thought she would. She looked at the spluttering, restless fires almost in distress. She actually turned her face away from them; but by turning her face, she saw for the first time in her life,

the black velvet of the night sky with its marvelous display of stars. Instantly she was all animation and joy and she asked eagerly "what birds those were." The fireworks were forgotten for the rest of the evening. Never since then have I tried to give to little children the "fireworks" of life when they were asking for the stars.

God's first plan for getting His children close to the beautiful elemental things, was to give them a garden; and gardens are still the only place in which He works in open partnership with man. Some one has said "I never knew Thee, God, until my garden brought us face to face."

In the garden we commune with the wind and the skies. In the garden we meet our friends, the birds and the shy creatures of the fields. Nature makes gardens excuses to show us the early morning skies and she sends us out on starlit frosty nights to cover up our little plants. She also has tasks that must be done in the glorious, glowing heat of noonday to teach us the feeling of sweat on our brows. In a very tiny garden, we can experience all of the great elemental tragedies of storm, flood, wind, and frost. We may have a taste of the blessed physical weariness that makes sleep sweet.

But the biggest human lesson that we learn in the garden is that of being master and not slave. The task is hard enough that we must put forth our best efforts if we attain success that will give us the thrill of pride. We must use our keenest wit to learn in what way nature would have us cooperate in the methods of cultivation and irrigation. We must struggle early and late against insect pests and weeds. No sensation in life is sweeter than the feeling of power that comes from the mastering of these elemental forces.

The garden gives another power, a power so rare that it places a man above his fellows; a power so Godlike that we call it the divine fire. This is the power of creative art. No great picture has ever been painted by one who has not spent hours in the open. I have yet to find a creative writer who did not grow up in a garden. The very soul of music is its power of reproducing the sounds and rhythms of nature and of thus bringing to our minds images of nature's pictures. The great architect thrills us with his reproductions of nature's forms conventionalized in marble. You cannot create unless you have a store of material.

—Helen Field Fischer.

Wanted: Teachers for Special Education

ARTHUR B. LORD

Supervisor of Special Schools and Classes, Massachusetts Department of Education

IN nearly every state are large numbers of teachers, graduates of our teachers colleges, who are without positions. In recent years we have educated annually more teachers than school systems could absorb. Young women who really desire to teach and who have those qualities which mark them for success are hesitating to enter a profession which is becoming overcrowded.

There is a field, however, where educated teachers are woefully lacking. That field is *special education*. We learn from the White House Conference that in the elementary schools of the nation there are 450,000 pupils mentally retarded to such a degree that they require special education if they are to meet their responsibilities. Less than thirteen and one-half percent of these children are enrolled in special classes. In Massachusetts we are fortunate in having over fifty percent of these children so cared for.

The fact that fifty additional classes were opened during 1931, is evidence that the cities and towns of Massachusetts are rapidly complying with the law which requires the establishment of special classes for children three years retarded in mental development in cities and towns where there are ten or more such children.

We are looking forward with confidence to a time in the very near future when in every community where there is a group of these children, this special opportunity will be open to them. It is evident that as a state we shall need nearly five hundred additional special-class teachers to establish in full such opportunities.

The establishment of a class in itself does not solve the problem. Eighteen children, retarded in mental development, in a room with a teacher trained for the traditional subjects, and using the regular course of study, even tho "boiled down," with a little handwork, basketry, raffia, and paper-cutting, taught to the children as a group does not produce the desired results, and, to a considerable extent, the increased expenditure has been wasted.

Special-class education demands, to a maximum degree, individual instruction. If the work is to be successful each child must be studied as a separate and distinct problem and his academic work and

handwork made to meet his particular need. The course of study and teaching methods of the regular class must from necessity be "scrapped." It was because of these handicaps on the child's mentality that he met failure in the grades. Of course, the pupil must learn to read, to enjoy reading, to appreciate music, the beauty of form, and line, and color harmony. He must have the training in number necessary for everyday life and be able to express himself in conversation. He must be able to write a letter. But most important of all, he must develop habits that will bring him to adult life equipped for citizenship. This means much indirect and some direct training in correct mental, moral, and physical habits.

To give the training I have just described requires a superior teacher, a teacher well educated; who has studied feeble-mindedness, mental deficiency, child psychology, and methods of instructing such children; who is skilled in innumerable handwork projects that may be correlated with the academic work to be taught and the habit-training which must be given. Only a teacher educated for the work can hope to succeed.

A few years ago we thought a teacher of maturity and several years of experience—a motherly soul—could do this work. We picked out teachers of ten or twelve years of experience in the grades, sent them to summer school for six weeks and set them up as special-class teachers. After visiting a great many classes during the past seven years, I am convinced we were wrong. The teacher trained for regular class work who has had several years of experience is so "wedded" to the traditional methods of teaching—she is so concerned with academic accomplishment—that she cannot break away from that traditional way in which she has been taught as a child, was taught to teach as a student, and has taught as a teacher. She may have been an exceptionally good teacher in a regular grade, but in a special class she is all too often mediocre or worse.

In some cases an inexperienced normal graduate who takes a summer school course does a better piece of work. We should remember, however, that "one swallow does not make a summer" and

that "one summer does not make a special-class teacher."

I believe every teacher who goes into special class work should have the regular normal-school course, and in addition, one year of specialized training in methods of teaching mentally retarded children.

Massachusetts has provided two distinct types of training. First, for special-class teachers in service, the summer session at Hyannis offers two units of work, theory and methods, and handwork. These courses are divided into two groups, elementary and advanced. These courses are also offered thru the Division of University Extension in Saturday morning courses.

Second, for the teacher who wishes to *prepare* for special-class work there is the course at Salem. After completing a regular normal course the student is given one year of specialization. She studies the problem child, mental deficiency, special class methods, and the like, and does thirteen weeks of practise teaching in special classes under close supervision. Beginning in 1932, this course taken after completion of the three-year elementary-school course will lead to a degree. Teachers may offer for credit the special-class courses taken at Hyannis and from the Division of University Extension. The Department, realizing the necessity for adequately trained teachers for this highly specialized work, offers ample opportunity for preparation.

Adequate teaching service is, I am sure, our most pressing problem. The high-school graduate who really wishes to become a teacher, who has those qualifications which fit her for such service need not hesitate to train for a position in special education. The nation needs in the neighborhood of 20,000 teachers.

Special education costs much more than regular classes. It can be justified only when the service rendered is relatively greater. The expense is justified both from an economic and a humanitarian standpoint when we take children who are potential failures, and rehabilitate them into successful citizenship. It can be done with well educated teachers and school officials who are determined that every child shall have an opportunity to make the most of his abilities.

The Gospel of Relaxation

I WISH in this discussion to take certain psychological doctrines and show their practical applications to mental hygiene—to the hygiene of our American life more particularly. Our people, especially in academic circles, are turning towards psychology nowadays with great expectations; and, if psychology is to justify them, it must be by showing fruits in the pedagogic and therapeutic lines.

The reader may possibly have heard of a peculiar theory of the emotions, commonly referred to in psychological literature as the Lange-James theory. According to this theory, our emotions are mainly due to those organic stirrings that are aroused in us in a reflex way by the stimulus of the exciting object or situation. An emotion of fear, for example, or surprise, is not a direct effect of the object's presence on the mind, but an effect of that still earlier effect, the bodily commotion which the object suddenly excites. . . . There is, accordingly, no better known or more generally useful precept in the moral training of youth, or in one's personal selfdiscipline, than that which bids us pay primary attention to what we do and express, and not to care too much for what we feel. If we only check a cowardly impulse in time, for example, or if we only *don't* strike the blow or rip out with the complaining or insulting word that we shall regret as long as we live, our feelings themselves will presently be the calmer and better, with no particular guidance from us on their own account. . . .

Thus the sovereign voluntary path to cheerfulness, if our spontaneous cheerfulness be lost, is to sit up cheerfully, to look around cheerfully, and to act and speak as if cheerfulness were already there. If such conduct does not make you soon feel cheerful, nothing else on that occasion can. . . . To wrestle with a bad feeling only pins our attention on it, and keeps it still fastened in the mind: whereas, if we act as if from some better feeling, the old bad feeling soon folds its tent like an Arab, and silently steals away. . . .

A Viennese neurologist of considerable reputation has recently written about the *Binnenleben*, as he terms it, or buried life of human beings. . . . This inner personal tone is what we can't communicate or describe articulately to others; but the wraith and ghost of it, so to speak, are often what our friends and intimates feel as our most characteristic quality. In the

unhealthy-minded, apart from all sorts of old regrets, ambitions checked by shames, and aspirations obstructed by

and efficiency that results. . . . I hope that here in America more and more the ideal of the welltrained and vigorous body will be maintained neck by neck with that of the welltrained and vigorous mind as the two coequal halves of the higher education for men and women alike. . . . I cannot believe that our muscular vigor will ever be a superfluity. Even if the day ever dawns in which it will not be needed for fighting the old heavy battles against nature, it will still always be needed to furnish the background of sanity, serenity, and cheerfulness to life, to give moral elasticity to our disposition, to round off the wiry edge of our fretfulness, and make us goodhumored and easy to approach. . . .

And now let me go a step deeper into mental hygiene, and try to enlist your insight and sympathy in a cause which I believe is one of paramount patriotic importance to us Yankees. Many years ago a Scottish medical man, Dr. Clouston. . . . visited this country, and said something that has remained in my memory ever since. "You Americans," he said, "wear too much expression on your faces. You are living like an army with all its reserves engaged in action. The duller countenances of the British population betoken a better scheme of life. They suggest stores of reserved nervous force to fall back upon, if any occasion should arise that requires it. This inexcitability, this presence at all times of power not used, I regard," continued Dr. Clouston, "as the great safeguard of our British people. The other thing in you gives me a sense of insecurity, and you ought somehow to tone yourselves down. You really do carry too much expression; you take too intensely the trivial moments of life." . . . We do not all feel about it as Dr. Clouston felt. Many of us, far from deploring it, admire it. We say: "What intelligence it shows! How different from the stolid cheeks, the codfish eyes, the slow inanimate demeanor we have been seeing in the British Isles!" Intensity, rapidity, vivacity of appearance, are indeed with us something of a nationally accepted ideal; and the medical notion of "irritable weakness" is not the first thing suggested by them to our mind, as it was to Dr. Clouston's. In a weekly paper not very long ago I remember reading a story in which, after describing the beauty and interest of the heroine's personality, the author summed up her charms by saying that to all who

FOR SUMMER READING—Many JOURNAL readers will wish to spend a part of the summer vacation reading some of the books that they could not find time to read during the busy weeks of the school year. A small collection of books carefully selected and thoughtfully read may prove a turning point in the development of one's mind. The following list covers a variety of subjects both old and new. By examining the books in this list any teacher should be able to find three or four well worth reading.

- [1] *Alice in Wonderland* by Charles Lutwidge Dodgson [Lewis Carroll, pseud.]. Any good edition.
- [2] *Autobiography* by Benjamin Franklin. Any good edition.
- [3] *The Autobiography of a Philosopher* by George Herbert Palmer. 1930. Houghton. \$2.
- [4] *Constructive Citizenship* by L. P. Jacks. 1928. Doubleday, Doran. \$2.
- [5] *The New Exploration* by Benton MacKaye. 1928. Harcourt. \$3.
- [6] *New Russia's Primer* by Il'ia I. Marsak [M. Ilin, pseud.]. 1931. Houghton. \$1.75.
- [7] *The Psychology of Social Institutions* by Charles H. Judd. 1926. Macmillan. \$2.
- [8] *The Public Pays* by Ernest H. Gruening. 1931. Vanguard Press. \$2.50.
- [9] *A Sociological Philosophy of Education* by Ross L. Finney. 1928. Macmillan. \$2.50.
- [10] *The Work, Wealth and Happiness of Mankind* by H. G. Wells. 2v. 1931. Doubleday, Doran. Set \$7.50.

timidities, it consists mainly of bodily discomforts not distinctly localized by the sufferer, but breeding a general self-mistrust and sense that things are not as they should be with him. Half the thirst for alcohol that exists in the world exists simply because alcohol acts as a temporary anesthetic and effacer to all these morbid feelings that never ought to be in a human being at all. In the healthy-minded, on the contrary, there are no fears or shames to discover; and the sensations that pour in from the organism only help to swell the general vital sense of security and readiness for anything that may turn up.

Consider, for example, the effects of a welltoned motor-apparatus, nervous and muscular, on our general personal selfconsciousness, the sense of elasticity

looked upon her an impression as of "bottled lightning" was irresistibly conveyed. Bottled lightning, in truth, is one of our American ideals, even of a young girl's character! . . .

Now what is the cause of this absence of repose, this bottled-lightning quality in us Americans? The explanation of it that is usually given is that it comes from the extreme dryness of our climate and the acrobatic performances of our thermometer, coupled with the extraordinary progressiveness of our life, the hard work, the railroad speed, the rapid success, and all the other things we know so well by heart. Well, our climate is certainly exciting, but hardly more so than that of many parts of Europe, where nevertheless, no bottled-lightning girls are found. And the work done and the pace of life are as extreme in every great capital of Europe as they are here. To me both of these pretended causes are utterly insufficient to explain the facts.

To explain them, we must go not to physical geography, but to psychology and sociology. . . . The American overtension and jerkiness and breathlessness and intensity and agony of expression are primarily social, and only secondarily physiological, phenomena. They are *bad habits*, nothing more or less, bred of custom and example, born of the imitation of bad models and the cultivation of false personal ideals. . . . We, here in America, thru following a succession of pattern-setters whom it is now impossible to trace, and thru influencing each other in a bad direction, have at last settled down collectively into what, for better or worse, is our own characteristic national type—a type with the production of which, so far as these habits go, the climate and conditions have had practically nothing at all to do. . . . We say that so many of our fellow-countrymen collapse, and have to be sent abroad to rest their nerves, because they work so hard. I suspect that this is an immense mistake. I suspect that neither the nature nor the amount of our work is accountable for the frequency and severity of our breakdowns, but that *their cause lies rather in those absurd feelings of hurry and having no time*, in that breathlessness and tension, that anxiety of feature and that solicitude for results, that lack of inner harmony and ease, in short, by which with us the work is so apt to be accompanied, and from which a European who should do the same work would nine times out of ten be free. . . . If talking high and tired, and living excitedly and hurriedly, would only enable us to do

more by the way, even while breaking us down in the end, it would be different. There would be some compensation,

THE RENOVATION of nations begins always at the top, among the reflective members of the state, and spreads slowly outward and downward. The teachers of this country, one may say, have its future in their hands. The earnestness which they at present show in striving to enlighten and strengthen themselves is an index of the nation's probabilities of advance in all ideal directions. The outward organization of education which we have in our United States is perhaps, on the whole, the best organization that exists in any country.—William James.

some excuse, for going on so. But the exact reverse is the case. It is your relaxed and easy worker, who is in no hurry, and quite thoughtless most of the while of consequences, who is your efficient worker; and tension and anxiety, and present and future, all mixed up together in our mind at once, are the surest drags upon steady progress and hindrances to our success. My colleague, Professor Munsterberg, an excellent observer, who came here recently, has written some notes on America to German papers. He says in substance that the appearance of unusual energy in America is superficial and illusory, being really due to nothing but the habits of jerkiness and bad coordination for which we have to thank the defective training of our people.

There is only one way to improve ourselves, and that is by some of us setting an example which the others may pick up and imitate till the new fashion spreads from east to west. Some of us are in more favorable positions than others to set new fashions. Some are much more striking personally and imitable, so to speak. But no living person is sunk so low as not to be imitated by somebody. Thackeray somewhere says of the Irish nation that there never was an Irishman so poor that he didn't have a still poorer Irishman living at his expense; and, surely, there is no human being whose example doesn't work contagiously in some particular. . . .

If one's example of easy and calm ways is to be effectively contagious, one

feels by instinct that the less voluntarily one aims at getting imitated, the more unconscious one keeps in the matter, the more likely one is to succeed. *Become the imitable thing*, and you may then discharge your minds of all responsibility for the imitation. The laws of social nature will take care of that result. . . .

If we wish our trains of ideation and volition to be copious and varied and effective, we must form the habit of freeing them from the inhibitive influence of reflection upon them, of egoistic preoccupation about their results. Such a habit, like other habits, can be formed. . . . When once a decision is reached and execution is the order of the day, dismiss absolutely all responsibility and care about the outcome. *Unclasp*, in a word, your intellectual and practical machinery, and let it run free; and the service it will do you will be twice as good. . . . The advice I should give to most teachers would be in the words of one who is herself an admirable teacher. Prepare yourself in the *subject so well that it shall be always on tap*; then in the classroom trust your spontaneity and fling away all further care.

My advice to students, especially to girl-students, would be somewhat similar. *Just as a bicycle-chain may be too tight, so may one's carefulness and conscientiousness be so tense as to hinder the running of one's mind*. Take, for example, periods when there are many successive days of examination impending. One ounce of good nervous tone in an examination is worth many pounds of anxious study for it in advance. If you want really to do your best in an examination, fling away the book the day before; say to yourself, "I won't waste another minute on this miserable thing, and I don't care an iota whether I succeed or not." Say this sincerely, and feel it; and go out and play, or go to bed and sleep, and I am sure the results next day will encourage you to use the method permanently. . . .

Worry means always and invariably inhibition of associations and loss of effective power. Of course, *the sovereign cure for worry is religious faith*. . . . The really religious person is unshakable and full of equanimity, and calmly ready for any duty that the day may bring forth. [Abridged from the longer essay of the same title by William James. The complete essay may be found in either of two volumes, *Talks to Teachers* or *On Vital Reserves*, both published by Henry Holt and Company thru whose courteous permission this material is here reprinted.]

Enlarging Experience Thru Creative Expression

ART EXHIBITIONS in concrete form tell only part of the story of what is happening in art lessons. The product of our program of art in the schools is not confined to concrete visual forms in drawing and painting, to surface patterns and color wheels, or to notebooks. Displays of completed problems do not represent adequately what has been taught if good teaching has prevailed. Values in any subject of the school program are divided between the peculiar form and content of the subject and the manner in which it is offered in the schools to promote the purposes of education. The more complete exhibition of the art program in the schools is found in the students themselves, in their eagerness to explore enlarged fields of interest, in their independence of attack on problems they meet, in choices they make among things offered for their use and enjoyment, and in a growing sense of responsibility for helping to produce a more orderly and beautiful environment.

Those who still think of art in the schools as a highly specialized subject, difficult to understand and formidable to undertake, are placing technical skills and the traditional exhibitions as a curtain that covers important activities behind the scenes. To the uninitiated, art for children long has remained stereotyped. Emphasis placed on technics has tended, to a considerable extent, to discourage all but the more talented children and the specially trained teachers. This came from holding on too long to the formal teaching that once prevailed in all fields of learning. The newer practices for development of creative expression which have become effective in other subjects have more recently found emphasis in the teaching of art.

Creative expression goes back to the ideal of holding individuality "a most precious thing." Education and growth are stimulated by experimenting with many motifs. Walter Sargent taught that any human experience may be the gateway to art, that in education it is important to study the children's interests for artistic outcome of their activities. He believed that "every life interest has an esthetic vista." One teacher with a group of large boys started art study with Greek statues that would be of interest to athletes. Another began with sculpture

designs on coins because the children talked about their lunch money. A sixth-grade teacher turned a "leisure time" activity of carving initials on two or three desks into a group project of designing a textile panel combining the monograms of all the children in a beautiful surface pattern in color to be hung in the schoolroom. Creative expression anywhere is not something that flows out from a meager store of ideas in the head thru naturally coordinated muscles of the fingers and sets itself down on paper in fine phrases or graphic emblems. Rather it comes from two things: a rich store of thought material from a variety of experiences, and recombining elements of these experiences. In the field of design there is the greatest latitude for reassembling old forms in new ways, creating new patterns within the limitations of laws of rhythm, balance, and harmony.

Picturing and expressing in abstract shapes and colors the observations of new experience make thinking more concrete. Modifying these shapes by making new combinations in pictured patterns brings an added dimension to the original experience. You create new phrases by trying to say something to fit a new idea; you learn to draw by trying to express directly out of your head with forms you know. As a little child expressed it, "A drawing is when you put a line around a think."

In illustrative drawing and design the greatest opportunities are offered for enlarging thought experience thru creative expression. Young children use symbols in drawing to express freely whatever they wish to tell. Their illustrations are not extremely realistic but employ the most expressive forms for dramatic purposes. These symbols are individual, natural, and often very decorative. Wise teaching will hold such forms of expression. If individuality is fostered, with sympathetic guidance the child's ability to draw acceptably will keep pace with the ideas he has to express. It is important to hold the fine imaginative qualities of the ideas to be expressed while the skill in drawing is developing. The children's continued satisfaction with their own forms of expression is an important factor in this delicate matter of fostering the natural impulse to draw. Here also lies the secret of growth in

power as children are advanced thru the grades.

New symbols associate themselves with enlarging language vocabulary and experiences have richer interpretation. Graphic and speech vocabularies develop together. Correlations become creative correlations. For example, a development of such correlation thru the grades in nature study and language with art aspects may include: flowers, both cultivated and wild, their names, when they bloom, arrangement of cut flowers for schoolroom and home according to a growing feeling for design, making blueprints of plant forms, designing decorative arrangements of them, making posters urging planting for home beautification and preservation of wild flowers; again, trees, with recognition of species, their characteristic growth as an aid in drawing, and their appearance under different conditions of weather. The plan of study begins with enlarging vocabulary of oral expression as a basis for securing greater variety in art expression. We are no less interested in the science aspects of the study of an oak tree, or the economic aspects because we observe that this oak tree presents itself to us in varied forms and colors with changing conditions of wind and weather so that it is a form bold and bristling at one hour, soft, mysterious, and alluring at another. One's concept of the tree is richer and one's experience is fuller by adding to the facts of its nature and growth, the effects [illusions, if you will] of experiencing this tree in all the elements of its environment and affected by personal interpretations of these effects. The vocabulary of tree study increases to include a long list of adjectives describing foliage: coarse, fine; rough, soft; bristling, drooping; level, upright; blurred, defined; brilliant, gray; dancing, heavy. Crayon and brush strokes take the place of words and the children's drawings are so original and varied as to give us insight into some of the boldest products of "modernism" in painting.

It is the teacher's part to keep new art forms produced by the children in service in new combinations in illustration and design and not set aside as display sheets as the end and aim of production. Our tree forms may appear again in modified form in mural decorations or in correlated picture shows.

They may take more concrete form in some activity involving construction in three dimensions.

The principal of the Norman School of Kansas City sets forth the many values of a rock-garden project carried on by the seventh grade of that school:

My own feeling about this piece of work done by the seventh-grade teacher is that, as in history or music, the children benefit greatly by working under her influence which is wholesome. It is like working in a good home with a lovely mother of the objective, impersonal type. She directs the children's minds to outside contacts, to the rocks, woods, flowers, and moss, to making pictures with these materials, to looking for pictures in these materials in the great outdoors. This usually fosters companionship-contacts with other people in some common interest and leads to a healthier, more normal mental

setup than too much reading of other people's dreams is likely to give.

The children have been interested and have worked of their own accord. Fifty-three children worked on the larger garden. Forty children made and brought small gardens for exhibit. Many others have made some kind of garden.

The outdoor terrace garden in the school-yard was started just a year ago. One of our patrons offered to build us a rock garden but we thought it better to have the children haul the rocks and dirt for it themselves. They did. Each summer I shall expect children to bring us curious rocks from all over the country when they go on their vacations. They probably will. When they ride on Sunday afternoons, they will probably visit some lovely gardens to get ideas, or to enjoy a beauty spot which they know how to appreciate because they have wrought in the same elements.

Intangibles

HOW CAN WE economize on our school budget? What are the intangible things for which money is spent and what things can we get along without in school affairs? Last Sunday the Washington papers carried an article in which it was stated that these questions concerning Washington schools are to come up for consideration before the Congressional Committee responsible for education in our Capital City. The discussion which followed stated that some members of the Committee felt that music and art were places where economies might be made since according to some of the speakers "these were not absolutely necessary subjects." This is not entirely a new idea, for in some other places in the country such suggestions have been made. However, when such an idea goes out from the National Capital it becomes rather a serious matter. Coming from such a high source the influence upon the retention of these subjects in school systems might become rather widespread. So we are confronted with the question of whether or not music and art and perhaps fine literature are luxuries in the school curriculum which may be omitted without great damage to the welfare of the child.

To my way of thinking all three of these subjects are intangible values and their outcomes are more practical in the long run than any subjects taught in the schools. It would not be difficult to argue for the practical value of these subjects apart from their high ethical value. First of all we must decide what is the aim of education and the answer is, in simple

language, to teach a child how to live. That education is the most desirable which enables him to live highly and usefully in the world about him. We might almost say that today education must be of the sort that would enable a person to wish to live at all amidst the maddening maze of things in present-day civilization.

The subjects of music and art and literature are often described as the "intangibles" in education because it is rather difficult to put into a brief statement just what their contribution is to our aim of education. However, most of us realize that the most valuable things we have in the world, like honor, love, and reverence, are virtues hard to describe in brief statements—about the only things worth preserving, as a matter of fact, in our relationships with each other. So it is with these subjects which are things of the soul, as well as of the mind and of the hand. In these days with the noise and perplexities and the rushing life we lead, it is absolutely necessary that in our education we teach our children to build up resources within themselves—cities of refuge, as Henry Turner Bailey used to call them—to which they may retreat to get courage to face this sort of life. To some, music is a thing of the soul, a retreat when life proves almost too much for one to endure. An appreciation of beautiful music and some slight skill in its accomplishment are just the sort of helps most needed at such a time. For example, it has been proved that music is a wonderful help in the treatment of the mentally afflicted and has been used by some distinguished specialists in the field of men-

So in general education the best use of art in creative expression comes from bringing into visual artistic form the results of many investigations and free experimenting. Our concern is for plans that will affect the children themselves, their interests and their judgments, while they are changing the forms and combinations of whatever materials they may be using, widening their range of fine emotional experiences and adding to their equipment for fuller art appreciations.—Lillian Weyl, director of art, Kansas City, Missouri. [This is the fifth of a series of articles on Better Teaching of Art. Our leisure is an opportunity to develop skill in the fine arts. Skill in play or work is a source of joy.]

tal hygiene. ¶ To others, art is the city of refuge, where in company with the great masters with their lights and shadows and fine sense of values the troubled soul finds the peace necessary to enable it to begin the day anew and to face its problems with courage. To others, poetry and bits of fine prose are the helps to which troubled minds may go and gain strength to carry on their part in the world.

It is even more true today than ever before that "man cannot live by bread alone," and so it is well that on this program this morning in the midst of a week necessarily full of discussions of our economic problems, we should pause for one session of the program to consider the "intangibles" in our school curriculum, and it would not be strange if we discovered before the program is over that they are the most necessary and practical things in our whole educational system. This will be true because they are to be presented by those who are themselves masters of beauty and music and fine thinking.

We hope that this program may have an influence upon those pending issues in our great Capital City so that from this source of all inspiration in our life shall go out strong arguments for culture, for the spiritual values of life, and for these things which give the peace of God that knows no understanding, and thru which alone can we in this day, find the solution for our greatest civic problems.—Florence Hale, president, National Education Association, in an address before the Department of Superintendence convention, Washington, D. C., February 24, 1932.

The Principal in His Community

FRANK CODY

Superintendent of Schools, Detroit, Michigan

THIS ARTICLE, reprinted from the 1932 yearbook of the Department of Elementary School Principals, gives only a hint of the excellence and variety of material in this 493-page volume, entitled *The Principal and His Community*. Some of the chapter headings are given to indicate the helpfulness of this yearbook: "Home Contacts Sought by the School," "School Publicity," "Service Clubs," "Excursions and Exhibits," "Social and Welfare Agencies."

THE PRINCIPAL'S SUCCESS or failure depends in large degree on his activities in his community. Indeed, the way in which he conducts the community relations of his school is often the decisive factor which determines whether or not he is considered successful. During my years in school work, I have known a great many principals; I cannot think of a single successful one who did not maintain good contacts with the community.

The principal who makes a success of his community relations does three things well: in the first place, he is alert to secure from the whole community the comments and suggestions which bear upon child welfare, especially where they affect the schools; in the second place, he interprets the program of his particular school and of the entire school system to the people of his community; and in the third place, he shares actively in the varied activities and interests of his community.

The principal as student of community needs—A school system, like any other major business enterprise, must keep in touch with the changing demands of the consuming public. The public schools arose in response to the need of the people for certain types of education. The needs have changed with the years and the schools must change likewise.

The person charged by the board of education with the responsibility of discovering and formulating the educational needs of the community is the superintendent of schools. School systems, however, particularly the larger ones, have grown complex. The functions of the superintendent have been delegated by him to teachers, supervisors, and principals, who act as his specialized agents. The superintendent himself is becoming in-

creasingly an executive who directs the carrying out of the manifold activities of a modern school system.

Under such an organization, the principal has a definite responsibility to meet. He is the scout of the superintendent, placed in a particular area of the city, and charged with the duty of discovering the educational needs which are not now being met adequately. The principal must be a good observer, a good listener, a good collector of ideas; especially must he be ready to hear the suggestions and comments, favorable or unfavorable, which may be made about the work of the schools by people in his community.

The principal will use a wide variety of means of discovering the educational needs of the area in which he works. He will, of course, keep his school and himself easily accessible for visitation by parents and other interested persons; he will avoid the extreme seclusiveness so characteristic of many continental schools where the prospective visitor must secure special permission from the chief inspector before he may even enter a school building. He will invite discussion of school matters from the parents whom he meets; he will encourage the teachers to give ample time before and after school to conferences with such parents as may seek them. He will make it a point to visit widely in his community—in homes, in stores, in factories, in offices; he will advise his teachers to do likewise—especially to visit the homes of pupils in their own classes to the end that they may discover what the parents really have in mind regarding the school. On occasion, he will make systematic study of various aspects of the community life, including recreational, sociological, and economic. He will be receptive both to expressions of opinion and to such factual evidence as may be available regarding community needs.

A principal may make several uses of his findings from contacts with the community. Sometimes he can himself remedy the situation about which there has been complaint. For example, the principal whose school is located in an area where most of the parents come home for a noon dinner may discover much resentment in the community regarding the short noon hour of the school. He may be

able to extend the noon hour and afternoon session correspondingly in order to meet better the local situation. In other cases, he may be confirmed in a program which has been introduced experimentally but the merits of which the school alone cannot judge. For example, he may have instituted on trial a plan of opening up the school gymnasium and another room or two for use after school by certain organized groups of young men or women in the community. If he discovers that practically everyone in the community who knows about it approves heartily of it, he will be impelled to continue the program.

In other types of cases, the principal may not himself have authority to meet the situation revealed by his investigation. Thus he may find that there is much objection in the community to the high fees charged by certain boys' clubs operating there. In such a case, he may be able to do nothing more than bring the matter to the attention of the authorities of the club, but this at least he is obligated to do.

Much of the information which he secures will concern matters affecting more than his particular school. Such information, especially where it is based upon a sizable number of cases, obviously should be reported to the superintendent of schools. Indeed, such reporting is an important means of helping the superintendent to become and to keep informed about the situation in his city. It may occupy a large place in his program of appraisal of the way in which the schools are meeting the needs of the time. Such reports may range from the simple and informal exchange of a few words in a chance meeting to a wellconsidered and lengthy report; both will be found useful by the superintendent in planning and modifying the general program of the schools.

The principal as interpreter of the school—The principals of the schools are the chief representatives of the board of education and the superintendent in presenting and explaining the program of the schools. A school system cannot have its proper place in the community unless it is thoroly understood by the people. Casual skimming of the pages of the current magazines shows a surprising amount of advertising designed to promote the un-

derstanding by the consumers of the products or services offered for sale. Especially have corporations spent large amounts of money to inform the public not only regarding the service which the company sells, but also about every phase of the conduct of the company's business. It is just as important for school people to interpret to the public the educational services which are available.

Perhaps the commonest means used for this purpose by principals is the promotion of a continuing series of demonstrations and discussions for the parents of the children enrolled in the school. Pageants, athletic games, exhibits, physical education demonstrations, and musical programs are illustrations of these efforts to acquaint parents with the schools. In some cases, these parents may be organized formally in a parent-teacher association; in other cases, they may meet in informal groups. In either case, the intent is the same—to keep the public informed.

Demonstrations of actual classroom procedures have been valuable devices for acquainting large groups of parents with what is actually going on in the schools. When accompanied by adequate interpretation before or after the demonstration, such activities are remarkably effective. The mere presentation of a good lesson in silent reading may not develop understanding and approval on the part of the parents present. There needs to be some explanation by pupils, teacher, or principal of the reasons for the increasing emphasis upon silent reading in the modern school and for the selection of the particular phases of silent reading stressed in the lesson of the day. In many cases, this interpretation is best supplied by the pupils themselves.

The formal demonstration of class activities in an auditorium is, of course, only a substitute for the actual observation of boys and girls learning in normal classroom situations. Every principal should encourage visitation of the classrooms themselves. The school has nothing to fear from a full knowledge of its program on the part of parents.

Some schools have found it helpful to hold a "go-to-school night" for parents, when the pupils are not there and the parents take their places in the classes. Such a direct experiencing of the processes and the materials of education seems to be singularly effective in securing a genuine understanding of the school by the parents.

Next in importance to having the community see the schools and their products directly is having the community hear

and read about the schools. The principal has a large place in planning any such program. He should cultivate the ability to speak easily in public, and should be ready to address various community groups on the work of the schools. Every community has a number of clubs which devote time periodically to discussions of one phase or another of the program of the schools. The logical speaker at many such meetings is the head of the educational system in that area, the principal of the school. However, since he represents the entire system, he must be informed regarding the entire system. The elementary-school principal, of course, will be thoroly conversant with the program of his own unit. He needs to know likewise the policy and activities of the junior high school, the senior high school, and such municipal college units as there may be in his city. Above all, he must be familiar with the basic policies of the school system as adopted by the board of education and the superintendent of schools.

In some communities, the principal who is skilful in writing will have the opportunity to use that gift in the promotion of community understanding of the schools. Many school papers include a feature called by some such name as "the parent's corner." Here is presented, under the name of the principal of the school, a brief sketch of some element of the child welfare program, either in that school or in the system as a whole. In addition, many principals are invited to write material about the work of the schools for publication in city or community newspapers.

The chief cost involved in a program of interpreting the schools is the time cost to individuals concerned. In my judgment, the value received far outweighs the cost. Every hour spent in showing and interpreting the schools to the public returns large dividends in understanding sympathy and support of the schools by the public.

The principal as participant in the life of the community—The principal who continuously studies the needs of the community, presents an educational offering to meet those needs, and interprets the school program to his people, obviously must play a large part in the total life of the community. He cannot hope either to give or to secure information unless he is one with the people with whom he deals. It is not enough that he goes into clubs as a speaker or as a questioner; he must take an active part in the clubs and other organizations of his

community; he must be an integral part of the life of the people served by his school.

Ideally, he resides in the community near his school, just as do the dentist, the lawyer, and the merchant. His presence as a member of the group marks him as a normal individual with normal interests and purposes but one who is making his particular contribution to the welfare of the community thru his work as a leader of teachers. However, it is not always possible for the principal to reside in the area of his school. Unquestionably, however, it is advantageous wherever possible for the principal to be a neighbor among neighbors.

The principal's membership in church and lodge and similar organizations is likely to be in the neighborhood of his home, and therefore not always in his school neighborhood. Nevertheless, the principal who can share in these aspects of the life of his community is fortunate, because he thereby secures additional contacts with the clients of his school.

There are, however, certain organizations in the area of his school to some of which the principal should belong regardless of the location of his home. These are the civic improvement associations, the noon-day luncheon clubs, and similar groups which have as a major purpose the maintenance of the welfare of the whole neighborhood. The school and the schoolman dare not remain isolated from these and similar constructive forces in social life. The wise principal takes an active part in such programs.

The principal who belongs to a service club and who thru these becomes well-acquainted with the men of the community can build a respect for schools and school people which can be secured in no other way. If the men in the club see him ready and able to share in enterprises for community betterment which are originated by the club, they develop a confidence in him and in the schools which is of the greatest importance.

I strongly recommend to every principal that he plan definitely to be an integral part of his community, that he share in its life and its interests. By so doing, he puts himself in a position where he may secure first-hand information about the educational needs of the community and may present the response of the schools to those needs. Above all, such action on his part begets faith in the schools and in the people who run them. In the last analysis, the school business, like every other business, is founded on confidence.

A Diary of a Coast to Coast Flight

En route from Love Field, Los Angeles.

HERE I SIT 8000 feet above terra firma writing this letter as the only outlet for the intense emotion aroused by the fact that I shall fly across the United States from coast to coast. Off at 6:30 a. m. No train smoke, no dirt, no tearing past beautiful scenery, wishing that I could tarry a moment to see it. All these discomforts give place to a gentle motion. As if in the hollow of a great hand, I am upheld serenely to see the entire picture instead of tantalizing detail and unsatisfying incompleteness.

To see our country, our fertile, bounteous, happy land as a whole is to know how united we are, not merely geographically but industrially and economically as well. When one sees two thousand miles of wheat fields, golden in the sun, it seems as if the wheat never could be eaten, that there never could be enough people to eat the billion bushel crop. However, on the far horizon is a mist, a dark spot alive with humanity. First, we see a few houses with ample spaces separating them. Before we know it, we are over the "Heart of Midlothian" where houses crowd so close together that they buckle skyward for room. We fly over one of our cities, pulsing with humanity, where hunger is calling all day long for bread and more bread. The city's need and the country's largess make a beautiful unity which blesses this nation as no other is blessed.

Flying over city and country brings very quickly into one picture the contrasts of our nation and its great unity in diversity. When silence seems inevitable, because of the altitude, a voice comes from the ether, "Clear weather ahead; light head winds as far as Dallas." The pilot, one of the many intrepid young conquerors of space, handed me an ear-piece. He himself spoke into his funnel-shaped mouthpiece giving the news of our wellbeing at an altitude of 14,500 feet crossing the Rockies. [This pilot had a mileage record of two and one-half times the distance to the moon and, of course, not one catastrophe!]

The earth is passing under me as a scroll. The floor of the California Valley fits into the foothills like fingers, interlocking hill and valley. West of us is a floor of fog. To the eastward, the Sierra Madres, deeply folded and creased, are barren and repellent. The rivers and

streams are all dry. We are approaching two peaks. San Antonio, on the left, the pilot tells me, is 10,800 feet high, and San Jacinto, on the right, 10,140 feet. The trails over the mountains look like worms. The fire breaks on each ridge resemble auto roads. They are there to check forest fires. Artesian wells for irrigation look like tiddly-winks.

We are still over the desert at 8:15. I just waked up from "forty winks" and was puzzled as to my whereabouts. Of course, I'm still "up in the air." Very black blots may be oil or iron deposits. It is strange not to see one living thing. Here is another dried up river bed, and now farming again. Cotton and grape fruit are the crops. More desolate hills. The farms again! They are laid out in beautiful green patches. It is the famous Salt River Reclamation Project of Arizona. The Salt River Project, begun by the Indians, is now a marvellous sight. It raises cantaloupes and corn to perfection unless rain spoils the cantaloupes. The irrigation canals are like narrow green shoestrings. Surely the desert blossoms like the rose when nourished by the water of life. Phoenix ahead! Three hundred and sixty-six miles in two hours and forty minutes. Tail winds lowered our time by twenty minutes. [We lost one hour from Pacific to Mountain Time.]

The pilot tells me that the squares in the "checker board" irrigation project are a mile square. The cross roads are the black lines. Beyond the Salt River Valley more "bad lands." The Cataline Mountains are ahead. It is 410 air miles from Phoenix to El Paso where we lunch.

At El Paso we changed to Central Time and left at 4:05 p. m. for Dallas. Desolation again, salt flats, and alkaline deserts. We pass El Capitan about 4500 feet above sea level, a sheer precipice of 3000 feet above the plain. Our plane is now 14,000 feet high, the altimeter tells us. The rivers are all dried up.

The Great Oil Fields of Wink are under us. I shall soon be flying in a sunset. I hope it will be colorful. It is! Orange and purple. A huge ball of gold shining up to a bar of cloud above the horizon. Purple mist and opalescent glow, and we sail as in the heart of an opal. We flew after the sunset till 9:45, passing Fort Worth, a myriad of lights. A safe landing and on to Dallas. The signaling along the line of flight is spectacular. Intermittent red and white lights

flash like lighthouse signals and we fly in the "channel." We answer signals from the tip of the wing flash. The exhaust, which one never sees in the daylight, streams out for many feet back of the motor, a white light of such terrifying intensity that we wonder how machinery can withstand such heat. As we land, a powerful searchlight comes forth from each of our wing tips and converges into a spot for our own landing. It is nothing short of a miracle. Engines idle, we lower, circle, descend, and, at last, as gently as laying a baby down, we touch Mother Earth again. Reluctant, certainly! Thankful, absolutely! We have thus far made a distance of about 1350 miles in fourteen hours despite the strong head winds which retarded us over two hours.

Next morning we took off for Tulsa, Oklahoma, en route for St. Louis. We landed in East St. Louis, Illinois, and taxied to St. Louis, Missouri, fifteen miles south of the junction of the sprawling, crawling, winding Missouri and the Father of Waters, which is narrow, shallow, full of sand bars, and starved by the drought. How disappointing! We left St. Louis at 10:30 a. m. Cold! Passing now over Dayton, later Columbus, Pittsburgh, and Harrisburg. At 6:30 p. m. we are in Philadelphia; a record trip it was from St. Louis to Philadelphia in 8¼ hours! Thrill upon thrill developing love of country, appreciation of the constructive work being done by its worthy citizens; hearts almost bursting with thanksgiving that our lives have fallen in such a nation, in such an age. Flying educates the heart to a keener appreciation of the United States of America, "My country, 'tis of thee I sing."

The Japanese say, because of its beauty, "See Nikko and die." I say, see the sun set, the moon rise, and the stars begin to twinkle above the beauty of wooded valleys! See our lovely rivers, broad-bosomed, bearing precious freight and carrying fertility to our nearby cities! See the Ohio, the lovely island-gemmed Susquehanna, the lordly Delaware. See the gentle rolling forest-clad mountains with their sheltered fruitful valleys between. The sight of it all from the air will challenge us not to die for it, but to live for it. Flying is a great joy!—Jessie Gray, president, Pennsylvania State Education Association, 1926.

The Farmer Founders of Our Nation

GEORGE WASHINGTON was a farmer. One of the wealthiest men of the colonies, financially able to maintain a palatial residence in one of the largest cities of his time, he preferred a farm home. Scholarly, cultivated in the social graces of aristocracy by association from boyhood with some of its most polished representatives, loving the conveniences of living afforded in his time, happy in association with his fellows, he brought the things he enjoyed to his country home instead of seeking them in cities.

Every moment of his life free from the activities of surveyor, soldier, statesman, found him at Mt. Vernon engaged in the cultivation and improvement of his land. He arose every morning at 4:30 and began the day with his workmen. So successful was he that in the end he owned 8000 acres divided into five farms and woodlands.

Washington was always interested in scientific agriculture, which was little understood in his time. Like all other planters in lower Virginia in colonial times his crop at first was tobacco, and more tobacco. From the first, this one-crop system displeased him, and he worked out a crop rotation which largely excluded this plant. "Except at a plantation or two upon York River, I make no more of that article than barely serves to furnish me with goods," he wrote.

Wheat, corn, oats, barley, rye, buckwheat, alfalfa, flax, and hemp became his principal crops. He was continually experimenting and carefully recording the results. December 4, 1788 he wrote that he "planted a large quantity of potatoes, and am more and more convinced of the prodigious usefulness of this root, and that it is very little, if anything, of an exhauster. I have a high opinion also of carrots."

Washington imported seed wheat from the Cape of Good Hope and from Siberia to see whether local varieties could be improved. He "began to sow wheat steeped in brine and alum," he says, to check the rust. He also experimented with methods of eliminating the Hessian fly and other insects. He was a careful student of soil and devised several kinds of fertilizer.

From the King of Spain and from Lafayette, Washington received gifts of jacks and jennies. He was one of the first breeders of mules in America. He loved fine horses. Many paintings show him astride Magnolia, his great Arabian stallion. He was interested in sheep, and condemned the British statutes which prevented the exportation of breeding stock. One year he wrote in his diary, where he kept an elaborate record of his farm experiments and projects, "so persuaded am I of the practicability and advantage of it [sheep raising] that I

have raised near 200 lambs upon my farm this year."

Among the major contributions of the Father of Our Country to the success of the nation he led in founding, was his leadership as a farmer who realized that science must lay the foundation for the art of agriculture. He wrote numerous letters to English agricultural experts, and even employed one of them after the Revolution to help him in supervising his farm. Washington's farm attracts so many visitors today that the United States government has built a great boulevard from the Nation's Capital to Mt. Vernon.

Many others of our country's founders were farmers. Thousands today visit Monticello, the farm home of Thomas Jefferson; Montpelier, the farm home of James Madison; Oak Hill, the farm home of James Monroe. Later leaders also were farmers. Henry Clay's farm is still owned by members of the Clay family. Andrew Jackson's Hermitage draws throngs of visitors. Only one of the presidents of the United States was born in a large city.

Countless thousands of simple log cabin farm homes opened the west to civilization. Our pioneers were farmers. Farmers have been great leaders, and many now high in the councils of our nation were reared on farms and have farm homes today. The farm is a good place on which to live.—B. F.

HOW MUCH more delightful to an undebauched mind is the task of making improvements on the earth, than all the vainglory which can be acquired from ravaging it by the most uninterrupted career of conquest.

—George Washington



Washington, the farmer

By Rossiter

Association Publishing During 1931-32

THE PAST DECADE has witnessed an amazing growth in both the quantity and the quality of Association publications. They supply a living stream of facts, plans, ideals, and inspiration. They give direction and focus to the activities of affiliated groups. They assist the school administrator and teacher by providing up-to-the-minute information concerning the most urgent problems before the profession. The purpose of this page is to describe briefly some of the publications of the NEA during 1931-32.

THE JOURNAL has served the entire membership of the Association. It has the largest circulation of any professional journal in the world. Its policy is determined by the resolutions and activities of the Association. Since membership in the Association is confined to no special group, THE JOURNAL must deal with every phase of education from kindergarten to university. During the year special series have appeared on the teaching of arithmetic, the teaching of art, social planning, mental hygiene, higher education, and the education of teachers.

The *Research Bulletin* is published five times per year. Titles of the bulletins for 1931 indicate the fundamental problems with which they deal:

Ethics in the Teaching Profession
The Principal at Work on his Problems
Salaries in City School Systems
The Outlook for Rural Education
Teacher Demand and Supply

Bulletins already published in 1932 deal with *Administrative Practises Affecting Classroom Teachers*. Two bulletins were issued on this topic. Part 1 deals with *The Selection and Appointment of Teachers*, and Part 2 with *The Retention, Promotion, and Improvement of Teachers*.

The research bulletins are only a part of the work accomplished by a corps of trained research workers. The results achieved per dollar expended are seldom equaled in the research field.

The *Addresses and Proceedings* for 1931 is a volume of 1200 pages. It contains the record of the Los Angeles convention—largest in the history of the Association—and that of the Detroit meeting of the Department of Superintendence and other departments. The volume was printed in the fall of 1931. For the convenience of members, certain sections were preprinted in the spring in the form of the *Official Report* of the Department of Superintendence and the

Yearbook of the American Association of Teachers Colleges. The *Proceedings* of the Department of Secondary School

THE HEADQUARTERS STAFF—The publications mentioned on this page are examples of only a part of the work of the staff during the past year. Many of the research projects and publications are not even mentioned for lack of space. The staff was called upon for unusual effort and skill to assist schools in meeting the crisis. In this connection a series of radio programs were broadcast. Thousands of members of the Association were given individual help thru correspondence and personal conferences. Two great conventions were managed, the Los Angeles meeting being the largest in the history of the Association. The Association budget was expended with extreme care. Nowhere in America, I believe, is there a group of specialists more devoted to their task. My closeup observation this year of the fine spirit of cooperation existing at headquarters answers for me the question many have asked: How can the Association render so much service for \$2?—Florence Hale.

Principals was also furnished in the spring by the Department. The shelf of Association *Proceedings*, published since 1857, forms an inspiring record of the growth and development of the Association since its inception and provides an intimate picture, not only of educational thought, but of educational leaders. The volume is edited by the Division of Publications.

Yearbooks published have been especially significant. The Department of Superintendence *Yearbook* deals with "Character Education" from the standpoint of the administrator. The *Yearbook* of the Department of Classroom Teachers is entitled "The Classroom Teacher and Character Education." The *Yearbook* of the Department of Elementary School Principals has a timely title, "The Principal and His Community." In all cases the yearbooks have been planned by representatives of the departments in consultation with the Division of Research. Final editing of the yearbooks was done by the Division of Research assisted by various members of the headquarters staff.

Studies in State Educational Administration, recently produced by the Research Division, deal with problems of vital concern to every state school system as their titles indicate:

Flat-rate and Percent-of-salary Retirement Systems

The Personal Income Tax and School Support Staffs and Salaries in State Departments of Education

State School Legislation

American Education Week publications were more numerous than before. The October, 1931 JOURNAL carried eight pages of information and suggestions. *Things To Do*, a 64-page bulletin, outlined scores of programs adaptable to the needs of any community. An announcement poster in three colors entitled *Visit Your Schools American Education Week* was prepared for shop windows and bulletin boards. A set of fifteen classroom posters was also prepared. Leaflets entitled *Children First* and *The School Home of Your Child* were given wide distribution. These publications were prepared by the Division of Publications, which is responsible for the educational interpretation phase of the Association's program.

Other publications—A new publication, known as the *Review of Educational Research*, was inaugurated in 1931. It summarizes significant research projects in education. It fills a need among educators who have found it difficult to keep abreast of current research studies.

Three issues of the *News Bulletin* of the Department of Classroom Teachers were prepared by the Division of Classroom Service. This bulletin keeps local teacher organizations informed about activities of the Department and the profession.

Several special and timely pamphlets have been prepared by the Research Division. These include *Childhood and the Depression* and *Teachers Professional Organizations*. The latter was designed to help students of education become acquainted with the organized activities of the profession which they plan to enter.

Use the publications of your professional organization—They are planned especially to help you. The publications mentioned on this page are only a few of those which have been issued in 1931-32. If you wish a leaflet listing all publications of the Association, or more detailed information about any of them, write to the Division of Publications, National Education Association, 1201 Sixteenth Street, Washington, D. C. If publications of the Association do not deal with your problem, the headquarters staff stands ready to assist you.—L.W.A.

Recent Verse for Children

THESE SELECTIONS of new poetry were made for THE JOURNAL by Miriam Blanton Huber who selected a similar page for the issues of March 1928, June 1929, May 1930, and May 1931. Dr. Huber is the author of *Children's Interests in Poetry* and editor of *The Poetry Book*. The books from which these poems are taken are covered by copyright, and special acknowledgment and thanks are due the authors and publishers as shown by note in connection with each poem.

All the studies of children's interests show a strong preference for literary materials which picture animals. The poems on this page have been selected to satisfy that interest. They capture something of the child's attitude toward living things. Poems such as these might find a place in a child's scrapbook and be the beginning of a "menagerie" of poems.

Dogs and Weather

I'd like a different dog
For every kind of weather—
A narrow greyhound for a fog,
A wolfhound strange and white,
With a tail like a silver feather
To run with in the night,
When snow is still and winter stars are bright.

In the fall I'd like to see
In answer to my whistle,
A golden spaniel look at me.
But best of all for rain
A terrier, hairy as a thistle,
To trot with fine disdain
Beside me down the soaked, sweet-smelling lane.

[From *Shipping Along Alone* by Winifred Welles. Copyright, 1931, Macmillan.]

The Hare

In the black furrow of a field
I saw an old witch-hare this night;
And she cocked a lissome ear,
And she eyed the moon so bright,
And she nibbled of the green;
And I whispered, "Whast! Witch-hare!"
Away like a ghostie o'er the field
She fled and left the moonlight there.

[From *Poems for Children* by Walter de la Mare. Copyright, 1930, Henry Holt.]

Only My Opinion

Is a caterpillar ticklish?
Well, it's always my belief
That he giggles, as he wiggles
Across a hairy leaf.

[From *Goose Grass Rhymes* by Monica Shannon. Copyright, 1930, Doubleday, Doran.]

Riding in Rotten Row

I like to watch the ladies and the gentlemen who
go
A-riding round and round and round-about in
Rotten Row;
And if I had a pony I suppose they wouldn't mind
If I went riding with them, or a little way behind.
But I haven't any pony, so even if they said
That I might go a-riding, I should have to walk
instead;
But before I go to sleep sometimes I think things
in my mind,
And I seem to see me with them, or a little way
behind.

[From *All About Me* by John Drinkwater. Copyright, 1928, Houghton, Mifflin.]

The Tree Toads

Down by the old swamp road
The Tree Toads are quarreling
With cracked, insistent voices.
They have crept out to squat
By their little rooty doorways,
Under their lichen eaves,
For their nightly arguments
About the world in general—
And Tree Toads in particular.

[From *Taxis and Toadstools* by Rachel Field. Copyright, 1926, Doubleday, Doran.]

The Lizard

Little Lizard, all alone
Basking on that sunny stone,
Which you match so cunningly,
You are very hard to see.
Still, too, as a stone you lie;
But I see a shining eye,
And I know that if I made
One step forward, like a shade
Quietly you would be gone,
Little spirit of the stone.

[From *Fifty Country Rhymes for Children* by Edith King. Copyright, 1926, D. Appleton.]

At The Zoo

There are lions and roaring tigers and enormous
camels and things,
There are buffalo-buffalo-bisons and a great big
bear with wings,

There's a sort of a tiny potamus and a tiny
nosserus too—

But I gave buns to the elephant when I went
down to the Zoo.

There are badgers and bidgers and bodgers and
a Super-intendent's House,
There are masses of goats, and a Polar, and
different kinds of mouse,
And I think there's a sort of a something which
is called a wallaboo—
But I gave buns to the elephant when I went
down to the Zoo.

If you try to talk to the bison, he never quite
understands;
You can't shake hands with a mingo—he doesn't
like shaking hands.
And lions and roaring tigers hate saying, "How do
you do?"
But I give buns to the elephant when I go down
to the Zoo!

[From *When We Were Very Young* by A. A. Milne. Copyright, 1924, E. P. Dutton.]

Snake

When the seeded grasses make
A little swishing sound,
And you think that you have seen
Water trickling on the ground,
When there is a flash of green,
And a light that seems to pass,
And the writhing emerald snake
Glides along inside the grass,
You cross the field with cautious tread,
Looking in the grass to see
Where the snake is crawling to,
You step on him—and suddenly
The emerald serpent coils and springs
And twists about, and shoots his head
Upward thru the squirming rings,
And darts his waving tongue at you.

[From *Menagerie* by Mary Britton Miller. Copyright, 1928, Macmillan.]

Milk-White Moon, Put the Cows to Sleep

Milk-white moon, put the cows to sleep.
Since five o'clock in the morning,
Since they stood up out of the grass,
Where they slept on their knees and hocks,
They have eaten grass and given their milk,
And kept their heads and teeth at the earth's face.
Now they are looking at you, milk-white
moon.
Carelessly as they look at the level land-
scapes,
Carelessly as they look at a pail of new white
milk,
They are looking at you, wondering not at all,
at all.
If the moon is the skim face top of a pail
of milk,
Wondering not at all, carelessly looking.
Put the cows to sleep, milk-white moon,
Put the cows to sleep.

[From *Early Moon* by Carl Sandburg. Copyright, 1930, Harcourt, Brace.]

Achievements in Teacher Education 1931-32

OUR INSTITUTIONS for the education of teachers are the most important colleges in America. They will largely determine the level of intellectual life of the next generation. It is most encouraging that they are rapidly becoming the best colleges in America.

This is the third year that THE JOURNAL has recorded progress in our teacher-educating institutions. THE JOURNAL requested teachers colleges and normal schools listed in the U. S. Office of Education Directory to answer the question: "What is the most significant educational achievement in your school during 1931-32?" The following replies were received by the time this issue went to press:

ALABAMA: *State Agricultural and Mechanical Institute, Normal*—The accrediting of the high-school department by the Southern Association of Colleges and Secondary Schools and the strengthening of content courses in the two-year curriculum for elementary teachers.—J. F. Drake, president.

State Teachers College, Troy—Establishment of the college upon a beautiful new site with new buildings and equipment; completion of the first year of a four-year course with issuance of degrees.—E. M. Shackelford, president.

ARIZONA: *State Teachers College, Flagstaff*—Development of plans to utilize the public schools of Flagstaff for laboratory purposes; more definitely organized placement service; all student campus employment placed on scholarship basis; established more firmly as a standard four-year teachers college.—Grady Gammage, president.

State Teachers College, Tempe—Revision of the curriculum to include a richer background of liberal arts courses.—Ralph W. Swetman, president.

ARKANSAS: *Henderson State Teachers College, Arkadelphia*—Strengthening the academic work by reducing the number of majors offered; studying the distribution of grades to bring about a greater degree of uniformity in marking; strengthening the practise teaching program; shifting the emphasis from competitive athletics to physical education and health.—J. P. Womack, president.

Arkansas State Teachers College, Conway—Reorganization of curriculum requirements so as to educate teachers for certain specific positions; the appointment of advisers for each group; improvement in the grading system and corresponding improvement in standards of scholarship required.—H. L. McAlister, president.

CALIFORNIA: *Humboldt State Teachers College, Arcata*—Raising of scholarship standards for student teaching for graduation and for majors taken as pre-secondary work; also the listing of personal qualifications necessary for good teaching. This list is used as a self-rating scale by students.—Arthur S. Gist, president.

State Teachers College, San Diego—A co-operative arrangement between the college and the city in providing teachers and supervisors for one of the city elementary schools. This enables college students who have had initial experience in the campus training school to teach one-half day thruout the semester in a public school.—J. W. Ault, dean.

State Teachers College, San Francisco—Unprecedented growth in student body; continued upgrading of faculty; good college curriculum standards; constantly improved relationships with public schools and higher institutions; progress toward new campus and buildings.—Alexander C. Roberts, president.

State Teachers College, San Jose—Employment of a specialist in college teaching whose business it is to encourage the best possible methods on the part of the college faculty.—T. W. MacQuarrie, president.

State Teachers College, Santa Barbara—Securing a new half-million dollar site with unequalled natural setting, overlooking the ocean, with extensive mountain view, and wide, adjacent sandy beaches, to replace the present outgrown plant.—C. L. Phelps, president.

COLORADO: *Colorado State Teachers College, Greeley*—Curriculum revision to include more cultural and background courses in first two years; organization of personnel department and guidance program with complete system of accumulative records; life certificate given only with A. B. degree.—W. D. Armentrout, vicepresident.

CONNECTICUT: *State Normal School, Danbury*—A curriculum in business education for high-school teachers in this field has been developed. Our normal and training staffs are revising the elementary-school curriculum.—Lothrop D. Higgins, principal.

State Normal School, New Britain—Expansion of the present two-year curriculum to a three-year curriculum; construction of an entirely new three-year curriculum; adoption of a program of selective admission; and plans undertaken to determine the quota of acceptable candidates in terms of supply and demand for trained elementary-school teachers for this state.—H. D. Welte, principal.

State Normal School, New Haven—A closer correlation between theory and practise thru systematic demonstrations, supervised student-teaching, and studies related to a choice of materials of instruction and classroom technics, carried on jointly in our affiliated laboratory schools.—Lester K. Ade, principal.

GEORGIA: *Georgia Normal and Agricultural College, Albany*—Raising the standard from a two-year normal school to a four-year teachers college. All faculty members must have a master's degree from a standard college.—J. W. Holley, president.

State Normal and Industrial College, Bowdon—Increasing faculty scholarship as measured by graduate degrees; lessening teacher load by subject combinations; simplifying administration by change from local board to state board of regents.—George W. Camp, president.

Georgia State Woman's College, Valdosta—We are still struggling with the fact that the state is seriously in arrears with its appropriations and we are doing well to hold our own.—R. H. Powell, president.

ILLINOIS: *Southern Illinois State Normal University, Carbondale*—Within the school year approximately ninety of the candidates for graduation from our two-year course for elementary teachers had a part of their practise teaching in our rural practise school system, at least three hours per day for six weeks; more than sixty percent had a half day's work every school day for an entire quarter.—H. W. Shryock, president.

Eastern Illinois State Teachers College, Charleston—Two-year curriculums except the one for preparation of teachers for the grades have been dropped. The first year of a four-year curriculum in public-school music has been offered. Beginning next year, our work in journalism will be within the English department and will be independent of financial support from advertisers.—Livingston C. Lord, president.

Northern Illinois State Teachers College, DeKalb—Improved educational conditions making possible recognition by the American Association of Teachers Colleges, by the North Central Association of Colleges and Secondary Schools, and by the University of Illinois for our present graduating class; improved buildings; improved living conditions; better health service; and closer coordination between theory and practise as evidenced in the college and the training school.—Karl L. Adams, president.

National College of Education, Evanston—Entirely new program for freshmen—cultural subjects with single orientation course in education; student-teaching postponed to second semester sophomore year.—Edna Dean Baker, president.

Western Illinois State Teachers College, Macomb—An appropriation of \$350,000 for building and equipping a modern training school on the campus, the plans for which have been completed.—W. P. Morgan, president.

Illinois State Normal University, Normal—Establishment of the position of dean of the training schools with a competent educator in charge, and elevation of the position to one co-

THERE WAS nothing in your JOURNAL last year that helped me more as a president than your pages devoted to achievements in education. I am very glad that you are going to continue this feature this year.—C. C. Swain, president, State Teachers College, Mayville, North Dakota. ¶ I have thoroly enjoyed the review of statements from other schools and desire to commend this feature.—J. S. Landers, president, Oregon Normal School, Monmouth, Oregon.

ordinate with the dean of the teachers college.—H. A. Brown, president.

INDIANA: Central Normal College, Danville—Organization of a summer school of three terms which correspond respectively to the fall, winter, and spring terms of the regular college year with reference to subjects taught, but the terms are only one-half as long and students take only one-half as many subjects. A year of college work can be completed in two summers. The plan increased the summer enrolment from 816 to 1695 in two years.—Waldo Wood, president.

Ball State Teachers College, Muncie—Definite operation of a four-year elementary curriculum; planning a graduate curriculum to begin operation this summer; raising the level of our instruction; planning a fine arts building with the idea of presenting better cultural advantages.—L. A. Pittenger, president.

Indiana State Teachers College, Terre Haute—A critical study of curriculum content in elementary teacher training; special attention to the content of all courses; a study of the regulation of the training of public-school administrators; progress in the development of plans for the new training school; increased enrolment.—L. N. Hines, president.

KANSAS: Kansas State Teachers College, Emporia—Continued effort to unify procedure and to improve instruction to the end that the products of the institution may better serve the schools of the state.—Thomas W. Butcher, president.

Fort Hays Kansas State College, Hays—Granting sabbatical leave on pay for further study by faculty members long in service; reorganization of junior college, thereby simplifying work and pushing specialization into the senior college; improvement of undergraduate scholarship by adding one year of graduate work.—W. A. Lewis, president.

Kansas State Teachers College, Pittsburg—We are just working along, trying to grow within as well as without and doing a good piece of work in Kansas.—W. A. Brandenburger, president.

KENTUCKY: Western Kentucky State Teachers College, Bowling Green—A greatly enlarged program for the improvement of classroom instruction has been undertaken thru administrative procedures, curriculum revision, student guidance, improvement of teaching techniques, and a closer correlation of the work in the college and training school.—H. H. Cherry, president.

State Teachers College, Morehead—We have undertaken a program of working out the differences in instruction in a teachers college and in a liberal arts college. The training school will play a great part in this project thru observation and demonstration.—J. Howard Payne, president.

Eastern Kentucky State Teachers College, Richmond—Continuing the development of our five-year experimental curriculum study; the employment of a director of research who will investigate teaching problems; the completion of our health building at a cost of \$225,000; and our effort to offer more personal and professional guidance to students.—H. L. Donovan, president.

LOUISIANA: Louisiana State Normal College, Natchitoches—Installation of four-year elementary curriculum, permitting the issuance of two-year life certificates to students at the end of their sophomore year.—W. W. Tison, president.

MAINE: State Normal School, Farmington—Reorganization of the school and faculty, who now act together in working out the policies and activities of the school; revision of the curriculum for our two-year course and intro-

AFTER the work of the day
I used to sit down
And ask myself the question:
"What have I done today?"
Well, to be sure,
I reviewed the strenuous effort
That I had made
To implant within the minds
Of every pupil
The fundamental fact
That verbs are either transitive,
Or else, that they are not;
And those that are not
Are linking or complete.
It refreshed me much to think
That I had driven home the truth,
That a straight line
Is the shortest length
Between two given points.

In recent months I met a man
Who had been a member of my class.
I said: "Do you remember
What I taught you
In the classes back in school?"
He rubbed his forehead,
Then looked up and made reply:
"I cannot recall it now;
But you gave me a desire to make good."

—E. H. Carender.

duction of a three-year course; construction of a gymnasium, the major expense borne by voluntary contributions of alumni.—W. G. Mallett, president.

Aroostook State Normal School, Presque Isle—Under the guidance of the physical education department, students organized and directed a play day to which representatives from the county high schools were invited. Great emphasis was placed upon group rather than interscholastic activity.—San Lorenzo Merriman, principal.

MARYLAND: State Normal School, Towson—In September 1931, the Towson State Normal School went on the three-year basis for the education of its teachers. This means that beginning with 1934 no one will teach in Maryland who has not the three-year diploma or its equivalent. A new elementary-school building is being erected.—Lida Lee Tall, principal.

Maryland State Normal School, Frostburg—Minimum three-year curriculum with maximum laboratory facilities thru which continuous contact with teaching is integrated with the curriculum.—John L. Dunkle, principal.

MASSACHUSETTS: Teachers College of the City of Boston—Provision for the unification of all observation and practise work by teacher training candidates thruout the Boston school system under Teachers College.—William H. J. Kennedy, president.

State Normal School, Bridgewater—Plans of definite correlation between training school and each normal department by means of joint committees in each subject. Printed outlines and details are being developed.—A. C. Boyden, principal.

State Normal School, Fitchburg—Fifty per cent of current enrolment of three hundred students are men; students admitted this year have first year's work in the four-year degree curriculum for teachers of junior high school and industrial arts; cooperative nursery school with fifteen children enroled established in one of the campus training schools; twenty men students serving as scoutmasters in local Boy Scout troops.—Charles M. Herlihy, principal.

State Normal School, Framingham—The faculty of the elementary department is at work on the new four-year curriculum; the faculty members of our household arts department are revising the course in that department. Much closer cooperation and understanding are being made between the normal school and training-school departments.—F. A. Bagnall, principal.

State Normal School, Hyannis—The last two-year class graduated June 1931. Beginning September 1931, a new four-year curriculum for elementary teachers is offered; the three-year elementary course is retained. There is much improvement this year in gradual student-participation teaching plan.—Herbert H. Howes, principal.

State Normal School, Salem—During the past year we have adopted a three-year curriculum for all elementary teachers and a four-year curriculum for students in the junior high-school department. Our admission requirements have been raised and our standards within the school have been made somewhat more exacting.—J. A. Pitman, principal.

State Teachers College, Worcester—Change of name to State Teachers College; occupancy of new building on a new twenty-acre site; first step in progressively increased entrance requirements which will be continued thru another advance, as now planned to be reached in 1933.—William B. Aspinwall, president.

MICHIGAN: Western State Teachers College, Kalamazoo—Reorganization and improvement of curriculum; action which will require four years of residence for the life certificate for students entering college after June 1932; acquisition of a remarkable collection of Lincolniana consisting of 1400 books and pamphlets. This will constitute one of the best college Lincoln collections in the United States.—D. B. Waldo, president.

Northern State Teachers College, Marquette—No life certificate to be issued on less than a four-year course.—J. M. Munson, president.

Central State Teachers College, Mount Pleasant—Survey of our freshman advisory system and the appointment of a freshman personnel officer to study our first-year student situation.—E. C. Warriner, president.

Michigan State Normal College, Ypsilanti—The dedication of Charles McKenny Hall, a union building costing furnished approximately \$400,000, which will be the social center of the institution; more effective organization of student personnel service; improvement in scholarship by lifting the general standards of grades; development of musical curriculums for leaders of orchestra and band and development of the orchestra which has won the title, "Little Symphony."—Charles McKenny, president.

MINNESOTA: State Teachers College, Winona—The new college association with two divisions, the faculty and the associated students, "whereby to enhance the work of the college," is the principal change. A council of

eleven members is the executive agent of the association.—Guy E. Maxwell, president.

State Teachers College, Moorhead—Erection of new buildings—heating plant, training-school building, physical education building, college hall building—to replace those destroyed in a fire of February 9, 1930. The new buildings are fire proof and entirely modern.—R. B. MacLean, president.

State Teachers College, St. Cloud—Provision for educational opportunities latent in two acquisitions: [1] an outdoor biology laboratory of six islands in the Mississippi River lying just below the campus and comprising approximately seventy acres; [2] a recreational field of sixty acres for archery, baseball, football, field and track, golf, tennis, and other outdoor activities.—George A. Selke, president.

MISSISSIPPI: Delta State Teachers College, Cleveland—Use of psychological examinations for sectioning of classes; use of conference plan in teaching of English for remedial instruction; study and comparison of grades by departments and by individuals; complete statistics on enrolments by quarters, school and calendar years.—W. M. Kethley, president.

State Teachers College, Hattiesburg—Improvement of student control, including a system of compulsory attendance for all students; all incoming freshmen take only freshmen courses.—Colley F. Sparkman, dean.

MISSOURI: Lincoln University, Jefferson City—Preparation or revision of syllabi for all basic courses; personnel study of social, economic, and educational background of all students; organization of an educational conference including high-school principals and college teachers; clarifying objectives of school.—Charles W. Florence, president.

State Teachers College, Kirksville—The healthy development of our laboratory schools in connection with the public-school system of Kirksville, has been the most significant outcome of last year's work.—Eugene Fair, president.

State Teachers College, Maryville—Abandonment of the useless effort to prepare in one year a person to teach in a country school.—Uel W. Lamkin, president.

Harris Teachers College, St. Louis—Revision of curriculum; reorganization and improvement of directed teaching in the practise school by making a more direct and vital connection between theory and practise; active committee and conference work on the criticism and improvement of the syllabi of all courses offered.—J. Leslie Purdom, president.

State Teachers College, Warrensburg—Continuation of all activities with no cut in salaries or increase in fees altho one-fourth of the state appropriation is unavailable. Illustration: the faculty bears expense of cooperative study with North Central Association.—E. L. Hendricks, president.

MONTANA: Eastern Montana Normal School, Billings—We feel that in the face of the pressure from the east, our placement of practically all our graduates last year was a real achievement. We feel that our contribution toward the enrichment of the rural life of eastern Montana is greater in 1931-32 than it was last year.—L. B. McMullen, president.

State Normal College, Dillon—Initiation of the four-year course with the bachelor of education degree. Liberal enrolment of upper division students.—Sheldon E. Davis, president.

NEBRASKA: State Teachers College, Kearney—Inauguration of a movement that has resulted in better college teaching; affiliation with elementary grades of the city-school system with resultant strengthening of the training school; development of the department of public-school music.—George E. Martin, president.

State Teachers College, Peru—Special emphasis on music and dramatic art in the public schools thru contests held under the auspices of the college. The result is a greatly increased interest as evidenced by the calls for teachers of these subjects.—W. R. Pate, president.

NEW HAMPSHIRE: Normal School, Keene—Appointment of supervisor of high-school training schools; stressing of visual education, a quarter of a million feet of film shown in classwork up to March 1; establishment of a three-year tentative elementary curriculum; selective admission of two hundred students out of three hundred applicants.—Wallace E. Mason, president.

Normal School, Plymouth—Extension of dormitory facilities; new library rooms and equipment; simplification of curriculum; restricted admissions.—E. L. Silver, president.

NEW JERSEY: State Teachers College, Montclair—Completion of administrative organization with three major divisions: instructional, personnel, and business. In the instructional division the dean of instruction is responsible for curriculum, courses of study, and instructional procedures. The director of integration has the problem of integrating and unifying the instructional work as set up with the laboratory activities and the field.—H. A. Sprague, president.

State Normal School, Newark—A vigorous continuance of the interest in personnel; a more general distribution of advisory functions thru wellorganized faculty standing committees.—M. Ernest Townsend, principal.

State Normal School, Paterson—A followup program of helping recent graduates with specific problems that have come in the first two months of their teaching experience.—Roy L. Shaffer, principal.

State Teachers College, Trenton—Completion and use of the administration-classroom building, library building, and three residence units in the new college plant which is being erected on a site of 105 acres.—R. L. West, president.

NEW MEXICO: New Mexico Normal University, Las Vegas—Studies by the faculty of educational trends; organization of our extra-curriculum life utilizing student leadership; organization of our curriculum and the introduction of orientation and perspective courses beginning the program for vocational guidance, personnel work, and freshman guidance.—H. C. Gossard, president.

New Mexico State Teachers College, Silver City—Prevention of lowering of salaries in the face of a strong movement in the state to do so; maintained fully approved status in the American Association of Teachers Colleges and full accrediting as a liberal arts college by the North Central Association; ascertaining the quality of students admitted to this institution by cooperating with forty or more similar institutions in regard to the training of freshmen.—A. O. Bowden, president.

NEW YORK: State College for Teachers, Albany—A college library providing reading space for 20 percent of the undergraduate student body will be opened at the June commencement.—A. R. Brubacher, president.

State Normal School, Brockport—A study by the entire faculty of objectives, materials, and technics looking toward a curriculum revision leading to a four-year program in elementary education.—Alfred C. Thompson, principal.

State Teachers College, Buffalo—Increased coordination between the school of practise and the college department; greater interest on the part of the faculty in curriculum construction; more selective admissions, giving us the best entering group we have ever had.—Harry W. Rockwell, president.

State Normal School, Oneonta—Completion of a new practise school or elementary-school building which will be opened in September; improvement of grade-point system.—Percy I. Bugbee, principal.

State Normal and Training School, Oswego—Construction of a new industrial arts building to accommodate rapidly growing demand for teachers of woodworking, metal craft, electricity, printing, mechanical drawing, and allied subjects; consideration of curriculum for prospective fourth year for elementary teachers.—James G. Riggs, principal.

State Normal School, Plattsburg—The initiation of a department of rural education; of the students who are eligible, 40 percent are enrolled in courses offered by this department. In addition to courses in rural education a plan for differentiated observation and practise has been developed.—George K. Hawkins, principal.

NORTH CAROLINA: Asheville Normal and Associated Schools, Asheville—The most outstanding thing of the year has been an honest-to-goodness effort to think straight. We have spent less time than usual worshipping the false gods of fads and fallacies in presentday education. We have attempted to put into the institution and the students critical, sane, optimistic questioning and examining of all that we attempt to study and think about. The fact that we have done nothing spectacular has made our work very wholesome.—John E. Calfee, president.

Western Carolina Teachers College, Cullowhee—Granting our first degrees at the end of forty-two years as an institution for the education of teachers; classification in the A-group of the American Association of Teachers Colleges.—H. T. Hunter, president.

NORTH DAKOTA: State Teachers College, Dickinson—The college auditorium, for a long time considered "too far out in the country," is rapidly becoming the most popular meeting place for programs, recitals, plays, concerts, and community gatherings, and people of the city and surrounding country are more and more making a beaten path to the college buildings on the hill. A much-needed women's hall has been completed at a cost of \$150,000. The college enrolment has increased 33 percent over that of a year ago.—Conrad L. Kjerstad, president.

State Normal and Industrial School, Ellendale—Establishment of a course in advanced history that is a George Washington Bicentennial appreciation course.—R. M. Black, president.

State Teachers College, Mayville—A definite program of selective admission to teacher-training courses; increased attention to the educational problems in our service area; revision of four-year curriculum in elementary education; first annual conference on elementary education.—C. C. Swain, president.

State Teachers College, Minot—Improvement of living conditions for students by the erection of modern dormitories, standardizing and regulating conditions under which students live outside the dormitories, with greatly increased attention to all the problems affecting student living conditions.—George A. McFarland, president.

OHIO: School of Education, Western Reserve University, Cleveland—Living within our budget; advisory services to a public-school system; administration of a selective scheme of admission.—Charles W. Hunt, dean.

Kent State College, Kent—Enlargement and strengthening of the faculty; caring for an enrollment increased from 1065 to 1325 in the face of the financial depression and decreased appropriations; admission into membership of the Ohio College Association.—J. O. Engleman, president.

OKLAHOMA: East Central State Teachers College, Ada—Thoroughgoing integration of the work of the training school and that of the college thru cooperation of the staffs of both institutions, thus bringing about a marked improvement not only in practice teaching but also in proficient treatment of subjectmatter in the departments of the college itself.—A. Linscheid, president.

Northwestern State Teachers College, Alva—The institution of freshman tests in various subjects and the advancement of the requirements for a life elementary certificate from the two-year college basis to the four-year degree basis effective September 1932.—W. W. Parker, president.

Southeastern Teachers College, Durant—Administrative council of twelve charged with responsibility of knowing each teacher in the twelve counties of the Southeastern District with a complete constructive followup program thrown around the council; second annual older boys vocational guidance conference; freshmen orientation program extending thru first semester.—Eugene S. Briggs, president.

Central State Teachers College, Edmond—Faculty training improvement; better correlation between college and training school; and enlargement of personnel and health program.—M. A. Beeson, president.

Northeastern Teachers College, Tahlequah—Requiring an entrance examination of all freshmen to determine what elementary or secondary subjects, if any, in which the students may need further study.—M. P. Hammond, president.

Southwestern State Teachers College, Weatherford—A five-year period of upgrading the education of the faculty has increased the graduate training of the staff three hundred percent. The largest increase in any of five years has come in the last year.—E. E. Brown, president.

OREGON: Eastern Oregon Normal School, La Grande—Measurement of success of graduates in the field disclosing high level of achievement. Study looking toward further improvement of teacher training program.—H. E. Inlow, president.

Oregon Normal School, Monmouth—A more complete unification of purpose and harmonization of activity of all departments, especially the academic courses with the training department, thru the mutual understanding created by study and discussion in faculty meetings.—J. S. Landers, president.

PENNSYLVANIA: State Teachers College, Bloomsburg—Development of our institution as a cooperative community project having as its aim the progressive social development of students and faculty and the expression of this

A MESSAGE TO TEACHERS—In all these great tests of your work—the maintenance of our national ideals, the building of character, the constantly improving skill of our people, the giving of that equipment which makes for equality of opportunity, the stimulation of ambition to take advantage of it—no greater tribute can be paid you than to say that you are succeeding better than was ever done before in human history.—Herbert Hoover.

program thru the Community Government Association and our extracurriculum activities.—Francis B. Haas, president.

State Teachers College, California—Completion of new physical education building and the reorganization of an extensive program of intramural athletics with lessened emphasis on intercollegiate competitions but retaining the valuable elements of the intercollegiate program.—Robert M. Steele, president.

Training School for Teachers, Cheyney—Rounding out the requirements for the degree of B. S. in elementary education; clarifying problems of student government; and the addition of a new dormitory unit.—Leslie Pinckney Hill, principal.

State Teachers College, Clarion—Dedication of \$90,000 gymnasium; reorganization and equipment of science department; four-year curriculums in junior and senior high-school education; three four-year curriculums in elementary education; improved student personnel work; addition to equipment, space, and books of library; student-teachers assigned to training school for four and one-half days for each of eighteen weeks; higher standards of scholarship which restrict students as to student-teaching, promotion, and graduation.—G. C. L. Riemer, president.

State Teachers College, East Stroudsburg—Completion of new heating plant and new residence for the president. A series of faculty meetings on the topic "Professionalization of our Curriculums."—T. T. Allen, president.

State Teachers College, Edinboro—Study of means to improve instruction; introduction of three new four-year curriculums; renewed attempts to solve problems relative to student personnel and adjustment.—C. C. Crawford, president.

State Teachers College, Indiana—Limiting our enrollment and raising standards in admission. As a result of this, we feel that the freshman class which entered in the fall of 1931 is a much stronger group in every way. We no longer admit students from the lower third of their high-school classes and we are rapidly adopting the idea of a personal interview.—C. R. Foster, president.

State Teachers College, Mansfield—Educational consolidation and adjustment, especially in the rapidly growing senior college classes, after a decade of progress including the raising of all training for home economics, music, and secondary teaching to the four-year degree level and the offering of an optional elementary degree course.—W. R. Straughn, president.

State Teachers College, Millersville—A decided step in selecting students who are most adapted to teaching from the standpoint of scholarship, health, and personality; a closer relation has been established between the county superintendents and the city superintendents in our service area; added facilities for preparing teachers in the field of industrial arts and sciences.—Landis Tanger, president.

State Teachers College, Shippensburg—Construction of a modern and commodious library building; emphasis on professionalizing subjectmatter for teachers; personal work done by faculty to improve themselves professionally.—J. S. Heiges, acting president.

State Teachers College, Slippery Rock—Adoption of four-year elementary and secondary curriculums, with gradual reduction in the number taking the two-year courses. Development of syllabi in all courses in four-year curriculums.—J. Linwood Eisenberg, president.

State Teachers College, West Chester—Raising of the entrance requirements, effective September 1932. Candidates for admission to the freshman class must be in the upper half of the graduating class of an approved secondary school. In addition, applicants must meet certain special requirements in English, silent reading, health, and personal attributes.—Norman W. Cameron, president.

RHODE ISLAND: Rhode Island College of Education, Providence—Constantly growing aid from municipalities in enlistment and selection of best candidates, both for freshman class and for college graduate class, by quotas; higher standards in college work resulting. Ninety-nine percent of recent graduates teaching.—John Lincoln Alger, president.

SOUTH DAKOTA: Northern Normal and Industrial School, Aberdeen—Refinement of curriculums introducing definite four-year curriculums in rural, elementary, and junior high-school education; elimination of three special two-year curriculums.—David Allen Anderson, president.

Normal School, Spearfish—Making a beginning in the elimination of unsuitable candidates, by refusing permission to take practice teaching to those whose entrance examinations show them to be too poorly prepared, and also to all who cannot maintain a "C" average in the work done in this school.—E. C. Woodburn, president.

Southern State Normal School, Springfield—Use in regular bi-weekly faculty meetings of the NEA Research Bulletin, *Ethics in the Teaching Profession*, as a basis for study of character education.—C. G. Lawrence, president.

TENNESSEE: Austin Peay Normal School, Clarksville—Better adjustment of work to rural-school teachers, organization of rural demonstration school of forty-eight weeks year, courses for mastery of subjects on elementary-school level, plans for continuing to help former students now teaching in rural schools, completion of dormitory for two hundred women, extensive planting on grounds, and other improvements.—P. P. Claxton, president.

State Teachers College, Johnson City—The establishment of a psycho-physical laboratory. The old library building was remodeled to house the laboratories of the department of psychology, the health unit, a branch of the state analytical laboratory, and a clinic where children of indigent families are given free treatment for eye, ear, nose, and throat by local physicians and nurses. Here, under the direction of the school nurse, student teachers are given training in symptoms of ailments common to school children. The nurse's schedule includes daily conferences with the college students.—C. C. Sherrod, president.

State Teachers College, Memphis—Each faculty member posts schedule of at least thirty hours per week on campus including teaching hours, faculty meetings, and conference periods, thus securing for the students, benefits of class and individual instruction.—J. W. Brister, president.

Tennessee Agricultural and Industrial State College, Nashville—Erection of Women's Industrial and Men's Industrial buildings at a cost of \$400,000; plans made for the erection of five additional buildings to house administration, practise school, health department, social-recreational activities, and agriculture.—W. J. Hale, president.

TEXAS: West Texas State Teachers College, Canyon—Inauguration of the practise of inviting groups of teachers in our territory to visit and observe our demonstration work on Saturdays. This is being done systematically and apparently with great profit. Care is exercised in administrative details.—J. A. Hill, president.

North Texas State Teachers College, Denton—Second annual teacher-training conference with outofstate and instate speakers. Course in 1932 summer session in which eight nationally known educators will give work which will be articulated by resident members of the education staff.—R. L. Marquis, president.

Sam Houston State Teachers College, Huntsville—Increase in scholarship of faculty; thoroughgoing personnel work resulting in higher scholastic rating by students; extension work strengthened by employment of fulltime extension instructor; graduate work to begin in the summer of 1932.—H. F. Estill, president.

VERMONT: State Normal School, Castleton—There has been made possible a third year of preparation following four years of high school and two years of normal school—this to become operative in September 1932. This meets an increasing demand for advanced training, for which until now Vermont students wishing further training have had to go

outside the state.—Caroline S. Woodruff, principal.

VIRGINIA: State Teachers College, East Radford—Increased development in library standardization, service, and courses by erection of John Preston McConnell library; faculty-student symposiums on training-school problems; improvement of instruction leading to closer coordination of all work and policies of institution; extension service increased as the curriculum center in state program for curriculum study; experiments in progress on directed teaching for "inservice" teachers; orientation of students.—John Preston McConnell, president.

Hampton Institute, Hampton—The opening of a modern, uptodate building, accommodating six hundred children of all grades thru high school, provides observation and teacher training practise for our students in the school of education.—Arthur Howe, president.

State Teachers College, Harrisonburg—New administration building; first graduating classes under the qualitative ranking system; much-needed materials in the library, supplementing a "school textbook" library; preparation of a four-year elementary curriculum; some experimentation with pupil-directed college classes.—W. J. Gifford, dean.

Virginia State College for Negroes, Petersburg—Securing a dining hall with all modern improvements including boarding facilities for teachers, students, and visitors.—John M. Gandy, president.

WASHINGTON: State Normal School, Cheney—A three-year minimum requirement for graduation of all elementary and junior high-school teachers; we have reorganized and rewritten all the curriculums making the first two years largely academic and the third year largely professional.—R. T. Hargreaves, president.

State Normal School, Ellensburg—Elimination of two-year program and introduction of a three-year program, extensive revision of the elementary, intermediate, and junior high-school curriculums.—Robert E. McConnell, president.

WEST VIRGINIA: Concord State Teachers College, Athens—Improvement of instruction by group study and faculty investigation; definite elevation of standards of scholarship and character training; addition of fifteen acres to campus; erection of campus home for the president.—J. Frank Marsh, president.

State Teachers College, Fairmont—Completion and dedication of a modern new science building, which doubles our classroom capacity for chemistry, physics, biology, and the household sciences.—Joseph Rosier, president.

Shepherd State Teachers College, Shepherds-town—Library and science laboratories considerably enlarged; training-school facilities have been extended; physical education and health service improvements have been made. Since this vicinity was the home of many members of Washington's family, several special courses of Washington's time are being offered in summer school.—W. H. S. White, president.

WISCONSIN: The Stout Institute, Menomonie—Continued research in curriculum work, developing better integrated courses of study centering around social goals desired, and preparation to meet professional requirements in terms of the teaching positions themselves. Emphasis upon personality development.—B. E. Nelson, president.

State Teachers College, Milwaukee—All curriculums less than two years in length except the two-year curriculum in the division of rural education have been discontinued; interesting experiments in improvement of instruction have been continued and several new ones started; a radio broadcasting program has been put on during the present year by the faculty.—Frank E. Baker, president.

State Teachers College, Oshkosh—The philosophy of education, together with the improvement of college teaching, is being discussed thruout the year in faculty meetings; the rural department has access to two additional county schools for practise work; and the curriculums are being reorganized with the thought in mind of making them functional, that is, of preparing the teachers for the specific jobs rather than meeting the requirements of graduate schools.—Forrest R. Polk, president.

State Teachers College, Platteville—An orientation program for the freshmen; weekly personnel activity program; study of vital problems relating to instruction and curriculums by the faculty; outstanding success in participation in extracurriculum activities—band, chorus, orchestra, dramatics, forensics, and physical participation program.—A. M. Royce, president.

Central State Teachers College, Stevens Point—Reorganizing the history curriculum to eliminate the "circular staircase" type of progression. The intent is to make history cumulative and to develop units of learning which need not be repeated. This method of teaching history is being presented to our professional history classes and is being put into practise in our training department.—Frank S. Hyer, president.

New Faces Among Teachers College Presidents



W. E. Lessenger
Detroit, Mich.



H. C. Gossard
Las Vegas, N. Mex.



M. A. Beeson
Edmond, Okla.



Albert Lindsay Rowland
Shippensburg, Pa.



Forrest R. Polk
Oshkosh, Wis.



J. D. Hill
Superior, Wis.

The New Department of Secondary Education

FREDERICK HOUK LAW

President, High-School Teachers Association, New York, N. Y.

PERHAPS one of the most important steps taken at the Los Angeles meeting of the National Education Association was the final vote of the delegate assembly favoring a Department of Secondary Education, a department for high-school teachers only. For thirty-eight years, that is, from 1886 to 1924, such a department had existed. During the period of the World War and immediately thereafter, other subjects than secondary education commanded attention. In these later postwar years, secondary education has again taken a commanding position. Secondary schools have multiplied many times, and the number of earnest men and women engaged in secondary work has increased correspondingly. New types of secondary-school courses and new models of secondary-school buildings have been developed. Wholly new departures have been made in the preparation of secondary-school textbooks. New methods, new aims, and a new spirit have vitalized secondary work in the United States, all of which makes for world leadership in pre-college, or better still, pre-adult training. Under such conditions the reawakening of the Department of Secondary Education was to be expected.

Immediate action was brought about thru hundreds of petitions from all states in the Union, brought together thru the agency of the High-School Teachers Association of New York City, and forwarded to the governing bodies of the National Education Association. An interim organization, the National Secondary Education Association, held crowded meetings at Columbus, Ohio, in July, 1931, discussed the pressing problems of secondary education, and made plans and elected officers for the year to follow. That organization met again in Los Angeles in 1932.

The history of the re-establishment of the once-important Department is of no great moment; the future work of the Department is all-important. In the first place, the Department, national in scope, is made up of earnest teachers from all sections of the United States, banded together to do constructive work, not for salaries, pensions, tenure of office, or other similar matters, but for courses of study, methods of organization and teach-

ing, and for the general vitalization of all secondary work in accordance with practical needs and desires.

For years teachers in secondary schools were content to confine themselves to the pages of specific textbooks, thinking more about special studies than about pupils, courses of study, or the broader purposes of education. In recent years a great change has taken place. Such organizations as The National Council of Teachers of English have become national in work and literally worldwide in influence, lifting teachers away from their desks and limited books and leading them to plan for work as part of a whole course of training. That change has taken place along the entire line of secondary-school work. A kind of democracy has entered secondary education, marking a revolt against the long endured tyranny of college-entrance examinations.

The results of this new independence of the secondary-school teacher are already apparent in every state. Under the influence of teacher suggestion and control, courses of study have been entirely revised. Those who were close to the daily lives of individual pupils saw clearly that the over-classical demands of college-entrance examinations could not elicit the best work or the best life-development. More practical demands were substituted, with an immediate advance on the part of secondary schools. New courses of study were organized to meet special needs, and these new courses were followed at once by the development of new types of schools. As a natural accompaniment new types of textbooks, closely related to daily life and ordinary needs, were written. A few years ago nearly all the textbooks used in secondary schools were written by college professors or at least by superintendents and principals. Today great organizations of teachers plan the courses of study, and secondary-school teachers write many of the textbooks.

With this new democracy of the secondary school, there has come a new pedagogy, not founded upon classical precept but upon the natures of American boys and girls. Put side by side two somewhat similar textbooks, one published in 1900 and the other published recently, and the different attitude toward the

pupil and pupil-interest is at once apparent. Today's secondary-school books are those that are close to reality.

In the second place, the Department of Secondary Education consists of teachers who wish to consider seriously all the associated problems that concern secondary education, problems relating to social and industrial life, to politics and government, to social service and national ideals. "The American high school is the people's university," says a modern adage. The American high school is also the people's inspiration toward civic consciousness.

The spontaneous development of numerous secondary organizations, with their great influence and power, such as the High-School Teachers Association of New York City, and of other large cities, representing one type, and the National Council of Teachers of English, representing another, shows the irresistible force behind the movement for democratizing all secondary schools.

The National Education Association has gained new power by welcoming into its membership as a Department, a clearing house for all branches of secondary education, and especially for all the numerous organizations of secondary-school teachers in all parts of the United States.

The work of the new department will lead to sweeping changes in the present secondary schools, making stronger relationships between junior and senior high schools, and between senior high schools and junior and senior colleges; changing the courses of study by casting out what is kept by mere tradition and by introducing or expanding what is really vital; relating all the work of secondary schools far more closely than ever before to social conditions and civic needs, thus leading to a more effective coping with lawlessness and crime, and to nobler conceptions of national duty and honor. At the same time the position of the secondary teacher will be elevated to higher respect.

Fortunate indeed are those who will take part in the meetings of the Department of Secondary Education at Atlantic City in June, for they, like the patriots of the early days of the United States, will stand at the beginning of a road that will lead to greater happiness, greater usefulness, and greater benefit to the American people.

Teachers and the Tools of Learning

IN THE EARLIEST pioneer schools a slate for the pupil and a bundle of switches for the teacher were abundant equipment. Even textbooks were scarce. The teacher often dictated the arithmetic problems and passed the dog-eared reader from pupil to pupil.

The development of extensive curriculums and the improvement of classroom instruction have been accompanied by a great advance in the number and the quality of the "tools" of learning. The gain may be wellrepresented by the contrast between the tedious monotony of the hornbook and the vivid challenge of the flash card.

Legible textbooks and charts led the way. From meager beginnings many schools now have thousands of dollars invested in libraries, laboratories, and shops.

A more practical psychology demonstrated the effectiveness of visual education. Wider reading in school courses demanded greatly increased library facilities.

The introduction of the physical sciences into the schools brought a demand for specialized furniture and scientific apparatus. Vocational education required still another type of equipment. Training in homemaking, music, art, health, and recreation all depend upon the availability of certain educative tools.

Increased responsibility for the physical care of children requires so varied an assortment as clinical apparatus, medical supplies, cafeterias, disinfectants, cleaners, air-conditioning machinery, and fire-fighting tools.

The improvement of these devices to meet the growing needs constitutes an

important contribution to the advancement of educational opportunity. It is as necessary for teachers to keep informed



PAPER, crayons, brushes, paints, easels, display cases, and statuary are among the tools used by this art class.

about the improvements in educative school equipment as it is for them to understand the new practises in classroom instruction. Often apparatus and methods go together.

It is therefore to be expected that the thousands of teachers who gather annually at the conventions of the National Education Association should show much interest in the attractive displays of articles which are so helpful to them.

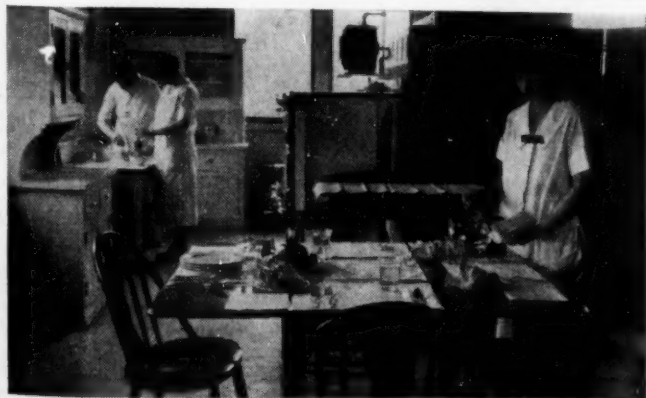
The exhibits of the Atlantic City convention will appear in one of the most attractive backgrounds in which this annual educational fair is held. The Atlan-

tic City auditorium is the largest exposition hall in the world. Booths are fitted with every facility for effective display.

These exhibits will represent a varied assortment of school equipment, and demonstrations of an extensive range of school activities. Here may be found complete lines of textbooks with indispensable supplementary and reference books. Seats and desks; blackboards; maps and globes; playground apparatus; radios; motion pictures; school buses; laboratory furniture; wood-working machinery; electrical time equipment; duplicating, calculating, and typewriting machines; library materials; building and maintenance devices; trophies; and pictures and decorations will be among the displays. Less spectacular, but just as helpful, exhibits will include magazines, newspapers, tests, and other aids to learning and teaching.

These manifold educative appliances increase the safety of buildings, promote child health, and enable the modern child to pursue his studies in laboratories and libraries which were available only to the greatest scientists and scholars a generation or two ago.

Teachers will especially welcome the opportunity personally to make selection of equipment and supplies this year. There is in every school the most urgent need for economy. Selling conditions today are subject to quick changes. Those who use school equipment need to keep informed of these readjustments. From such a study of the markets as these convention exhibits afford, the alert teacher will save money for the school and improve classroom efficiency thru the use of the finest type of equipment the school can afford.—B. F.



LEFT: The study of homemaking has brought much new equipment to the schoolroom. Right: The tools of learning may often be the tools of making a living, as well.

The Nationwide School Printing Project

DAVID STARR JORDAN'S statement, "Your Afterself," proved to be a happy choice for copy in the JOURNAL Nationwide School Printing Project for 1931-32. Nearly fifty percent more schools contributed than last year. In many cases a sufficient number was printed to supply every classroom in the school system with a copy, in some cases framed, of this challenging message to youth. A few letters in this connection are printed in the Notes and Announcements of this issue.

Two copies of each poster from each school have been taken from the files and gathered into two large identical volumes, beautifully bound in library buckram. One of these will be presented to the family of David Starr Jordan. The other will be kept on display at the headquarters office of the National Education Association.

The posters submitted in this project show a quality and ingenuity of craftsmanship not second to that of professional commercial work. The schools whose posters are listed below deserve special mention.

High Schools

ALABAMA—*Mobile*, Murphy High School, K. J. Clark, principal, R. D. Houser, teacher of printing.

CALIFORNIA—*Pasadena*, Washington Junior High School, Nellie Greene Clarke, principal, R. F. Rockhoff, teacher of printing. *San Jose*, San Jose High School, R. B. Leland, principal, H. T. Stewart, teacher of printing. *Berkeley*, Berkeley High School, C. L. Biedenbach, principal, G. F. Street, teacher of printing.

COLORADO—*Colorado Springs*, Colorado Springs High School, W. S. Roe, principal, E. L. Fowler, teacher of printing.

DISTRICT OF COLUMBIA—*Washington*, Central High School, Harvey A. Smith, principal, Harold G. Crankshaw, teacher of printing; McKinley High School, Frank C. Daniel, principal, E. S. French and S. W. Edwards, teachers of printing.

GEORGIA—*Atlanta*, Joe Brown Junior High School, A. G. Martin, principal, William S. Wier, teacher of printing.

ILLINOIS—*Chicago*, Harper Junior High School, W. J. Harrower, principal, E. Vandenberg, teacher of printing; Hirsch Junior High School, A. M. Nicholson, principal, John Hough, teacher of printing; Manley Junior High School, Nellie C. Hudd, principal, R. F. Kesner, teacher of printing; Parker Junior High School, R. O. Witeralt, principal; Albert R. Sabin Junior High School, Mary Dopp, principal, Harold E. Sanger, teacher of printing; Stockton Junior High School, J. Edward Huber, principal, Henry Colen, teacher of printing; Von Steuben Junior High School, Thomas C. M. Jamieson, principal, G. J. Haasterok, teacher of printing. *Rockford*, Rockford Senior High School, James E. Blue, principal, George A. Berg, teacher of printing.

INDIANA—*Fort Wayne*, Central High School, F. H. Croninger, principal, W. W. White, teacher of printing. *Gary*, Emerson School, E. A. Spaulding, principal, J. J. Dreven, teacher of printing; Horace Mann School, Charles D. Lutz, principal, Otto Reising, teacher of printing. *Logansport*, Logansport Senior High School, B. F. Cox, principal, F. R. Van Allen, teacher of printing.

KANSAS—*Salina*, Salina High School, W. W. Waring, principal, W. H. Woodhouse, teacher of printing. *Wichita*, Wichita High School East, T. G. Reed, principal, Carl G. Bruner, teacher of printing.

KENTUCKY—*Covington*, Holmes High School, John L. Goble, principal, Henry A. Breucker, teacher of printing.

MAINE—*Portland*, Portland High School, Arthur W. Lowe, principal, Cecil C. Farrar, teacher of printing.

MASSACHUSETTS—*Arlington*, Arlington High School, Herman Gammons, principal, Lawrence Arthur, teacher of printing. *Newtonville*, Newton High School, James Forbes, director of vocational education, J. Joseph Ward, teacher of printing. *Somerville*, Southern

Junior High School, Raymond E. Shepherd, principal, Arthur S. Govoni, teacher of printing.

MICHIGAN—*Detroit*, Cass Technical High School, Benjamin F. Comfort, principal, Ralph W. Polk, teacher of printing. *Manistee*, Manistee High School, Mr. Wilde, principal, Mr. Tuohy, teacher of printing.

YOUR AFTERSELF

A MESSAGE FOR ALL YOUTH

YOUR FIRST DUTY in life is toward your afterself. So live that the man you ought to be may, in his time, be possible, be actual. Far away in the years he is waiting his turn. His body, brain, and soul, are in your boyish hands. What will you leave for him? Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased, a will untrained to action, a spinal cord grown thru and thru with "the devil-grass, wild oats"? Will you let him come and take your place, gaining thru your experience, happy in your friendships, hallowed thru your joys, building on them his own? Or will you fling it all away, decreeing, wanton-like, that the man you might have been shall never be? This is your problem in life—the problem which is vastly more to you than any or all others. How will you meet it, as a man or as a fool? It comes before you today and every day, and the hour of your choice is the crisis in your destiny.—David Starr Jordan.

MISSISSIPPI—*River Rouge*, River Rouge High School, H. M. Rosa, principal, R. H. Carrington, teacher of printing.

MINNESOTA—*Virginia*, Technical High School, E. H. Bosshardt, principal, E. A. Mueller, teacher of printing.

NEBRASKA—*Lincoln*, Lincoln High School, H. C. Mardis, principal, James S. Wallace, teacher of printing.

NEW HAMPSHIRE—*Laconia*, Laconia High School, Verne M. Whitman, principal, Rolland R. Gove, teacher of printing.

NEW JERSEY—*East Orange*, East Orange High School, Ralph E. Files, principal, F. R. Price, teacher of printing. *Montclair*, Montclair High School, Harold A. Ferguson, principal, Frank A. Baker, teacher of printing. *Newark*, Madison Junior High School, S. H. Mellroy, principal, H. J. Burns, teacher of printing; Miller Street School, Alexander J. Glennie, principal, Stephen Beers, teacher of printing. *Paterson*, Public School Number Ten, Earl W. Barnes, principal, Henry L. Bissett, teacher of printing; Public School Number Fifteen, William H. Wilson, principal, Michael Green-grass, teacher of printing. *Perth Amboy*, Manual Training School, J. M. Dockstader, supervisor of manual training, Niels Hanson, teacher of printing.

NEW YORK—*Albany*, Industrial High School, E. A. T. Hapgood, director of vocational education, C. E. Dunigan, A. J. Schabel, J. J. McNally, teachers of printing. *Brooklyn*, Berriman Junior High School,

William F. Kurz, principal, Samuel Feinstein, teacher of printing; Montauk Junior High School, Henry J. Ludwig, Jr., principal, William J. Irwin, teacher of printing. *Buffalo*, Burgard Vocational School, William E. Kamprath, principal, John C. Heinike, teacher of printing. *Elmira*, Southside High School, F. M. Edson, principal, Ralph D. Palmer, teacher of printing. *Hamburg*, Hamburg High School, Vernon Simmons, principal, Julius C. Braun, teacher of printing. *Ithaca*, Ithaca High School, F. R. Bliss, principal, W. J. Sykes, teacher of printing. *Jamestown*, Washington Junior High School, Gustavus E. Bentley, principal, Floyd Palmer, teacher of printing. *Mount Vernon*, Edison Vocational and Technical High School, Grace L. B. Milligan, principal, Earl C. Roe, teacher of printing; Nichols Junior High School, Arthur S. Townsend, principal, William T. Tweedell, teacher of printing. *New York*, Patrick Henry Junior High School, Jesse G. Fox, principal, Joseph A. Donnelly, teacher of printing. *Port Jervis*, Port Jervis High School, C. D. Marsh, principal, D. E. Knight, teacher of printing.

NORTH CAROLINA—*Charlotte*, Alexander Graham Junior High School, A. M. Elliott, principal, Albert L. Bechtold, teacher of printing. *Winston-Salem*, R. J. Reynolds High School, J. W. Moore, principal, Frederick Elrick, teacher of printing.

OHIO—*Akron*, Central High School, Russell H. Erwine, principal, Rupert Jones, teacher of printing; Garfield High School, A. D. Ladd, principal, M. A. Clark, teacher of printing; Hower Trade School, Horace M. Jellison, principal, Rupert Jones, teacher of printing; Lincoln School, Isabel R. Wilson, principal, John C. Quirk, teacher of printing; North High School, Hugh R. Smith, principal, T. E. Cutler, teacher of printing; South High School, C. E. Bryant, principal, Lytle W. Cole, teacher of printing; West High School, J. W. Flood, principal, Howard A. Sargent, teacher of printing. *Ashland*, Ashland High School, J. E. Bohn, principal, J. E. Gates, teacher of printing.

OKLAHOMA—*Oklahoma City*, Central High School, E. R. Sifert, principal, B. H. Thomas, teacher of printing. *Tulsa*, Central High School, Eli C. Foster, principal, W. W. Graham, teacher of printing.

OREGON—*The Dalles*, The Dalles High School, K. R. Blakeslee, principal, Wallace Buchanan, teacher of printing.

PENNSYLVANIA—*Abington*, Abington High School, Joseph C. Weirick, principal, Emelus G. Wortman, teacher of printing. *Altoona*, Senior High School, Levi Gilbert, principal, Ceylon S. Romig, teacher of printing. *Williamsport*, Thaddeus Stevens Junior High School, H. E. Stabler, principal, G. A. Weaver, teacher of printing.

TEXAS—*Houston*, Sam Houston High School, W. J. Moyes, principal, C. Seawright, teacher of printing.

WASHINGTON—*Spokane*, North Central High School, Frederic G. Kennedy, principal, Ernest E. Green, teacher of printing.

WISCONSIN—*Milwaukee*, Boys' Technical High School, James L. Cox, principal, M. R. Stewart, teacher of printing. *Racine*, William Horlick High School, D. W. Miller, principal, John T. Lakso, teacher of printing. *Wausau*, Wausau Vocational School, S. B. Tobey, superintendent of schools, C. H. Waller, teacher of printing.

Other Schools

CALIFORNIA—*San Luis Obispo*, State School of Vocational Education, B. R. Preuss, teacher of printing. *Santa Ana*, Santa Ana Junior College, D. K. Hammond, president, Thomas E. Williams, teacher of printing.

MARYLAND—*Baltimore*, Ottmar Mergenthaler School of Printing, Allan Robinson, principal, Joseph N. Galley, Gerald L. Lund, Ernest F. Homburg, J. Ovide Isabelle, teachers of printing.

MASSACHUSETTS—*Boston*, Boston Trade School, William C. Crawford, principal, Richard V. Barry, teacher of printing. *Everett*, Everett Trade School, James T. Gearon, principal, Richard E. Taylor, teacher of printing.

NEW YORK—*Rome*, Rome Free Academy, W. L. Newton, principal, R. P. McIntosh, teacher of printing.

PENNSYLVANIA—*Philadelphia*, McCall Vocational School, Margaret T. Maguire, principal, R. A. L. Granzow, teacher of printing. *Pittsburgh*, Clifford B. Connelley Trade School, Victor V. Young, head,

Your Budget and Your Life

WISE money management is imperative for people who wish to make the most of their lives. The writer of this article, Miss Florence Barnard of Brookline, Massachusetts, is a member of the Association's Committee on the Economic Status of the Teacher, the first manager of economic education thruout a public-school system, and the author of Money Management Method.

ABUDGET is usually defined as "a plan," but its meaning is far more comprehensive. We may expand somewhat as follows: It is a plan for purposeful and profitable living. It is a means for eliminating waste. It is a method of getting the most and best out of one's income, whatever its size. It is the rudder, the steering-gear of finance. It is a guide to financial independence. It is a barometer of success—both material and spiritual. Truly a budget qualifies as valuable for the achievement of human desires.

Everyone who makes a study of personal economics or personal money management by means of a budget is bound to discover interesting and revealing truths about life management, for money and life management are inextricably interwoven.

There are four channels into which money may be turned profitably for both individuals and families. These are: saving, giving, having necessities, and having betterments.

SAVE. Saving is obviously necessary to maintain self-respecting financial independence thru life. But the amount saved in proportion to one's income has an important bearing upon life management. If one saves too much, life in the present is impoverished. If one saves too little, the future is jeopardized. Later in this article, a way to regulate savings is demonstrated.

GIVE. It is human nature to want to appear generous, but few of us realize, without using a budget, whether we are giving in proportion as a kind Providence has prospered us. When we face the facts about ourselves, many of us may be surprised at the meagerness of our giving spirit. Still others may discover that indiscriminate giving is resulting disastrously. To give too little eventually impoverishes the soul of the individual. "The soul that gives is the soul that lives." To give too much is folly. Giving,

like saving, should be regulated to the advantage of self and others.

HAVE Necessities. These include material or physical needs.

FOOD. Intelligent study of food values leads to health. The football player is put on a diet to make him fine and fit for success on the gridiron. How much more should everyone of us diet to make us fine and fit for our work and successful living! A little study and thought given to personal food needs—to a balanced diet—will avoid over- or under-nourishment and result in better health conditions with lessened expense.

CLOTHING. Good dressing is achieved when the clothes are subordinate to the personality. Suitability, including simplicity, and artistic effect—the tests of good dressing—need never be expensive. To keep "in fashion" needs only a little study. Good quality of material is invariably economy. Care of clothing is only common sense management, while cleanliness and judicious changing of accessories supply the charm of freshness in general appearance.

HOUSING. It was a teacher who won the first prize in a nationwide contest for the best definition of the word "home." "A domestic sanctuary" is highly suggestive as a standard. When housing is conceived in the light of "home-making," the problem takes on a new meaning, and expense dwindles. It is *atmosphere* that makes home. A teacher's home is more often than not confined to one room or a small suite. Atmosphere is fully as possible there as in a mansion. An attractive color scheme, simplicity, orderliness, and neatness will help to create atmosphere at slight cost. A single fresh flower, one choice picture, a book or magazine that shows the taste of the dweller, are contributing factors within the reach of all.

Decision about housing expense is basic in financial management. Disproportionate outlay for this item too often leads to "cramping," and interferes with saving or outlay for recreation and personal development. Avoid this cramping experience. It affects mental health.

OPERATING. Here is where leakage is most likely to occur. All expenditures for keeping the body or the household "in working order" should come under this heading. Prompt attention to health needs is fundamental economy and may well be regarded in the light of investment.

A wise decision between physical exercise and outlay for car or taxi fare or gasoline oftentimes results in health as well as money saving. Verily "a small leak will sink a great ship." Look out for operating expenses.

HAVE Betterments. Education and recreation are *needs* thru life no less than food, clothing, and shelter. But unless there is some way of testing the proportionate amount to be spent for betterments, the results are apt to be extreme. The "born saver" will almost invariably sacrifice self-development in favor of that "rainy day" accumulation. The spend-thrift will invariably indulge self in recreation for the present and neglect provision for the future.

Suggestions for regulating and testing uses of income, so that life may be well-rounded and balanced, follow: A goal apportionment is

Save	20%
Give	10%
Necessities	50%
Betterments	20%

Compare your present percentage of outlay for necessities with the goal apportionment for necessities. Then concentrate thought on expenditures for necessities keeping in mind two questions, [1] "Do I need it?" and [2] "Am I getting the most and best in exchange for money spent?"

Work towards 50% as your goal apportionment for necessities, all the time maintaining a *balance* between saving and betterments. The latter enriches life in the present; the former makes enrichment possible all thru life.

Give *proportionately*. Ten percent is the biblical standard but on a very small income 10% for giving is excessive. On the other hand, if one has dependents, and the income is very small, the giving portion may, with commendable reason, be turned thitherward exclusively.

The necessities suggest mere *existence*. Growth is possible only thru saving, giving, and betterments. Every penny or dollar saved thru intelligent expenditures for food, clothing, housing, and operating, may be turned advantageously toward *raising the growth standard*. This standard of living is a practical and achievable ideal for everyone. It may as well be the aim of the millionaire as of the underpaid school-teacher. It means living successfully and enjoying satisfactions that endure.

Exhibit School for Chicago World's Fair

TO VISUALIZE the workings of the modern school to the multitudes who will visit the World's Fair in 1933, the Chicago Board of Education is constructing a school building on the shores of Lake Michigan, about two blocks from one end of the Century of Progress Exposition site. This six-grade elementary-school building is designed to house 550 children now attending school in twelve portables and to serve as a model building for exhibit during the World's Fair.

The building will be of 774 pupil capacity, two stories in height, without basement, and of steel construction with either brick or stone. It will include such modern facilities as a library, handicraft room, auditorium, gymnasium, kindergarten playroom, kindergarten project room, bathroom, lunchroom, administration suite for principal and clerk, for doctor, dentist, visiting teacher, and psychologist.

The classrooms are laid out on a prin-

ciple of flexibility, based on teaching situations: large rooms 62 feet by 22 feet for the audience situation; regular classrooms 32 feet by 22 feet for the recitation situation; pupil workrooms 22 feet by 11 feet for the small-group situation; and pupil workrooms 16 feet by 11 feet for individual study. This layout has been built around a definite plan of instruction which is in operation experimentally in Chicago.

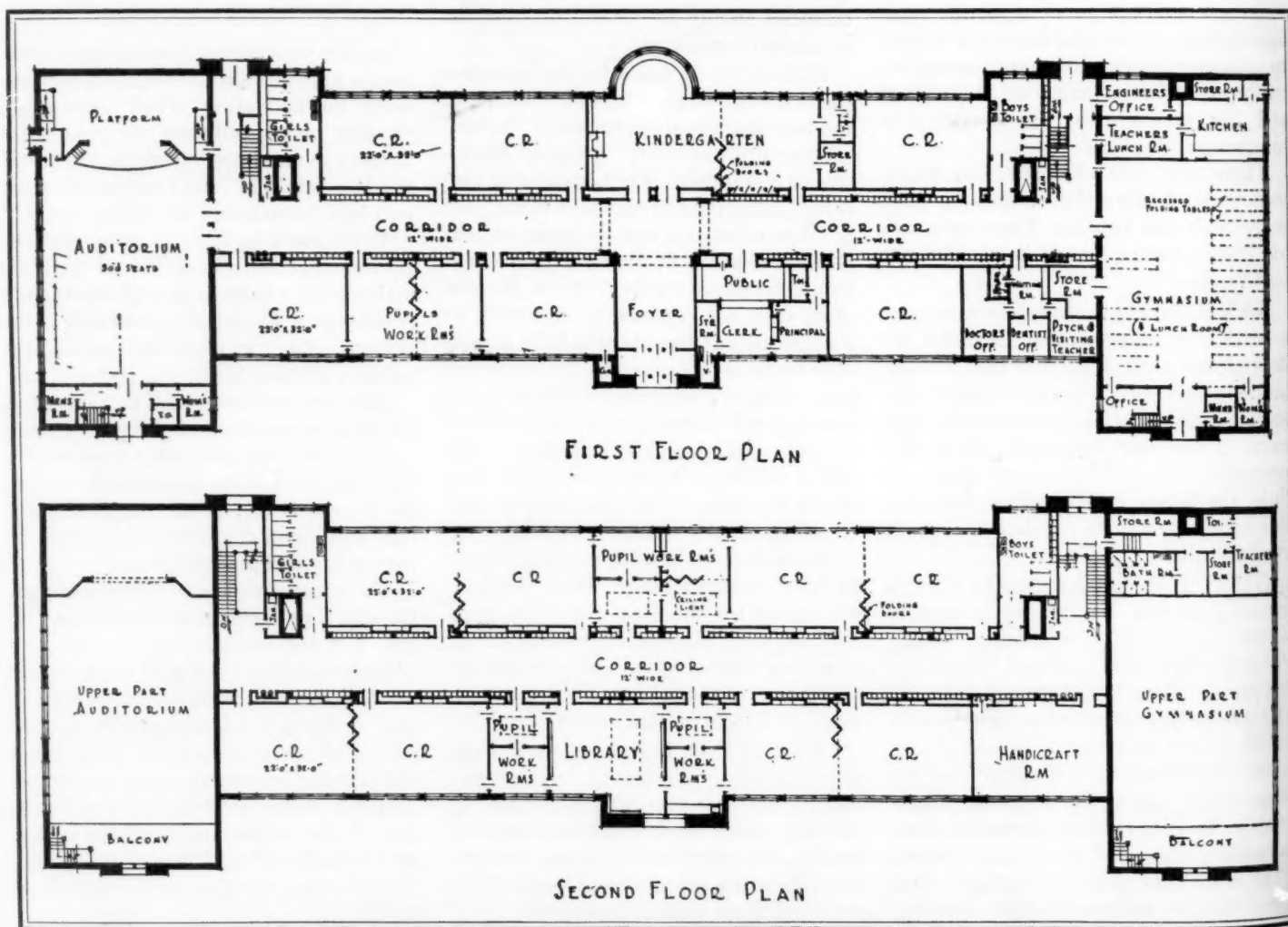
In discussing the philosophy back of the multiplicity of room sizes, James E. McDade, assistant superintendent of schools in Chicago, states:

No one needs to defend the large size rooms because the evidence is accumulating day by day that many things are just as welltaught to large groups as to small groups. The audience situation, strictly speaking, does not change with the size of the audience. If there were fifty people more in this hall it would make no difference to any individual here.

At the other end of the scheme, in the smaller groups, is the rather newer idea. Everywhere we are finding that small groups of children can do things and have educational possibilities

that large groups do not have. In the smaller groups the inhibitions are removed; the child participates in a larger degree. In fact he is a different person. Which of you has not realized that in a group of forty you are one person, and in a group of four you are an entirely different person, manifesting new characteristics? The small group, then, is the town meeting of the school, where the child gets a chance to participate. It would be the place where projects of various sorts would be undertaken—discussion projects, practical arts, scientific projects.

The actual planning of the building was done by Thomas J. Higgins, assistant director of the Bureau of Research and Building Survey of the Chicago schools, according to Don C. Rogers, director of the Bureau, who described the building to school administrators at one of the general sessions of the Washington convention of the Department of Superintendence in February. Twenty-eight leading school building planners and architects then made suggestions and criticisms with the result that the original plan was modified fully 33 percent and the sketches revised seventeen times.



Looking Ahead in Education

NO WISTFUL STATEMENT is President Florence Hale's theme for the National Education Association's diamond jubilee meeting at Atlantic City June 25-July 1. While some citizens bewail the present or resort to hopeful waiting for a prosperous tomorrow, the nation's leaders in every field are looking forward with determination based upon calmly considered plans. Educators are among those who are concerned about the future. They are at work, as are others, striving to conserve from the present breakdown what has been entrusted to their stewardship.

Whatever the future, it must be faced. Fear and resignation are neither defense against disaster nor inspiration to success. Courage and resolution, now, as always, animate those who find the way. Prosperity will not be regained in single-handed endeavor. Unified effort alone will win. Never have teachers so felt the need of professional organization. In the face of a worldwide adversity the individual is weak. Only those who are tied together by common purposes and inspired by common ideals can hope to make their influence felt in movements so vast in extent.

The reconstruction of the broken economic framework of civilization will be accompanied by new valuations. Doubtless there are things which people will learn to do without. There may be decisions to reduce some public services which cannot be supported without sacrifice. In the face of momentous change it is the responsibility of the teaching profession to preserve unimpaired the American ideal of free and universal education. This obligation can be carried out only thru informed and enthusiastic association of those who know the future will not take care of itself.

Such considerations led President Hale to select *Looking Ahead in Education* for the general theme of the convention to be held on the Association's 75th birthday anniversary. From the deliberations of this occasion will evolve procedures vitally affecting the future of

education and of the nation. The following outline of programs and topics for the meeting discloses an opportunity to make plans needed for progress thru a critical period.



Photo by Harris & Ewing

FLORENCE HALE, president of the National Education Association

TENTATIVE PROGRAMS

Saturday, June 25, 8:00 p.m.

GREETINGS—Mayor of Atlantic City.
RESPONSE—Cornelia Adair, principal, Franklin School, Richmond, Va., past president, NEA.
LOOKING AHEAD IN EDUCATION—Keynote Address—Willard E. Givens, superintendent of schools, Oakland, Calif.

Sunday, June 26, 4:00 p.m.

Vesper Service

Sunday, June 26, 8:30 p.m.

General Session

Theme—Looking ahead in moral and spiritual relationships.
LIVING FOR THE AGES—Clifton D. Gray, president, Bates College, Lewiston, Maine
CHARACTER EDUCATION OF TOMORROW—Rev. Ralph W. Sockman, pastor, Madison Ave. M. E. Church, New York, N. Y.

Monday, June 27, 9:00 a.m.

General Session

Theme—Education, crime, and social progress.
AMERICA'S NEW OPPORTUNITY AND RESPONSIBILITY—A. E. Winship, editor, *Journal of Education*, Boston, Mass.
HOW CAN THE EDUCATION OF THE FUTURE SAFEGUARD SOCIETY—E. W. Butterfield, state commissioner of education, Hartford, Conn.
ILLITERACY AS A FACTOR IN THE CRIME SITUATION—Cora Wilson Stewart, director, National Illiteracy Crusade, Washington, D. C.
PREVENTION OF CRIME THRU EDUCATION—Lewis E. Lawes, warden, Sing Sing Prison, Ossining, N. Y.

Monday, June 27, 8:00 p.m.

General Session

Theme—School, society, and the business world.
BEHIND THE NEWS—President's Address—Florence Hale.
ADDRESS—William J. Bogan, superintendent of schools, Chicago, Ill.
ADDRESS—Aaron Sapiro, attorney, New York, N. Y.

Tuesday, June 28, 9:00 a.m.

General Session A

Theme—Methods in the modern school.
GROWING IN SERVICE—Sara H. Fahey, president, Department of Classroom Teachers, NEA, Brooklyn, N. Y.
TEACHING LOCAL HISTORY—Bertram E. Packard, state commissioner of education, Augusta, Maine
READING—Anna Cordts, State Teachers College, Cedar Falls, Iowa
AMONG NEW BOOKS HELPFUL TO TEACHERS—Effie MacGregor, principal, Burroughs School, Minneapolis, Minn.

General Session B

Theme—Forward looking movements in education.
THE PRESENT EMERGENCY AND THE ENRICHMENT OF ADULT LIFE—James A. Moyer, state director of university extension, Boston, Mass.
LOOKING AHEAD IN INTERNATIONAL RELATIONS—Annie Carleton Woodward, chairman, Committee on International Relations, NEA, Somerville, Mass.
OBJECTIVES AND METHODS IN THE NEW HEALTH EDUCATION—Irving W. Small, superintendent of schools, Bangor, Maine
PARENTAL EDUCATION—Garry Cleveland Myers, Cleveland College, Western Reserve University, Cleveland, Ohio
POSSIBILITIES OF VISUAL EDUCATION—C. F. Hoban, state director of visual education, Harrisburg, Pa.

EACH great annual meeting gives me a deeper appreciation of the teaching profession; a new understanding of the possibilities of organized effort; and a renewed confidence in the ability of teachers to confer, to plan, and to carry thru an effective educational program for the children of America.—Faye Read, western regional director of the Department of Classroom Teachers, NEA, Pueblo, Colo.

Tuesday, June 28, 8:00 p.m.

General Session

Theme—Broadcasting education to the public.

Part I

BROADCASTING "OUR AMERICAN SCHOOLS".

Theme Song—"I Love a Little Cottage"—*O'Hara*.

SAFEGUARDING RURAL EDUCATION FOR THE FUTURE—Inez Johnson Lewis, state superintendent of public instruction, Denver, Colo. ADDRESS—William C. Cook, state superintendent of schools, Charleston, W. Va.

SOLO—James Wilkinson, baritone soloist, "Our American Schools," National Broadcasting Company.

Part II

THE PLACE OF RADIO IN OUR FUTURE PROGRAM OF EDUCATION—William John Cooper, U. S. commissioner of education, Washington, D. C. BROADCASTING OLD-FASHIONED RELIGION TO NEW-FASHIONED FOLKS—Phillips Lord [Seth Parker], author and radio dramatist.

Wednesday, June 29, 9:00 a.m.

General Session A

Theme—Research and educational planning.

RESEARCH AND ABILITY GROUPING—Paul R. Mort, director, School of Education, Teachers College, Columbia University, New York, N. Y.

THE OTHER SIDE OF THE QUESTION OF GROUPING—James R. McGaughy, professor of education, Teachers College, Columbia University, New York, N. Y.

RESEARCH AND THE BEST CLASS SIZE—William G. Carr, director, Research Division, NEA. SIZE OF CLASS FROM THE TEACHER'S STANDPOINT—Lucy Mason Holt, principal, Ocean View School, Norfolk, Va.

Wednesday, June 29, 9:00 a.m.

General Session B

Theme—Meeting the present emergency in education.

HOW MILWAUKEE HELD TO THE LINE—Milton C. Potter, superintendent of schools, Milwaukee, Wis., president, NEA Department of Superintendence

THE ILLINOIS PROBLEM AND ITS SOLUTION—R. C. Moore, secretary, Illinois State Teachers Association, Carlinville, Ill.

HOW WE ARE MEETING THE EMERGENCY—IN KENTUCKY—James Richmond, state superintendent of public instruction, Frankfort, Ky.

IN VIRGINIA—C. J. Heatwole, secretary, Virginia Education Association, Richmond, Va.

IN IOWA—Agnes Samuelson, state superintendent of public instruction, Des Moines, Iowa.

THE OFFICE OF EDUCATION IN THE PRESENT EMERGENCY—Bess Goodykoontz, assistant U. S. commissioner of education, Washington, D. C.



GEORGE C. BAKER, superintendent of schools, Moorestown, N. J., vicepresident of the National Education Association

Wednesday, June 29, 8:00 p.m.

General Session

George Washington Bicentennial Pageant, Atlantic City Schools.

Thursday, June 30, 9:00 a.m.

General Session A

Theme—Preparation of pupils for life and work.

ADULT EDUCATION FOR THOSE WHO MISSED THEIR CHANCE—James E. Rogers, secretary, NEA Commission on Enrichment of Adult Life, New York, N. Y.

THE PRACTICAL SIDE OF THE NEW EDUCATION—R. L. Cooley, director, Milwaukee Vocational School, Milwaukee, Wis.

VOCATIONAL EDUCATION AS A WAY OUT—Willis A. Sutton, superintendent of schools, Atlanta, Ga., first vicepresident, NEA.

CHOOSING A VOCATION—William T. Melchior, professor of education, Syracuse University, Syracuse, N. Y.

Thursday, June 30, 9:00 a.m.

General Session B

Theme—Teachers' professional organizations. DEFINITE BENEFITS OF NATIONAL, STATE, AND LOCAL ORGANIZATION—Roy W. Cloud, secretary, California Teachers Association, San Francisco, Calif.

THE DUTY OF ASSOCIATIONS TOWARD UNEMPLOYED AND AGED TEACHERS—E. Ruth Pyrtle, principal, Bancroft school, Lincoln, Nebr., past president, NEA.

RESPONSIBILITY OF THE PRINCIPAL AND TEACHER TO PROFESSIONAL ORGANIZATIONS—Everett V. Perkins, principal, Cony High School, Augusta, Maine

BUILDING AN EFFECTIVE PROGRAM—J. Herbert Kelley, secretary, Pennsylvania State Education Association, Harrisburg, Pa.

Thursday, June 30, 8:00 p.m.

General Session

Theme—Looking forward in education.

ADDRESS—R. G. Reynolds, principal, Horace Mann School, Teachers College, Columbia University, New York, N. Y.

EDUCATION AND THE WORLD VIEWPOINT—Augustus O. Thomas, secretary-general, World Federation of Education Associations, Washington, D. C.

Representative Assembly meetings will be held Tuesday, Wednesday, Thursday, and Friday mornings at 9 o'clock. President Hale has arranged for these meetings an especially interesting program of addresses by prominent speakers. Among them are:

THE CAUSE AND CURE OF HUMAN STUPIDITY—Walter B. Pitkin, psychologist and popular writer, Columbia University, New York, N. Y.

MEETING THE PRESENT EMERGENCY—William Trufant Foster, economist, Newton, Mass. SURVEYING THE NEA—John K. Norton, professor of education, Teachers College, Columbia University, New York, N. Y.

OPPORTUNITIES OF PROFESSIONAL ORGANIZATION—Joseph Rosier, president, Fairmont Normal School, Fairmont, W. Va.

The National Commission on the Enrichment of Adult Life which was organized in 1929 by President Pyrtle will hold a session on Wednesday afternoon, June 29.

Exhibits will be open, and registration will begin on Saturday morning, June 25.

Convention radio programs will be broadcast on nationwide hookups for the convenience of teachers who cannot attend, and for the general public interested in the work of the schools.

NEW JERSEY WELCOMES to her shores the National Education Association. The hostess state extends the hand of greeting and fellowship to every teacher and administrative official of the countless school systems of the nation. We of New Jersey account ourselves privileged indeed to be "at home" to the educators of the United States. We are yours to command, and happy shall we be in your service. May the 1932 meeting of the National Education Association be for each and every one a pleasure in anticipation, a satisfaction in progress, and passing, may it leave rich memories upon which to reflect.

Chester F. Ogden, president, N. J. State Teachers Association.
Solomon C. Strong, secretary, N. J. State Teachers Association.

Alexander J. Glennie, New Jersey state director, NEA.
George C. Baker, vicepresident, National Education Association.

Departments and Allied Organizations

Prominent Topics on Tentative Programs: Friday, June 24—Thursday, June 30, 1932

NATIONAL COUNCIL OF EDUCATION will meet Friday afternoon and Saturday morning, June 24-25, to consider reorganization of the Council and to continue discussion of theses presented at the Washington meeting.

Department of Adult Education. Sessions Monday and Tuesday afternoons; dinner, Monday evening. *The Adaptation of Adult Education to the Present Economic Situation.*

Department of Business Education. Sessions Tuesday and Wednesday afternoons; luncheon conference, Wednesday noon. *Looking Ahead in Education for Business.*

Department of Classroom Teachers. Sessions Monday, Tuesday, and Thursday afternoons; Colonial dinner, Thursday evening; discussion groups for elementary, high-school, rural, special education, and visiting teachers. *The Community Looks at its Schools, Development of the Personality of the Elementary-school Child for the New Social Outlook.*

Department of Deans of Women. Luncheon, Wednesday noon.

Department of Elementary School Principals. Sessions Monday and Wednesday afternoons; dinner, Tuesday evening.

Department of Kindergarten-Primary Education. Sessions Tuesday and Thursday afternoons. *Continuity of Subjectmatter Making for Unification in the Kindergarten-Primary.*

Department of Lip Reading. Sessions Monday and Wednesday afternoons. *Rochester's Program for the Hard of Hearing Child.*

Department of Rural Education. Sessions Monday and Tuesday afternoons. *Classroom Procedures in the Elementary and High Schools.*

Department of School Health and Physical Education. Sessions Monday and Wednesday afternoons. *Steps in Promoting the Health of the School Child.*

Department of Science Instruction. Sessions Monday, Tuesday, Wednesday, and Thursday afternoons. *Science Instruction and Supervision, Elementary Nature Education, School Gardens.*

Department of Secondary Education. Sessions Monday and Wednesday afternoons; breakfast conference, Wednesday. *The High School Education of Tomorrow.*

Department of Special Education. Sessions Monday and Wednesday afternoons.

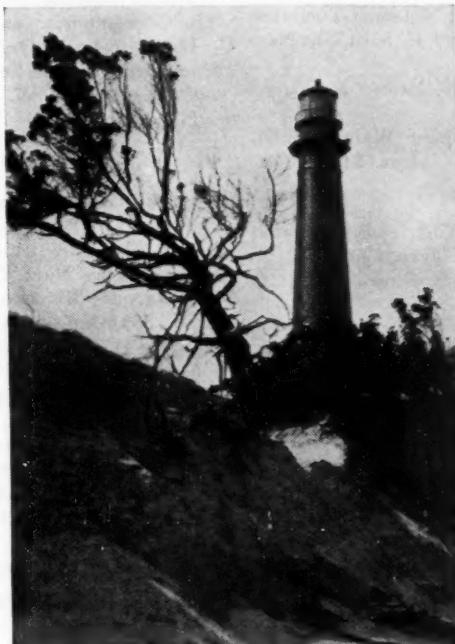
Department of Social Studies. Sessions Wednesday and Thursday afternoons. *The Teaching of Controversial Issues.*

Department of Supervisors and Directors of Instruction. Sessions Monday and Wednesday afternoons. *Some New Tools in Teaching, Changing Emphasis in Supervision.*

Department of Supervisors and Teachers of Home Economics. Sessions Monday and Tuesday afternoons. *Family Relationships in the Present Crisis.*

Department of Visual Instruction. Sessions Monday and Tuesday afternoons.

Department of Vocational Education. Session Monday afternoon. *The School's Responsibility for Assisting the Unemployed.*



H. Armstrong Roberts

GIVE the people light and they will find the way."

Department of Secondary School Principals. Sessions Tuesday and Wednesday afternoons. *The High-school Teacher Surplus During the Next Decade.*

Department of Superintendence. Breakfast in honor of President Milton C. Potter, Wednesday.

Allied organizations holding meetings. American Classical League; Conference on Art Education; National Conference on Student Participation; National Congress of Parents and Teachers; National Council of Administrative Women in Education; National Council of Geography Teachers; National Council of Teachers of English; National Federation of Modern Language Teachers; National Geographic Society; National League of Teachers Associations; National Vocational Guidance Association; School Garden Association; National Association of Journalism Advisers; National Association of Student Government Officers; National Safety Council; Columbia Scholastic Press Association.

New department. The newly organized Department of Secondary Education will hold its

first meeting at Atlantic City. Official recognition of the department was granted at Los Angeles. Much of the organization work has been carried out under the direction of President Ernest D. Lewis of the Evander Childs High School, New York City, and Secretary Ann E. Ryder of the Dickinson High School, Jersey City, New Jersey.

Conference of boards of education. The critical problems of the schools require for their solution the heartiest cooperation of the professional educator and the public. Schoolboard members will participate in the general deliberations of the convention, and will have two sessions, Monday and Tuesday afternoons, in which they will discuss matters of particular interest to those who are elected by the people to represent them in the conduct of the schools.

Edward W. Kilpatrick, president, Board of Education, Hackettstown, N. J., and president of the State Federated Boards of Education of New Jersey, will preside on Monday. Mrs. H. D. Kilgore, member of the Board of Education, Minneapolis, Minn., will preside on Tuesday.

The George Washington pageant. A feature of the entertainment program planned by the Atlantic City teachers is the George Washington pageant, a project presented by two thousand students of the Atlantic City Public Schools. The manuscripts, properties, costumes, dances, songs, stage planning, and program cover design are the creative work of the students and teachers of the convention city.

In this dramatic recognition of the bicentennial anniversary, Washington is offered as "the man of all times, the man of the ages," not the remote hero, "frozen in glacial isolation." The Girl's Vocational School, the Household Arts Department, and the Essex County Vocational School are cooperating in the manufacture of elaborate, authentic, and gorgeous costumes for this beautiful event. The Boys' Vocational School and the Manual Arts Department are working together on stage properties and scenery. The art department is in charge of color schemes, designs, and art printing. Songs and dances are under the direction of music and physical education departments. The pageant will be presented Wednesday evening, June 29.

Entertainment plans. Atlantic City teachers will maintain hospitality headquarters in the solarium of the Hotel Dennis. The New Jersey State Teachers Association will be host to the convention visitors. Features of this program include the employment of the resort entertainments in the most appropriate ways. The seven-mile boardwalk along the ocean front is always a source of pleasure. Boating, fishing, and bathing are sports in which many teachers will engage during the meeting.

OUR PRESENT great opportunity to do some reinforcing is to make the NEA convention at Atlantic City the best one ever held—it is our chance. Let battalion after battalion of classroom teachers march to Atlantic City. It may mean sacrifice, but no fort was ever held without sacrifice. Let us "hold the fort" intact for the brighter days that are surely ahead.—Daisy Lord, Eastern Regional Director of the Department of Classroom Teachers, Waterbury, Conn.

Fifty Notable American Books of 1931

THIS LIST will be especially useful to teachers planning their summer reading. It is prepared by the American Library Association. In compiling this list, the American Library Association has had the cooperation of distinguished librarians, literary critics, and university professors. Because of the pressure on educational finance teachers will be especially interested in the books on social science, economics, and business. It is a good plan to spend one percent of one's income for carefully selected books.

History

- The Epic of American. James Truslow Adams. Little, Brown & Co., 34 Beacon St., Boston, Mass. \$3.
Only Yesterday; an Informal History of the Nineteen-Twenties. Frederick Lewis Allen. Harper & Bros., 49 E. 33rd St., New York, N. Y. \$3.
Forty-Niners. Archer Butler Hulbert. Little, Brown & Co., 34 Beacon St., Boston, Mass. \$3.50.
Martial Spirit; a Study of Our War with Spain. Walter Millis. Houghton, Mifflin Co., 2 Park St., Boston, Mass. \$4.

International Relations

- Survey of American Foreign Relations, 1931. Charles P. Howland. Yale University Press, 143 Elm St., New Haven, Conn. \$5.
Can Europe Keep the Peace? Frank Herbert Simonds. Harper & Bros., 49 E. 33rd St., New York, N. Y. \$3.

Social Science

- Dynamite; the Story of Class Violence in America. Louis Adamic. Viking Press, 18 E. 48th St., New York, N. Y. \$3.50.
On Understanding Women. Mary Ritter Beard. Longmans, Green & Co., 55 Fifth Ave., New York, N. Y. \$3.50.
Law and Literature, and Other Essays and Addresses. Benjamin Nathan Cardozo. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$2.75.
Representative Opinions of Mr. Justice Holmes. Oliver Wendell Holmes. Vanguard Press, 100 Fifth Ave., New York, N. Y. \$4.50.
Concentration of Control in American Industry. Harry Wellington Laidler. T. Y. Crowell Co., 393 Fourth Ave., New York, N. Y. \$3.75.
Making of Citizens; a Comparative Study of Methods of Civic Training. Charles Edward Merriam. University of Chicago Press, 5941 Ellis Ave., Chicago, Ill. \$3.
The Dry Decade. Charles Merz. Doubleday, Doran & Co., Garden City, N. Y.
Life Among the Low-Brows. Eleanor Rowland Wembridge. Houghton, Mifflin & Co. 2 Park St., Boston, Mass. \$2.50.

Economics and Business

- Soviet Challenge to America. George Sylvester Counts. John Day Co., 386 Fourth Ave., New York, N. Y. \$4.
The Problem of Unemployment. Paul H. Douglas and Aaron Director. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$3.50.
The Economic Life of Soviet Russia. Calvin Bryce Hoover. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$3.
America Weighs Her Gold. James Harvey Rogers. Yale University Press, 143 Elm St., New Haven, Conn. \$2.50.
Modern Economic Society. Sumner Huber Slichter. Henry Holt & Co., 1 Park Ave., New York, N. Y. \$5.
America's Way Out; a Program for Democracy. Norman Mattoon Thomas. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$2.50.

Science

- Reason and Nature; an Essay on the Meaning of Scientific Method. Morris Raphael Cohen. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$5.
Snakes of the World. Raymond Lee Ditmars. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$6.
Biology in Human Affairs. Edward Murray East. Whittlesey House, McGraw Hill Book Co., 370 Seventh Ave., New York, N. Y. \$3.50.
Up From the Ape. Earnest Albert Hooton. Macmillan Co. 60 Fifth Ave., New York, N. Y. \$5.
The Insect Menace. Leland Ossian Howard. Century Co., 353 Fourth Ave., New York, N. Y. \$3.50.

Philosophy

- Philosophy and Civilization. John Dewey. Minton, Balch & Co., 205 E. 42nd St., New York, N. Y. \$5.
The Contemporary and His Soul. Irwin Edman. Jonathan Cape & Harrison Smith, Inc., 139 E. 46th St., New York, N. Y. \$2.50.
Enduring Quest; a Search for a Philosophy of Life. Harry Allen Overstreet. W. W. Norton & Co., 70 Fifth Ave., New York, N. Y., \$3.

Biography

- Noguchi. Gustav Eckstein. Harper & Bros., 49 E. 33rd St., New York, N. Y. \$5.
Living My Life. Emma Goldman. Alfred A. Knopf, Inc., 730 Fifth Ave., New York, N. Y. \$7.50.
Jean Jacques Rousseau. Matthew Josephson. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$5.
Newton D. Baker, America at War. Frederick Palmer. Dodd, Mead & Co., 443 Fourth Ave., New York, N. Y. \$7.50.
Theodore Roosevelt, a Biography. Henry Fowles Pringle. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$5.
Mere Marie of the Ursulines, a Study in Adventure. Agnes Repplier. Doubleday, Doran & Co., Garden City, N. Y. \$2.50.
The Autobiography of Lincoln Steffens. Lincoln Steffens. Harcourt, Brace & Co. 383 Madison Ave., New York, N. Y., \$3.75.

Belles Lettres and Art

- Classic American; a Study of Eminent American Writers from Irving to Whitman. Henry Seidel Canby. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$3.
Men of Art. Thomas Craven. Simon & Schuster, 386 Fourth Ave., New York, N. Y. \$3.
Fatal Interview. Edna St. Vincent Millay. Harper & Bros., 49 E. 33rd St., N. Y. \$2.50.
Brown Decades, a Study of the Arts in America. Lewis Mumford. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y., \$3.
Mourning Becomes Electra. Eugene O'Neill. Horace Liveright, Inc., 61 W. 48th St., New York, N. Y. \$2.50.
American Humor; a Study of the National Character. Constance Mayfield Rourke. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$3.50.
Axel's Castle; a Study of the Imaginative Literature of 1870-1930. Edmund Wilson. Charles Scribner's Sons, 597 Fifth Ave., New York, N. Y. \$2.50.
Modern Architecture; Being the Kahn Lectures for 1930. Frank Lloyd Wright. Princeton University Press, Princeton, N. J. \$4.

Travel

- Mexican Maze. Carleton Beals. J. B. Lippincott Co., E. Washington Sq., Philadelphia, Pa. \$3.
Mexico, a Study of Two Americas. Stuart Chase and Marian Tyler. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$3.
Brown America, the Story of a New Race. Edwin Rogers Embree. Viking Press, 18 E. 48th St., New York, N. Y. \$2.50.
Red Bread. Maurice Hindus. Jonathan Cape & Harrison Smith, Inc., 139 E. 46th St., New York, N. Y. \$3.50.
Great Plains. Walter Prescott Webb. Ginn & Co., 15 Ashburton Pl., Boston, Mass. \$4.

Fiction

- Good Earth. Pearl Buck. John Day Co., 386 Fourth Ave., New York, N. Y. \$2.50.
Shadows on the Rock. Willa Cather. Alfred A. Knopf, Inc., 730 Fifth Ave., New York, N. Y., \$2.

Education As Unemployment Insurance

A STUDY of 7600 unemployed in a large northeastern city disclosed that more than 50 percent had an eighth-grade education or less. High-school or college graduates comprized less than 18 percent of the group. Placement directors and social workers report that the unemployed are largely the unschooled and the unskilled.

If this is true, it follows that the best unemployment insurance a community can buy for its citizens is education. Of course no high-school principal or college president gives a guarantee of a job with every diploma; yet our high schools and colleges can point with pride to the fact that their products seem to be able to meet the demoralizing influences of depression better than men and women who have received an elementary-school education or less.

If education is, in some measure, unemployment insurance, two courses of action recommend themselves: first, increase the number of young people in high school and college; second, provide and expand educational opportunities for men and women both in and out of work.

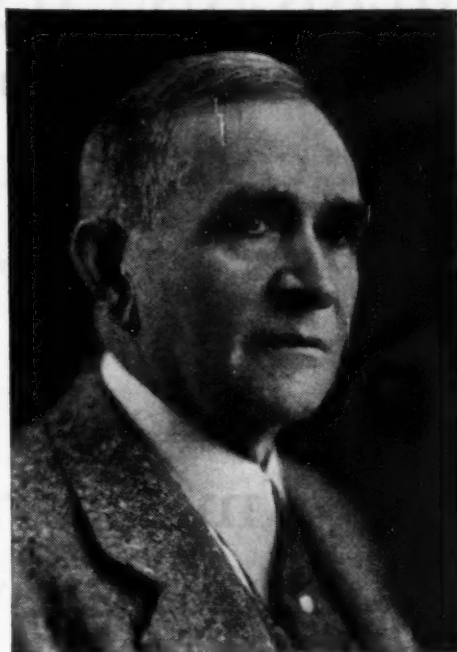
United States Commissioner of Education William John Cooper has written to city superintendents summarizing methods by which some schools are rendering extensive service to the unemployed:

- [1] Making the facilities of the continuation schools available during the whole year.
- [2] Enlarging the activities of evening schools.
- [3] Opening school shops [when not in use by children] so that furniture, shoes, and the like might be repaired.
- [4] Organizing extensive subsistence garden programs thru making ground available, providing for the plowing of same, for seed.
- [5] Inaugurating recreational programs.
- [6] Providing postgraduate courses for former high-school graduates.

"The public school," says Commissioner Cooper, "is the public agency which probably is closer to the unemployed than any other. Many superintendents are much alive to the importance of using the public-school facilities to lessen the evil effect of a broken morale that may result from a period of unemployment."

Commissioner Cooper has also written to all directors of summer schools urging them to cooperate with local units of the President's Organization on Unemployment Relief in calling conferences on problems arising out of the unemployment situation.

The Office of Education is eager to receive information on any methods by which schools are aiding their communi-



ALEXANDER J. GLENNIE, NEA director for New Jersey, principal Miller Street School, Newark.

ties to solve problems related to the depression. The federal office wishes to send news of measures which succeed in one locality to communities thruout the United States.

How New York City has successfully and at small cost opened its continuation schools for the retraining of thousands of unemployed, and what Denver, Atlanta, St. Louis, and California schools are doing in the emergency is reported in May *School Life*, official journal of the federal Office of Education.

National survey ends—The National Survey of Secondary Education ends June 30. More than 900 high schools were visited by members of the survey staff investigating unusual and forward-looking ideas. More than 20,000 high schools supplied information by the questionnaire route for this first great study of our nation's high schools. Manuscript reports on every phase of high-school activity from articulation to athletics are being assembled. They will be printed in a score of separate monographs. When the complete record is spread before the educational world, the revolutionary changes and innovations reported will astonish both schoolman and layman. Information on the monographs and ar-

rangements for their distribution will be reported in a forthcoming issue of the JOURNAL of the National Education Association. Preliminary reports of the survey staff investigators have been appearing in *School Life* during the past year and more articles interpreting the findings will follow next fall.

New Office of Education Publications—Two new free Office of Education publications should be helpful to persons interested in nursery education. They are: *Good References on Nursery Education* [Bibliography No. 5] and *A Directory of Nursery Schools in the United States* [Circular No. 47].

Other free circulars recently from the press are: No. 10, [Revision] *Public-School Attendance Ages in the Various States*; No. 46, *Motion Pictures in the Elementary and Secondary Schools*, and No. 52, *Selected List of Tests and Ratings for Social Adaptation*.

The Office of Education is publishing a series of free circulars listing government bulletins and pamphlets selected by Office specialists as most valuable for the teacher of respective subjects. Circular No. 51, *A List of 34 Government Publications Useful in Health Education*, is the first available. Others in preparation are: Circulars No. 28, *Geography*; No. 48, *Science*; No. 49, *Agriculture*; No. 50, *Home Economics*; and No. 53, *Art Education*.

Summer-school attendance this year will total more than half a million, it is estimated. Thousands of teachers and others are probably now searching for information about summer educational opportunities. Office of Education pamphlet No. 27, *Summer Educational Opportunities*, is now ready and should be a helpful guide, price 10 cents.

Another useful publication is Bulletin 1931 No. 21, *Opportunities for the Preparation of Teachers of Exceptional Children* [price, 5 cents]. In this same field is a new Dollar Packet No. 12, *Special Education* [a list of seven selected government publications on the education of physically and mentally handicapped children].

Publications mentioned on this page not listed as free may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. [Send check or money order.]—William Dow Boutwell, editor-in-chief, Office of Education.

The Law of Duty

GOOD AMERICANS try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed. Good Americans do their duty. The shirker and the willing idler live upon others and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is—what I ought to do as a good American—and my duty I will do, whether it is easy or hard. What it is my duty to do I can do. [From the *Prize Morality Code* which is widely used in schools.]

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

FLORENCE HALE
President

J. W. CRABTREE
Secretary

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

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

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

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

Joy Elmer Morgan Harold A. Allan
Editor Business Manager

Platform of the Association

A COMPETENT, welltrained teacher in every classroom.

[2] Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.

[3] Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provide for retirement on the basis of efficient service.

[4] Continued and thoro research on educational problems as the basis for revised standards and procedures.

[5] The establishment of a Department of Education with a Secretary in the President's Cabinet and the efficient integration of the educational activities of the federal government in this department.

[6] The unification of the educational forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every teacher an informed and participating member of local, state, and national associations.

[7] Active assistance to state and local affiliated associations in promoting the interests of such associations.

[8] Equal salaries for all teachers, both men and women, of equivalent training and experience.

[9] Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience.

[10] Cooperation with other organizations and with men and women of vision who recognize that only thru education can be solved the major problems of our changing civilization.

[11] The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.

What Articles Interest You Most?

THIS IS an invitation to you to share in a service which for five years has been carried on by letters, reaching a limited number of readers. Much of the improvement in THE JOURNAL is due to this hearty cooperation within our Association family.

This is an opportunity for you to help us know what kind of material to include in THE JOURNAL. In the blanks below, opposite the articles which you found most interesting, kindly write 1, 2, 3, 4, 5, showing your ranking of the articles in this issue. Write x opposite any feature you would omit. Many principals and superintendents of 100 percent schools find this plan of selecting articles an excellent preliminary for group study and faculty meetings. A few comments from readers show their enjoyment:

Selecting five articles from THE JOURNAL is a difficult but pleasant task.—Gladys M. Haywood, James Whitcomb Riley School, Rochester, N. Y.

I invited the teachers in my building to join with me in evaluating the articles this month. I find this method of reading THE JOURNAL a great help in clarifying in my own mind the important ideas in circulation concerning our profession. I am only too glad to cooperate.—F. B. Clark, principal, McKinley School, Zanesville, Ohio.

If others find as keen an interest in check-

ing the best articles as I have found in the short time I have been answering these letters, I am sure you will receive a large and hearty response from the readers of THE JOURNAL next month.—E. F. Stabler, principal, Junior High School, Clairton, Pa.

The selection of five articles was given by the twenty-five teachers in the Springton schools, all of whom are members of the NEA. We have been using THE JOURNAL this year for our teacher meetings and THE JOURNAL has grown in favor among all the teachers.—Paul L. Davis, principal, Junior High School, Springton, W. Va.

In every group of teachers there are a few of superior interest and purpose who lead the way toward finer things for the children and the profession. The number of these awakened teachers is rapidly increasing. Many readers have taken pride in filling out and returning blanks like the one below. This page extends the opportunity to every JOURNAL reader. Will you not help? Your preferences and suggestions will help to make THE JOURNAL better still.

CONTENTS FOR JUNE, 1932

Fill 5 or
more blanks

Seventy-Five Years of Prophetic Service.....	-----
Education in a Time of Crisis.....	-----
Improving Pupils' Ability to Solve Problems.....	-----
Come Into the Garden.....	-----
Wanted: Teachers for Special Education.....	-----
The Gospel of Relaxation.....	-----
Enlarging Experience Thru Creative Expression Intangibles.....	-----
The Principal in His Community.....	-----
A Diary of a Coast to Coast Flight.....	-----
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Fifty Notable American Books of 1931.....	-----
Education as Unemployment Insurance.....	-----
The Law of Duty.....	-----

Name and position of reader making report.....

Name of school.....

Street and city..... State.....

Use the space below for additional comment and suggestions. Tear off this page and mail to Joy Elmer Morgan, editor, 1201 Sixteenth Street, N. W., Washington, D. C.

[The article ranked highest in April was "Education, the Nation's Safeguard" by Charles H. Judd.]

Builders of Our Profession

THIS GENERATION of teachers has the privilege of working in an era of enlarging professional vision and enterprise. The level of teacher education is rising. Nearly one teacher in three attends summer school. Professional organizations are winning recognition as the policy-determining agencies of education. The demand which these organizations make on the time and resources of the teacher is small indeed as compared with the educational advance that grows out of their activities.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on May 1 was 4975. The following life members have been reported since the list was published in the May JOURNAL:

CALIFORNIA—Edward Clark Taylor.
CONNECTICUT—Ervin S. Farrington.
DISTRICT OF COLUMBIA—Clinton H. Wooding.
KENTUCKY—Basil O. Smith.
MAINE—Harriet A. Eaton, Earle D. Merrill.
MASSACHUSETTS—Bessie M. Norris.
MICHIGAN—Irving E. Dixon.
MINNESOTA—Carl O. Witt.
MISSOURI—Everett H. Colbert, Henry Harding.
NEW JERSEY—M. Ruth Laferty, J. E. Phipps.
NEW YORK—David G. Allen, Robert O. DeMond.
OHIO—Jennie B. Eger, Jean M. Gleaves, Adeline Harris, E. I. Moak, William J. Shroder, Adelaide Van Duzer, Clark C. White.
PENNSYLVANIA—Walter D. Wortendyke.
PHILIPPINE ISLANDS—Juan L. Alamar.
TEXAS—Miguel Carrasco.
VIRGINIA—D. D. McQuilkin.
WASHINGTON—L. G. Minard.
WEST VIRGINIA—Barty Wyatt.
WISCONSIN—T. J. Jones.

Completed Enrolments

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

Thirteen Years

ILLINOIS—Winnetka, Winnetka Public Schools, Greeley, Horace Mann, Nursery and Kindergarten, Skokie, Hubbard Woods.

Eleven Years

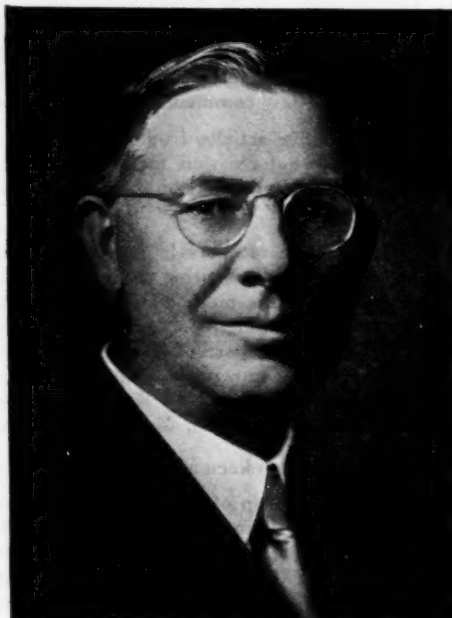
ILLINOIS—Chicago, Pullman.
OHIO—Scienceville, Buckeye, Coitsville Center, Geography Hall, Grade, Warren Richey, Thorn Hill, John White.

Nine Years

NEW JERSEY—Hammonton, Magnolia.
OHIO—Youngstown, Harding.

Seven Years

FLORIDA—Ft. Lauderdale, South Side.
ILLINOIS—Brookfield, Brookfield Public Schools.
OHIO—Wood County, Lake Township Centralized.
WASHINGTON—Tacoma, Franklin.



SOLOMON C. STRONG, superintendent of schools in West Orange, was elected Secretary of the New Jersey State Teachers Association at its annual meeting in November 1931.

Six Years

ILLINOIS—Cicero, Burnham.
MASSACHUSETTS—Revere, Louis Pasteur.
UTAH—Salt Lake City, Garfield.

Five Years

GEORGIA—Dublin, Calhoun Street.
NEW JERSEY—Montclair, Watchung.
PENNSYLVANIA—Chester, Joseph G. Smedley Junior High.
WYOMING—Rock Springs, Rock Springs Public Schools.

Four Years

ALABAMA—Bessemer, Roberts-Vance.
ILLINOIS—Cicero, McKinley.
OHIO—Youngstown, Haselton.
OREGON—Coos County, Union High, District Number 3, Kentuck Inlet, District Number 17, Flagstaff, District Number 18, Lee, District Number 23, Fairview, District Number 25, Haynes Inlet, District Number 26, Gravel Ford, District Number 28, Sumner, District 30, Catching Creek, District Number 34, Roy, District Number 44, New

Lake, District Number 46, Marshfield Eastside, District Number 49, Merchant, District Number 51, Beach View, District Number 61, Sitkum, District Number 65, Alder Crest, District Number 71, Coaledo, District Number 72, Lakeview, District Number 83, Bunker Hill, District Number 86.

UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Dividend, Elberta, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Payson Central, Payson Junior High, Payson Senior High, Peteetneet, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Springville High, Spring Lake, Taylor, Thistle, Thurber, Washington.

Three Years

CALIFORNIA—Sierra Madre, Sierra Madre.
ILLINOIS—East St. Louis, Froebel.
NEW MEXICO—Van Houten, Van Houten.
OHIO—Cincinnati, Cheviot.
OREGON—Coos County, Central, District Number 9, Englewood, District Number 9, Parkersburg, District Number 11, Bald Hill, District Number 33, Pleasant Hill, District Number 74.
TEXAS—Dallas, Arcadia Park.

Two Years

FLORIDA—Tampa, Ballast Point.
ILLINOIS—Cicero, Columbus; Du Page County, Public, District Number 69; Peoria, Harrison.
INDIANA—Indianapolis, Hawthorne Number 50.
MISSOURI—St. Louis, Lafayette.
OHIO—Loudonville, Loudonville Public Schools.
OREGON—Coos County, North Lake Joint Number 2, Twin Oaks, District Number 5, Riverside, District Number 22, Valley View, District Number 63, Larson Inlet, District Number 68, South Slough, District Number 79.
RHODE ISLAND—Westerly, Quarry Hill.

Current Year

CALIFORNIA—Guasti, Piedmont; San Joaquin, San Joaquin District Public Schools, Grammar.
ILLINOIS—Du Page County, Public, District Number 1, Public, District Number 6, Public, District Number 7, Public, District Number 10, Public, District Number 12, Public, District Number 13, Public, District Number 17, Public, District Number 31, Public, District Number 35, Public, District Number 48, Public, District Number 56, Public, District Number 60, Public, District Number 68, Public, District Number 70, Public, District Number 89, Public, District Number 90, Public, District Number 98.
INDIANA—Rushville, Circleville Township.
MAINE—Auburn, Franklin, Merrill, Park Hill; Bangor, Hannibal Hamlin; Lisbon Falls, Lisbon Falls; Sabattus, High.
MINNESOTA—Duluth, Duluth Public Schools, Central High, Fond du Lac.
MISSISSIPPI—McComb, East McComb, High, North McComb.
MISSOURI—Kansas City, Whittier.
NEW JERSEY—Ocean City, Ocean City Public Schools.
OREGON—Coos County, Riverton Grammar, District Number 4, Empire, District Number 6, Washington, District Number 8, Cunningham, District Number 10, Fat Elk, District Number 19, McKinley, District Number 27, Floras Creek, District Number 39, Allegany, District Number 45, Coos Bay Eastside, District Number 49, Eden Valley, District Number 50, Remote, District Number 50, Leneve, District Number 69, Bridge, District Number 77, West Allegany, District Number 87.
PENNSYLVANIA—Philadelphia, Reverse; Reading, Fifth and Spring Streets.

FIND SOMETHING to praise every day. In its effort to become critical, exact, and scientific, education must not forget to be human. Values that govern our daily lives are determined by what people think. Beauty and goodness are everywhere about us if we have eyes to see them. By praising the thing we wish to stand out in the lives of children, we create values for them.

By showing faith in children, we help them to have faith in themselves. Faith somehow releases hidden energies that not even the child knows are his. This is no mere sentiment. It can be demonstrated. It is one of the great truths. Commend something in the work or life of everyone with whom you deal, as often as you can. If you cannot speak or write about it, think the kindly thought and it will add to your own life.

Praise is like the quality of mercy in Shakespeare's *Merchant of Venice*. It blesseth him that gives and him that takes. Better that ten children be commended unduly than that one child needing praise be overlooked. Every expression of praise is like a ballot at an election; it helps to shape the popular will and ideal. Praise—intelligent, critical, persistent, sympathetic praise—is the most powerful tool in the hands of a skilful teacher.



Concerning the TEXTBOOK PROBLEM *in 1932*

In the general movement for the reduction of school budgets lies the great danger that the very purpose for which the schools are being conducted may be thwarted.

With the increased teaching loads that have been the inevitable result in many places of the present crowded condition of the schools and of the need for economy, an increasing proportion of the instruction must depend upon the textbook. Proper textbook equipment as a result becomes essential if satisfactory results are to be retained.

To give the schools the material with which to get the desired results, Ginn and Company in the spring of 1932 will continue their policy of publishing new books and will present CRAIG PATHWAYS IN SCIENCE, a new series of science books for grades 1 to 6, and new material that will make the Pennell and Cusack CHILDREN'S OWN READERS probably the richest and most complete basal reading series available.

Our new Elementary School Catalogue will tell you about them and about such other important publications as the ATWOOD-THOMAS GEOGRAPHIES, the RUGG SOCIAL SCIENCE COURSE, the TRYON AND LINGLEY HISTORIES, and the SMITH-LUSE-MORSS PROBLEM AND PRACTICE ARITHMETICS.

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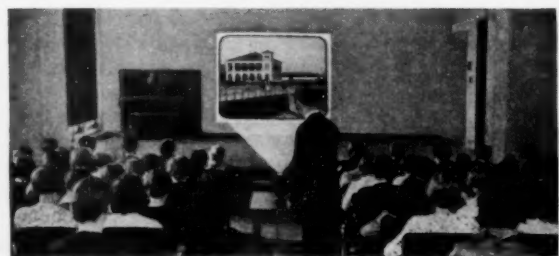
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NOTES and ANNOUNCEMENTS

United States Office of Education funds greatly reduced—The appropriation for the Office of Education for next year has been materially reduced as the following figures show:

Appropriation, 1931-32.....	\$572,000
Budget Bureau Estimate, 1932-33....	549,600
House Appropriation, 1932-33.....	487,000
Senate Appropriation, 1932-33.....	360,000

The latter figure was the amount included in the bill as finally passed by both houses of Congress. This is \$212,000 less than was appropriated last year. This means losses in services of the Office of Education as follows:

[1] The investigation of school finance, already under way and for the initiation of which money has already been spent, will be abandoned, at a time when there is widespread imperative need for facts on financing education.

[2] It will render impossible the printing of a considerable portion of the results of the nationwide investigation of teacher training which is almost complete; thus results for which money has already been expended will be unavailable.

[3] Eleven specialists must be dropped from the staff of the Office of Education.

The Department of Superintendence of the National Education Association, thru its executive secretary, Mr. S. D. Shankland, led the attempt to prevent this drastic retrenchment. The National Education Association, the American Council on Education, the National Congress of Parents and Teachers, and the American Educational Research Association also lent their assistance.

Mark these dates on your calendar—Programs yet remaining in the third series of radio programs broadcast under the direction of President Florence Hale are:

June 5—Methods of Teaching Character Education in the Modern School: Joseph Rosier, president, State Teachers College, Fairmont, W. Va.—*The Place of the Community in Character Education*; T. D. Martin, director, Division of Records and Membership, NEA—*The Place of the Teacher in Character Education*.

June 12—Methods of Teaching Geography in the Modern School: J. R. Hildebrand, National

Geographic Society—*Place of Geography in School Program*; other speaker to be announced.

June 19—Methods of Teaching Health and Physical Education in the Modern School [to be announced].

June 28—Looking Ahead in Education [to be announced].

The programs originate from the studios of the NEA headquarters building and are broadcast over the network of the National Broadcasting Company each Sunday afternoon, 6:30-7:00, Eastern Daylight Saving Time [5:30-6:00, Eastern Standard Time].

"No community can afford to balance its budget with the ignorance of children," maintains Secretary J. W. Crabtree in a recent letter to city-school superintendents.

The letter says, in part:

A movement is on foot for a national drive to secure drastic reductions in public expenditures, national, state, and local. It is understood that an effort will be made to unite business groups, boards of education, and civic clubs, in every locality in the nation for quick action on state and local government budgets. When the wave reaches you, are you ready to see that the

Mention THE JOURNAL when writing our advertisers.

interests of the schools are protected or will you permit the same thing to happen that has happened in Congress where a cut of 37 percent has been made in the appropriations for the Office of Education?

Superintendents, principals, and teachers belong to many civic organizations. By beginning today you can provide the board of education, the P. T. A., the civic clubs, editors, and other friends of the schools with information to prevent the blind procedure which marks the hasty action of Congress on education and on the pay of government workers. We must convince local civic clubs that no community can afford to balance its budget with the ignorance of children.

President Milton C. Potter of the Department of Superintendence of the National Education Association announces the selection of Minneapolis, Minnesota, for the 63d annual convention, February 25-March 2, 1933. Other cities in which the superintendents have recently met are Detroit, Mich.; Atlantic City, N. J.; and Dallas, Tex. No meetings have been held in the west or north-west since the Milwaukee, Wis., convention 27 years ago and the convention at Kansas City, Mo., in 1917.

Department of Classroom Teachers: changes in bylaws—The following changes and amendments to the constitution of the Department of Classroom Teachers have been proposed by the Constitution Committee and will be acted upon at the business meeting of the Department at Atlantic City.

Amend Article II, by adding a section as follows:

Section 3. To cooperate with Parent Teachers' Associations and other civic bodies having educational objectives, in order to secure better community understanding and appreciation of the problems and the value of the public schools.

Amend Article III, by inserting after the word "not" in the fourth line:

—and retired classroom teachers who do not enter other fields of remunerative business.

Amend Article IV, by adding after the words "advisory council" the sentence:

On the expiration of his term of office as president he shall automatically become a member of the Executive Committee for the ensuing year.

Amend Article V, by inserting in Section 1, after the word "secretary" in the second line:

—retiring president.

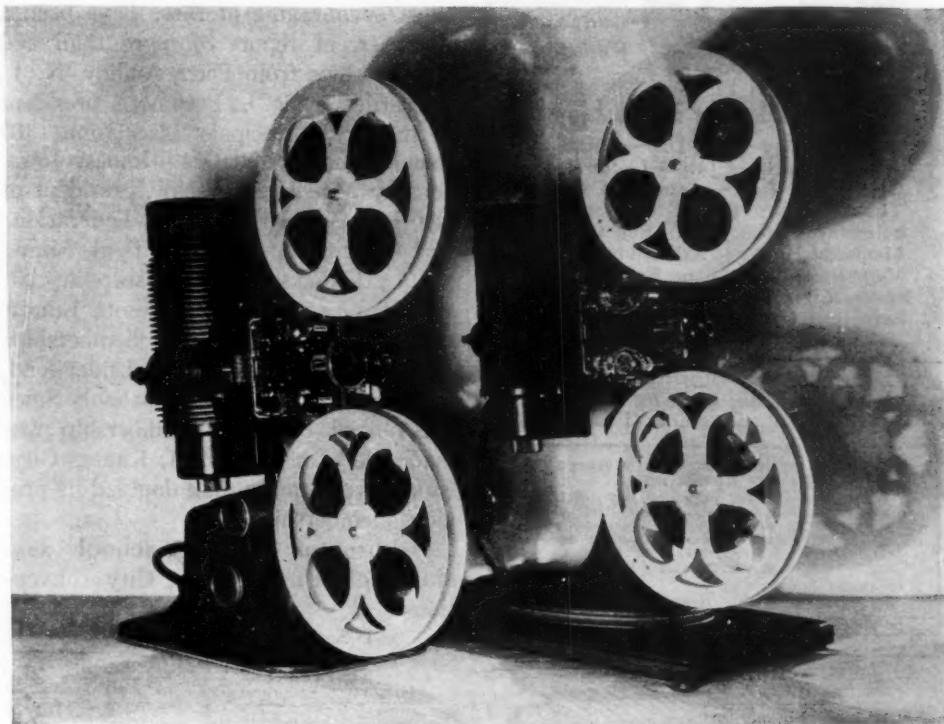
Amend Article VI, by changing the last sentence in Section 1, to read:

Former members of the Executive Committee who are members of the Department, may be authorized by the Executive Committee to conduct conferences and perform other services for the Department.

Following are the members of the committee: Winifred Matthews, Chicago, Ill., *Chairman*; Josephine Wilson, Dallas, Tex.; Gertrude Burke, Syracuse, N. Y.

[Continued on page A-110]

Especially designed to meet every school requirement



The new Filmo JL Projector . . . the finest 16 mm. school projector ever made . . . complete with case, \$298. The new, simple single control Filmo M . . . the one to use where elementary and other teachers need a sturdy, powerful, extremely simple classroom projector . . . is only \$150. Other Filmo Projectors at \$198 and up.

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The Filmo M is the one to use where elementary and other teachers need a simple, economical projector for classroom use. Sturdy, powerful, lightweight, with single control that makes it easy for a child to operate, its pictures are brilliant, steady, flickerless. It retains the basic time-proved Filmo design; only its extreme simplicity makes possible the low price.

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[Continued from page A-109]

Encouraging replies to the S.O.S.

call—Numerous replies have been received to the S.O.S. call of President Hale and Secretary Crabtree for an aggressive spring membership drive. Among the most encouraging of these have been a 100 percent report of more than 200 memberships from Perth Amboy, N. J., forwarded by R. L. Predmore, president of the local principals' association; 307 memberships from Des Moines, Iowa, sent by Mae Heathershaw, president of the Des Moines Teachers Federation; 432 memberships from St. Paul, Minn., sent by Thomas Christoffel, secretary, St. Paul Division of the Minnesota Education Association; and 1350 memberships from St. Louis, sent by F. M. Underwood, assistant superintendent of schools. Since the official count of membership was made December 31, 1931, Kansas City, Mo., has also more than doubled its previous membership.

Additional summer-school sessions following Atlantic City convention—

[Continued from May issue]

State College for Teachers, Albany, N. Y.	July 5-Aug. 13 Reg. July 5
State Teachers College, Buffalo, N. Y.	July 5-Aug. 12 Reg. July 5
New Jersey State Normal School, Glassboro, N. J.	July 5-Aug. 8 Reg. before July 5
State Normal School, Cortland, N. Y.	July 5-Aug. 12 Reg. July 5
State Normal School, Fredonia, N. Y.	July 5-Aug. 12 Reg. July 5
State Normal School, Geneseo, N. Y.	July 5-Aug. 12
State Normal School, New Paltz, N. Y.	July 5-Aug. 12 Reg. July 5
State Normal School, Oneonta, N. Y.	July 5-Aug. 12 Reg. July 5
State Normal School, Oswego, N. Y.	July 5-Aug. 12 Reg. July 4
State Normal School, Potsdam, N. Y.	July 5-Aug. 12 Reg. July 5

Printing project helpful—On page 196 of this issue may be found a list of the schools which participated in THE JOURNAL Nationwide School Printing Project for 1931-32. Many letters like the following, commending the project, were received:

Your printing project was splendidly worked out. It was so good that I am putting it before two of our heads of the manual arts, as well as before our Educational Community Council Committee. The latter will give wide publicity to the subject thru the Educational Communities of Chicago.—Superintendent W. J. Bogan, Chicago.

We are printing two thousand more of *Your Afterself* posters on a two-page form. The other page will contain excerpts from the life of George Washington. One copy will be placed in each schoolroom in the city of Akron during American Education Week.—H. M. Jellison, director of vocational education, Akron, Ohio, Public Schools.

100 percent counties—One of the encouraging features of the present emergency is the loyalty of teachers to their professional organizations—local, state, and national. Letters from many sections of the country indicate that in spite of economic difficulties new membership goals have been reached. Teachers are coming to understand more fully than ever that the ideals of the profession can be achieved only thru organized effort.

The following counties have reported the complete enrolment of their teachers in the national Association for the current year 1931-32:

State	County	Superintendent
Del.	New Castle	M. Phyllis Mason Ella J. Holley
Fla.	Dade Palm Beach	Charles M. Fisher J. A. Youngblood
Md.	Frederick Queen Anne	James C. Biehl T. G. Bennett
Nev.	Lincoln Mineral Ormsby Pershing	Bertha V. Akin Mrs. Merle K. Henry Mrs. Merle K. Henry Mrs. Florence L. Peacock
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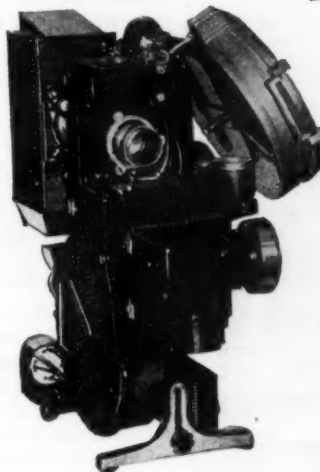
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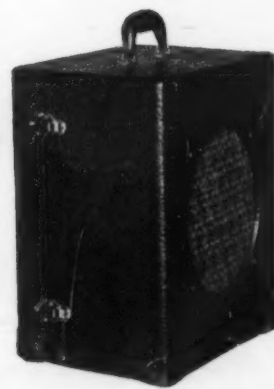
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What JOURNAL readers like—Each article listed here was the first choice of many readers for the month in which it appeared. Month after month, year after year, readers of THE JOURNAL are choosing the articles they like best. Have you selected your favorite articles in this issue? By filling in the blank on page 205, you are participating in the work of the profession.

Education, the Nation's Safeguard—Charles H. Judd [April 1932, pages 113-116]

The High School of Tomorrow—editorial [March 1932, pages 75-76]

Character Building, A Community Enterprise—Francis Rosecrance [February 1932, pages 51-53]

For Every Child an Education—editorial [January 1932, page 1]

The Lost Radiance of the Christian Religion—L. P. Jacks [December 1931, pages 317-321]

Personality Development in the Classroom—Caroline B. Zachry [November 1931, pages 291-292]

Dr. Sutton Looks at Education—Willis A. Sutton [October 1931, pages 233-235]

How Much Do You Count?—editorial [June 1931, page 189]

Everyday Problems of the Everyday Child—Douglas A. Thom [May 1931, pages 175-176]

The National Geographic Society will give its annual lecture in connection with the summer convention of the National Education Association, Wednesday afternoon, June 29, at Atlantic City.

Maynard Owen Williams, Washington, D. C., will speak on *Motoring across Asia over Marco Polo's Trail*. Mr. Williams, representative of the National Geographic Society, and the sole American representative with the Citroen-Hoardt trans-Asiatic expedition into Peking, will describe the 8000-mile crossing of Asia which began at Bai Reuth, Syria, April 4, 1931.

Commencement programs wanted—The Division of Publications is desirous of having for its files high-school commencement programs of 1932. Send the program of your school with a letter about its effectiveness and any outstanding features to the Division of Publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

The National League of Teachers' Associations will hold its annual reception and tea during the Atlantic City convention at the Traymore Hotel, Sunday

June 26, 4 to 6 o'clock p.m.; luncheon at the same hotel, Wednesday June 29. Special conferences of the League will be held Monday, Tuesday, and Thursday, 4 to 6 o'clock p.m.

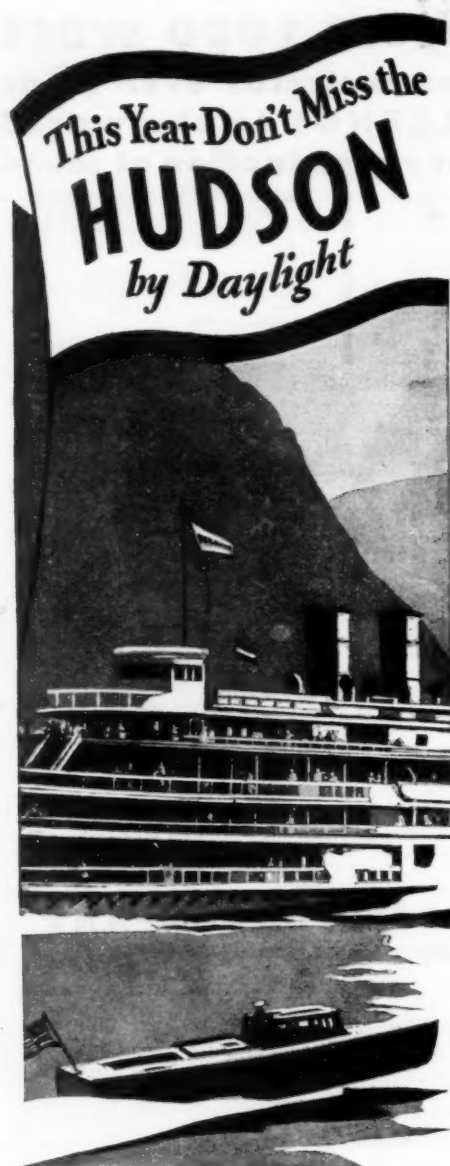
The League College this summer will be held at the college of William and Mary, Williamsburg, Virginia, July 5-19. Two semester hours credit will be granted for the two weeks course, which is open to all who are interested. The first week will be devoted to school expenditures; the second, to standards of living. Cost for two weeks, \$36.

The League Institute will hold its second annual meeting, Ohio State University, August 1-15. Dr. E. L. Lewis, head of the Department of School Administration, director. Graduate and undergraduate credit. Two weeks course. Fee \$10, if you have enrolled in other courses at Ohio State; otherwise \$20.

The classes in both institutions are carried out under the direction of The National League of Teachers' Associations and are a part of its efforts to conduct studies of Your-Own-Problem with expert instructions.

The Wyoming association has changed its name from State Teachers Association to Wyoming Education Asso-

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ciation, thus reflecting the broader outlook which teachers now have of their responsibility.

Free public libraries—like the schools—are suffering from retrenchment. Many of them are unable to buy the new books. This is not economy but tragedy. Do all you can to help your library. It is a beacon light toward better times. We need more intelligence, not less.

Edwin Markham, noted poet, author of *The Man with the Hoe*, recently celebrated his eightieth birthday at a reception tendered him by the Poets' Guild of America in Washington, D. C. The feature of the anniversary celebration was the presentation to the poet of his portrait, painted by Mrs. J. W. Crabtree, wife of Secretary Crabtree of the NEA.

Dates to be remembered:

June 3-4—New England Health Education Association Conference, at Cambridge, Mass.

July 18-23—International Congress of Secondary Teachers in London, England.

June 25-July 1—National Education Association convention at Atlantic City.

July 25-30—Regional conference of the World Federation of Education Associations in Honolulu, Hawaii.

The Bicentennial Bill of Rights—

It is with a great deal of interest I read the new Bill of Rights for your May issue. I am glad to know that educators are thinking in such fundamental terms, for the seriousness of presentday problems requires incisive, constructive thinking. I hope that all concerned will be able to help in maintaining appropriations that will prevent lowering of educational standards in the coming year.—William Green, president, American Federation of Labor.

Tobacco head paid over \$1,018,000 in year—The American Tobacco Co. paid its president, George W. Hill, more than \$1,000,000 for 1931. This was disclosed in papers filed by the company in the federal court. The documents are in reply to a stockholders' suit by Rich-

ard Reid Rogers, who recently obtained a temporary injunction barring further bonus payments to officers of the company. Mr. Hill's compensation consisted of \$168,000 salary and bonus of at least \$850,000, or a total of \$1,018,000.—*Associated Press*. [Note—This sum would have paid 509 kindergarten teachers a year's salary at \$2000 each.]

From JOURNAL readers—The friendly cooperation of a host of JOURNAL readers helps to keep the staff in touch with the needs and suggestions of the large Association family. Here are a few extracts from letters:

I wish that there was a national requirement that all superintendents be educated in economics: that not politicians but real educators be the ones to determine that requisite. Not one of the articles in the April 1932 issue should, in my estimate, be omitted. I am delighted that you do not omit in any issue a favorable comment upon the purpose of the Eighteenth Amendment. Why expect it to be a success within a few years when the other habit has gone centuries without any curbing? At least the Eighteenth Amendment is a step in the proper direction.—Lillian M. Hawkins, Waller High School, Chicago, Ill.

May we have something on how to budget one's time in the teaching profession? About how much time per day is to be devoted to correcting papers; to writing out lesson plans; to putting on board work; to doing schoolroom housekeeping; to helping children after school [it's still being done!]; to doing clerical work for the office; to laundering one's clothes; to mending clothes; to eating in peace; to sleeping; to outdoor recreation other than walking to school; to the cultivation of friendships; to professional study; to personal upkeep, as shampoos, waves, manicures, and the like. I don't know whether I am slow, or plain inefficient, but 36 hours in a day instead of 24 would be a help.—Edna M. Hatch, principal, George Washington School, Winchester, Mass.

Education by radio—Recent bulletins, which may be obtained free from the National Committee on Education by Radio, 1201 Sixteenth St., N. W., Washington, D. C., include:

Radio City: Cultural Center? [V. 2, N. 17].
 A Proposal for Public Ownership of Radio—Report of the Canadian Royal Commission of Radio Broadcasting [V. 2, N. 18].

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