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The JOURNAL *of the*
 NATIONAL EDUCATION
 ASSOCIATION

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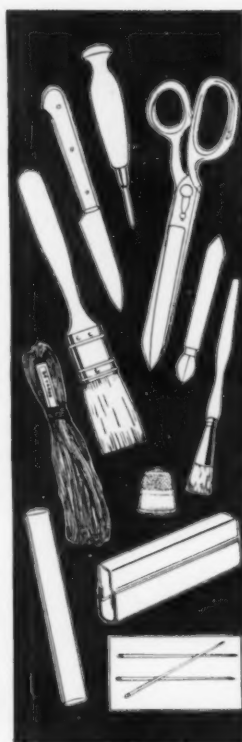
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Safeguarding the Schools

TO SAFEGUARD the wellbeing of the children in the schools is the biggest single task which faces the teachers during 1932-33. The harm which has already come to children will be felt for at least a generation. Teachers are in a position to understand the needs of child growth and development and to interpret those needs to parents and citizens. The school is not something apart. It is ourselves working together in the education of the children. If the schools are kept strong and effective, our nation will move forward. If the schools are handicapped as the result of bad management in finance and industry, the nation will go backward.

Let each school faculty appoint a committee to study the present emergency and its effects on the children in the schools. The three important questions are: What is the nature of this emergency? How is it affecting the children in the schools? What can the teachers do to safeguard the schools?

What is the nature of this emergency?—At the risk of over-simplification, I shall sketch certain elements in the present economic situation. Back of all the theoretical points usually given are a few relatively simple truths:

- [1] The American people do not have all the things they want or need.
- [2] The American people have the raw materials and the human skill and energy to produce the things they need in the form of food, clothing, transportation, housing, recreation, and education.
- [3] Our failure to use our common skills to meet economic needs is the result of ignorance, wrong purposes, and a lack of planning on the part of those responsible for our economic affairs, which in some measure includes us all.
- [4] The pivotal point of breakdown is the maldistribution of wealth and the economic diseases which grow out of wealth congestion.
- [5] The commonsense ways to correct wealth congestion are to raise the standard of living among the masses and to distribute work so that there will be secure employment for all.
- [6] The points of attack in our effort to reduce economic congestion are [a] to spread sound economic education among the people; [b] to increase the buying power of wages and salaries; [c] to revise our local, state, and national tax systems to bring about bet-

ter distribution of wealth; [d] to develop comprehensive systems of individual, local, state, and national plan-

EDUCATION, law, an advancing psychology, and social science have the brute, the dull, and the defective well in hand. The broad task now is a vast and difficult political reconstruction of the world's affairs, with Smart Alec as the main recalcitrant. . . . Continually the modern community, thoughtfully, steadfastly, powerfully, must be anticipating, circumventing, defeating, and, as may be necessary, punishing Smart Alec. For Smart Alec is now the chief enemy of mankind. His role is to prevent the salvaging of civilization. We have to fight him in the whole world about us. We have to fight him by school, by art and literature and law. We have to meet and fight him in our daily transactions. We have to fight him in ourselves.—H. G. Wells in *The Work, Wealth and Happiness of Mankind*, p884.

ning; [e] to make in our economic system the changes which scientific planning suggests.

[7] Our economic adjustment will require a new leadership which must be trained in our high schools, colleges, and universities.

We may have a superficial prosperity for some of our people within a few months or years, but universal prosperity and security must await the slow processes of education and the development of a new social and civic leadership.

How is the emergency affecting the children in the schools?—Because the schools involve intimately the entire life of the community they are deeply affected by the disorganization of finance and industry. There is pressure to reduce budgets at the very time when the situation demands more and better education. The schools are subjected to destructive criticism and pressures. Classes are increased beyond the point where effective service can be given to individual children. Curriculums are im-

poverished when the need for enriched education for vocations and for leisure is imperative. Health services are reduced in the face of undernourishment and increasing need. The standard of living for teachers—always too low—is still further reduced. Teaching staffs are reduced, thus swelling the army of unemployed. There are efforts to force upon the schools the very practises which have wrecked industry. Crushing burdens are placed upon school administration. The keen competitive struggle in commercial life has led some shortsighted advertisers to seek to commercialize the schools and to use them for sales promotion. In the universities and colleges, and in some measure in the high schools, there have been efforts to restrict the freedom of teaching at the very time when the critical spirit is most important to really solve our economic problems.

What can the teachers do to safeguard the schools?—To protect the interests of the children during this emergency will require the combined strength of all teachers, working both as individuals and as members of the great profession. Among things which teachers can do are the following:

- [1] Make the school as helpful as possible to each child enrolled therein.
- [2] See that each child makes progress not only in knowledge but in his habits, ideals, and attitudes.
- [3] Visit the home of each child in your room, talking with the parent about the child, his interests, ambitions, points of excellence, and emphasizing the desire of the school to be helpful.
- [4] Study the civic budget and the school budget of your community. Teach these in your classes as a part of the courses in arithmetic, civics, and the like.
- [5] Interpret the services of the schools to all citizens thru conversation, writings, and public addresses.
- [6] Support with your dues and personal efforts local, state, and national education associations.
- [7] Assume your share of civic leadership on behalf of intelligent and clean government. Vote faithfully. Encourage others to do so. Do your part to maintain an informed public sentiment on the major questions of the day.
- [8] Make yourself a student of to-day's life. Buy and read the best books and magazines. Wellinformed leadership wins recognition—Joy Elmer Morgan.

The Honor Seat

ELIZA C. HANNEGAN

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VACATION was over and the children came trooping back to school. The teacher of the fifth grade looked at the clean, bright faces of her new pupils and hoped she would have a good year. She began seating them with a deftness born of long experience. In the customary way, she placed the short pupils in the front seats, the middlesized ones half way up the aisles, and the tall ones in the rear.

When she came to Mary Jane Folsom, she paused a moment—Mary Jane seemed a bit hopeless. It had taken her a long time to reach the fifth grade; she was head and shoulders above the other pupils. Teachers spoke of her as a problem—as being antisocial as well as retarded—and had tried first this theory and then that on her without much success. Yet she had been sent from one grade to another and had finally reached the fifth grade.

But the teacher, Miss Fletcher, was equal to the occasion. Smiling, she said, "Mary Jane, take the one back seat which is left."

Mary Jane's heart sank. This teacher had appeared so understanding and had such kind eyes. "If I were only brave enough to tell her," she thought as she looked at Miss Fletcher wistfully.

Her strong intuitive sense prompted Miss Fletcher at that moment to ask, "Don't you like to sit in the back seat?"

At this, Mary Jane's courage rose stronger than her fears. She squared her shoulders and, looking at her teacher, said, "Not very well. I can't always hear when I sit back there."

"You can't hear!" exclaimed Miss Fletcher. "Why, Mary Jane, I did not know that you were hard of hearing! Did your other teachers know it? Does your mother know it?"

"I told mother but she doesn't believe me," replied Mary Jane. "She says she doesn't want to hear any such talk from me. She says I can hear well enough when I want to but that most of the time I just don't pay attention."

Miss Fletcher was amazed. Mary Jane's mother was wellknown as a civic leader, yet here was her own child, a victim, perhaps, of misunderstanding and neglect! Miss Fletcher put her hand on Mary Jane's shoulder and said, "We shall

have to see what we can do about your hearing, my dear. Perhaps it will be best for you to have the honor seat, which the janitor will set up this afternoon. It is close by my desk and I keep it for my best pupil. I think it will be just the seat for you, as you will be near enough to hear me as well as to see the children when they recite. That will help you in your classwork. Would you like that?" She read in the child's grateful eyes her affirmative answer.

At the afternoon session the children were surprised when Mary Jane took her place at the front of the class. Miss Fletcher said quietly that Mary Jane's seat was the honor seat, that she was going to try hard to keep it, and that they would all have to do their best in order to keep up with her.

This was the beginning of happier days for Mary Jane. Miss Fletcher, conscious of her hearing defect, learned to recognize when she was having particular difficulty, and helped her over the hard spots. She became aware of the sometimes slovenly speech of many of her pupils and realized that even a person with normal hearing might have difficulty in understanding them. She bent her efforts toward remedying this defect. Presently signs adorned the walls of the room: "Stand well and speak well," "Speak clearly," "Sound the 'ing'," and others of like import. Small chests swelled with pride when the visiting supervisor declared that speech in the fifth grade was becoming the best in the school. One of the boys, boasting about that later, had to back it up when challenged by another in the sixth grade. But of what account was a black eye when won in such a glorious cause!

Mary Jane's work improved steadily. Her mother showered Miss Fletcher with compliments on her ability as a teacher, all the time insisting that Mary Jane's previous failures had been due simply to lack of attention.

Then one day the principal sent word to Miss Fletcher that all the children would have their hearing tested with the 4-A audiometer the next morning. Parents were invited to observe the test, a special invitation having been sent to Mary Jane's mother. To Miss Fletcher's great delight, she not only came but she

herself took the test. She compared her paper with her daughter's. On each side of Mary Jane's paper there were omissions and when it was checked for additional errors the results showed that while the defect in one ear was very slight, in the other it had advanced to a degree that easily accounted for Mary Jane's backwardness. A retest was given to check upon the reliability of the first findings. Poor Mary Jane—or, rather, happy Mary Jane—for at last the mother was convinced that her child's hearing was not normal.

Mary Jane's mother could not get her to the ear specialist quickly enough now. The doctor found that she had a form of deafness for which no cure was known, but he told her mother that its progress could be checked by supervision and treatment at regular intervals. He advised lip reading lessons. When Mary Jane told him that in the "honor seat" she faced every pupil in the room and that it helped her to understand if she watched them when they spoke, he knew that she was already beginning to use her eyes and that she would be a good lip reader. The doctor encouraged her to keep on with her school work, telling her that he knew many hard of hearing boys and girls who had been graduated from college and were making good. He warned her, however, to choose a vocation in which her impaired hearing would not be too great a handicap. Heeding this important advice, Mary Jane chose a profession in which acute hearing was not a necessary requirement—painting.

A score of years have passed. They have been years crowded with friendliness and happiness for Mary Jane. They have been busy years, too, in which she has won recognition thruout the country for her work in child portraiture. But when dusk descends on the studio and Mary Jane sits beside her open fire, the picture most vividly before her as she looks into the flickering flames is not one of salons and applauding critics. She sees, rather, a fifth-grade room and a woman with kind eyes—Miss Fletcher, the teacher who really understood and helped her to analyze and conquer her handicap.

—Presented at a special session of the Speech Readers Club of Portland, held with the Maine Teachers Association.

The Unemployed High-School Graduate

HERBERT H. HELBLE

Principal, High School, Appleton, Wisconsin

THE PROBLEM of the unemployed high-school graduate is new and increasing. Until recently, society had places waiting for our graduate if, indeed, it did not actually succeed in tempting him to drop school for these vacancies even before he had earned a high-school diploma. Now, there is a surplus of high-school graduates looking for employment. Just exactly how extensive this problem is remains a matter of conjecture. It seems almost impossible to secure accurate statistics on the amount of unemployment. How many members of the classes of 1930, 1931, and 1932 are today neither in college nor employed? Estimates of educators vary all the way from 35 to 75 percent. No one seems to know. At least one state proposes to find out:

Under the combined auspices of the Department of Public Instruction, the University Extension Division, the Department of Vocational Education, and the City Superintendents and High-School Principals Associations, an investigation is now under way in Wisconsin which aims to establish definite facts concerning this problem. Who are these unemployed? Where are they located? What are they now doing? How many are there? What are their needs? What can we do for them? These, and other pertinent questions, are being asked and will ultimately be answered, for Wisconsin's unemployed high-school graduates.

Awaiting the results of this interesting study and of similar studies, which, no doubt, will be made in other communities, may be a lengthy and time-consuming process. What about these young people in the meantime? Perhaps a few suggestions for immediate application might not be amiss.

Put yourself in the place of one of these young people. Ask yourself the questions he is asking himself—now. What would *you* do—no, better still—what would *I* do if I were he? Summer has elapsed. Months of vacation, of care-free loafing in most instances, have come and gone. Parents are unable to finance further education. That much-hoped-for job which fond expectation led me to believe would develop during the summer, is still nonexistent. The prospect of unemployment for me seemed a dim and distant unreality last January, yes, even last June. But now it has overtaken me. Perhaps I have already been unemployed

for a year or more. What now? What shall I do next? Thousands of worthy young high-school graduates are thinking just such thoughts and are asking themselves just such questions. What can we do to help suggest practical and worthwhile answers to their questions?

First of all, some of these unemployed high-school graduates can work on farms. The back-to-the-farm movement is sound—socially and economically. If necessary, a young man can work for maintenance alone. Most of our city-bred high-school graduates are at least one or two generations removed from the soil. Personal, as well as race, welfare calls for a renewal of the acquaintanceship. Some have friends and relatives in the country who can take them in. Rather than permit the subtle, yet certain physical, mental, and moral degeneration which blights the victims of continued unemployment, a boy might better keep busy on the farm. It is highly significant to note that the movement back to the farm is now definitely under way. Students of rural sociology welcome it. Our unemployed high-school boy can, at least, live and be useful on the farm, which is more than can be said for most in the city under existing conditions.

Secondly, I would suggest that he map out a course of reading and study for himself. Reading one book a week as part of a plan will, in time, give an intelligent student a mastery of almost any subject or field of study. Our high school recently graduated a lad who knows more about organized baseball than anyone in our town of 26,000 inhabitants. Tho it took him five years to finish high school, he can reel off major league standings of teams, individual players, world series statistics ever since their earliest days, or what not for years past. How did he do it? Simply by devouring and organizing everything he could read and hear about his chief interest. Anyone with equal drive and willingness to pay the price can succeed equally well. There are literally hundreds of interesting subjects which might be mentioned as fields of endeavor. Librarians, everywhere, are only too willing to offer suggestions and map out reading courses for their patrons. Former teachers are just around the corner with help, encouragement, and

books, if the graduate only cares to make the approach. With hundreds of golden hours of leisure available for most of you, here is an opportunity for which many busy adults would sacrifice much. Grasp this opportunity while it is available.

Next, I would encourage some of our boys and girls just out of school to volunteer their services as playground directors or leaders of directed play. Because of financial economies made necessary in municipal, park board, or schoolboard funds, many communities are faced with the abandonment of organized playground and evening recreational activities. Why can't our high-school graduates throw themselves into this breach and help save the painstaking work of years? Free volunteer service is what many of our communities now need. Youth is ever idealistic and altruistic and American high-school graduates are no exception. If high-school education stands for anything at all, we have a right to expect a few leaders from each class who can properly organize and supervise recreation on a small scale at least. You athletes, who have had three or four years of intensive coaching in high school, you stars of the gymnasium, you leaders in class plays and school dramatic performances, you former members of the school student council, you exclass officers—here is your opportunity to serve. Many of you have had the experience and possess the personality—even at eighteen or nineteen years of age—to succeed at such enterprises. Running a public playground or helping direct a public recreational program will teach you how to handle people.

Closely allied to this suggestion is my urge to young graduate America to take an active part in all community enterprises. Has your town a citizens' club or ward voters' club? If so, attend the meetings and join, if you are eligible. Volunteer your services as scout or cub-pack leader. There is many an insipid, weak, Sunday school class, church, YMCA, YWCA, or other social service enterprise about ready to expire, waiting for the virile, intelligent, and active infusion of young blood. Many of you can analyze problems, organize programs of activity, and make clearcut, convincing talks, especially if you have made the most of

these opportunities at school. Judging by the floundering failures of the adults, the penalties of which youth, as well as adults, are now paying, not to mention the hopeless confusion in which our municipal, state, and national legislative chambers have become entangled in their efforts to solve present conditions, we are safe in assuming that to turn affairs over to some of our recent high-school graduates for a while would not change matters for the worse, to say the least. It was only a few short years ago that boys of high-school age were sufficiently mature and intelligent to fight and die for their country. Perhaps the lads of this generation, in the midst of another national crisis, may now be sufficiently mature and intelligent to live, think, and work for their country.

My fifth suggestion is that you try your hand at writing. Again, I ask you to have confidence in your own abilities. Writing is not an innate gift granted to only the few, as so many people believe. There is no single style of writing. There are literally thousands of styles of writing. Develop your own. Yours may be as good as any yet devised. The market for this commodity is great. Each year marks the birth of new publications. Each year notes the great increase in the number of consumers of the printed word. Writing contests of one sort or another are announced almost weekly by newspapers, magazines, radio stations, commercial advertisers, and the like. Abandon any mistaken search for highly complicated or romantic subjects on which to write. There are dozens of simple subjects at your very elbows awaiting the fertile imagination of your pen or typewriter. Tell the world about your vacation or your unemployment experiences; your first venture in helping mother keep house; a fishing or hunting trip. Try your hand at reviewing a book. Perhaps you can develop an article of interest for one of the countless trade journals which are found on so many business men's desks. Send in a news article to your local editor. Express your thoughts in the people's forum.

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As a sixth suggestion for our unemployed graduate, may I call attention to the development of hobbies? If in high school you participated in extracurriculum activities—athletics, forensics, music, dramatics, journalism, clubs—you already know the joy which comes in developing hobbies or leisure-time activities. In the absence of a vocation, you can do no better than to practise an avocation. If I were you, I would acquaint myself with the history and early settlement of your particular region. The local library, newspaper files, scrapbooks, and old settlers still living, would be my sources of information. Next, I would learn the kinds of birds native to the region; study their habits, songs, environments; and seek to identify them in flight, by their song and tracks. I would study the animals indigenous to the region. Having exhausted the domain of zoology, I would transfer my study of nature to the field of botany. Like the intrepid, out-door-loving, young Wandervogel of Germany, I would organize hiking and tramping expeditions of my comrades to points of historical interest or natural beauty within reasonable distance. Young America no more needs automobiles or other forms of mechanical transportation for such purposes than does Young Germany. As an offshoot of your rapidly growing interest in natural history, why not begin a collection of objects which interest you? Pull out and dust off your boyhood or girlhood stamp or coin collection, and use it as a point of departure for a study of world geography and international affairs. Renew your acquaintance with music, with gardening, with domestic animals, with home-made games and entertainments which all of us enjoyed so thoroly in our earlier days. Join the back-lot baseball squad and the neighborhood horseshoe pitching contest. Many of these things will cost nothing in actual money spent. Just because you are numbered among the unemployed does not necessarily mean that you must also be numbered among the idle. Whether or not you have really carried away from high school its maximum benefit will partly be determined by your reactions to this opportunity of what to do with your leisure time, the only commodity of which you seem to have plenty just at present. It all depends on you. Your own happiness and future wellbeing are at stake. Are you equal to the challenge?

Rather than remaining idle, volunteer to serve an internship in some office or

business establishment with which you would like to be connected permanently. *This is my seventh suggested outlet of activity* for those of you who find yourselves stranded among the unemployed. Would you like to learn the mercantile business? Are you interested in manufacturing? Very well. Arrange for an interview with the owner or manager of the firm whose business you would like to learn. Tell him your dreams and aspirations, frankly. Convince him, as well as yourself, that it is no passing fancy but that you are really serious about serving an apprenticeship with his particular house. *Offer to work for nothing.* He may be so astounded at this offer that he may fall off his chair, but, nevertheless, you are bound to make an impression. Tho he cannot pay for your services, there is probably some work he can find for you in his establishment. If he takes you on, you are well on the road to learning a vocation as well as securing a job. And when business conditions improve and you have made good, a stroke of the pen places you on the payroll. In the meantime, you have been learning a trade.

Lastly, young high-school graduate, keep your intellectual machinery from growing rusty. The shorthand, the type-writing acquired with so much pains at high school, will soon leave you unless you practise it constantly. The correct habits of English, both oral and written, some of which we hope you acquired while at school, will soon slough off into lower and less-accepted forms of English unless you constantly use better English.

To guard against these dangers, some of you ought to return to high school for postgraduate work. Others of you might attend adult night schools now found in so many of our communities. A few of you can afford to enrol for extension courses, of high-school or college level, offered by public as well as private agencies. Postgraduate courses of diverse interests are available at vocational schools, of which there are now several hundred in the United States. Because of your high-school education, you may even have an opportunity to develop leadership by teaching others less advanced and of acting in such capacities as assistant in the library, laboratory, gymnasium, school office, music or art room. Opportunities have a way of developing suddenly for those who are prepared or ready to seize them.

Young America of the classes of 1930, 1931, 1932! Have faith in America. Have faith in yourselves.

A Superintendent Looks at the Kindergarten

WILLIS A. SUTTON

Superintendent of Schools, Atlanta, Georgia

LOOKING into the kindergarten room in September, one sees a large group of raw recruits, each an individualist. These children from many different types of homes are making first contacts with the world outside. They come from the careful attention of the mother to the careful guidance of the teacher. But now instead of being the center of all interest, each child finds himself one of a group of his own age. A little boy sits silent and watchful; a homesick little girl weeps for her mother; half a dozen children, stimulated by the new environment, move restlessly about the room; others have begun to play together or to investigate the attractive equipment. In May the visitor sees a different picture. The child who was silent in September is now leading a group in a constructive activity; the little girl who was homesick is capably serving an imaginary meal to others in the doll house; instead of the aimless response of the unadjusted groups of September there is now the gentle hum of cooperative effort.

Many factors have combined to bring about this change and perhaps that of greatest importance is social adjustment thru common interests. It is but a step from the home environment to that of the school when that step is kindergarten, yet how much it involves. This venture out into the big world requires adjustment of personality with that of other children and the teacher, and with the school environment. A new set of habits must be formed in addition to, and perhaps in place of, those heretofore practised. These are some of the problems that confront the teacher in facing a new class and her goal is to see that before the children leave her, they will have formed habits that fit them to face squarely any situation in which they find themselves, with a feeling of selfconfidence in meeting these situations and in attacking new fields of endeavor. A little girl said of a habit, "It's something you get to doing and can't quit." This sums up rather successfully the thought in the teacher's mind when she plans to help children form habits that will fit them for worthy citizenship, be it that of school or community.

The way is long and citizens are made,

not born. There must be ample time for experimentation and creative effort, with many opportunities for that feeling of



Eager interest in a new world.

success which is so stimulating to growth. There must be contact with the home so that the teacher may learn as much as possible about the previous training and background of each child in order to understand his present capabilities, past experiences, and special interests—upon which to base her plans for his further growth. With these facts in mind, the teacher is ready for adventuring with her children into new experiences which will broaden their concepts and lead them to see new possibilities in the life about them. Tho their previous experiences may have been meager, children's thoughts naturally reach out into fields of interest and action in the world about them. By using this interest to help them increase their ability to think clearly, the teacher, as a member of the group helps them to make plans for themselves which will lead to group effort in vivifying experiences of social value. At first she encounters "I want to," "Let me do it," "It is mine," for the beginning kindergarten child is intensely individualistic. Gradually, however, he begins to recognize the part others must play. He even-

tually reaches the point where he says, "John can do that; he makes good ones." He has learned to subordinate his will for the good of the group and to take turns at being both leader and follower; in other words, to work harmoniously to accomplish the activity undertaken.

Thru many experiences involving cooperative undertakings and group appraisal of the values involved, comes the ability to make individual judgments of an impersonal nature. A child, seeing water spilled on the table, remarked, "Somebody was not careful." The child who had spilled the water, being thus reminded, got a sponge and wiped it up. In a group it was necessary to make a rule to form in line when milk was being served, to prevent the overturning of bottles. One day when many children wished to use paste, the teacher overheard a child say, "Line up," a suggestion which was readily adopted, saving time and confusion. Is it not reasonable to assume that these habits of selfdirection and pupil leadership will carry over into the work of the grades? In a kindergarten whose interests turned toward the fireman and his work, a trip was made to the fire station where the fireman in charge was most gracious in telling and showing all phases of his work to the children. When these children a year later reached the first grade and began their study of community life, they were able to recall much of what they had learned and told their teacher and new classmates about their experience. The "three R's" of the elementary curriculum are tangible means of measuring what education does for the child, and are therefore held of the utmost importance, but those values of learning to live with others and of adjustment to the many human relationships are so subtle that they are apt to be overlooked or not understood by the taxpayer or other critic of the value of a kindergarten program in a public school.

The kindergarten teacher often has a better understanding of a child than the parent has. Thru her knowledge of child psychology and her daily association with the child in his relationship to other children she can frequently interpret the child to his parents, thus bringing about a better understanding of the child on

their part and a better way of dealing with him. The flexibility of the kindergarten program permits an informal "dropping-in" of mothers who may see the children and teacher at work together, or the child with other children, or there may be a few minutes of casual conversation with the teacher in which a sympathetic relationship is established. The mothers of the community may naturally form the habit of turning to the school for advice and help.

At closing time in the kindergarten one mother was looking on while the children were putting on coats and sweaters, hats and overshoes. Her little boy was struggling determinedly with his coat. The mother becoming impatient, glanced anxiously at the teacher, then moved over to assist her young son. She was greeted by a shrug of irritation and "I can do it myself." This mother had been spoiling life for her child by doing everything for him. In kindergarten the germ of selfconfidence was awakened in him and was nurtured.

The kindergarten renders an important service to the home. Thru the child's love of dramatization and his instinct for imitation there is developed an appreciation of the contributions of others—father, mother, sisters, brothers, and those in the child's immediate environment. The doll house with its tea parties, doll dressing, sewing, and many reproduced home experiences fosters love,

honor, and intelligent obedience to parents. The lunch period brings a happy opportunity for developing skill in handling of foods and dishes, courtesy thru conversation and behavior, knowledge of proper food and how to eat it, industry in the cleaning up, habits of washing hands before eating, and of thanksgiving thru the "blessing." Habits of health conservation are gained thru the child's experiences, dramatizations, stories, poems, pictures, excursions, and the like. Some may claim that the child could get all his health training in the home but trained workers know that he does not.

Kindergarten leads children to think of domestic animals as needed helpers, deserving care and consideration. The kindness of an understanding heart is developed by the real care of pets. The bird building its nest or feeding its young, the caterpillar spinning its cocoon, the butterfly emerging from its chrysalis—these and a thousand other things have become significant to the children of recent years. The plant world, too, makes its appeal thru the kindergarten. There are the window boxes, the school garden, the observation of the awakening seed, the forming blossom or fruit, the ripening of the seed for the next year's round. The blossoming springtime, the gorgeous foliage of autumn, the snow-covered landscape of winter have been interpreted and idealized thru song and story until the "whole realm of nature seems

to the child a veritable fairyland."

The school and the community in general profit from the kindergarten, not only from an increased cooperation on the part of the children in obedience to civic laws and interests, but in actual monetary savings. In cities in which the kindergarten is not a part of the public schools, a larger enrolment occurs in the first grade, making this grade an adjustment as well as an entrance grade. An experiment by an Atlanta teacher shows that the percent of nonpromotions of children in her own first grade with kindergarten training was 9.1 compared to 53.3 of pupils without kindergarten training. There has been a gradual decrease of first-grade failures in Atlanta since the kindergartens have become part of the public-school system.

The study of kindergarten theory has done much to produce a change in the whole educational system everywhere. The kindergarten itself is a source of inspiration. The kindergartner's attitude toward her children is one of cooperation and comradeship, and contains a sympathetic insight into their interests and needs. The children's attitude toward their work is marked by spontaneity.

The attitude of the world toward childhood has been revolutionized; motherhood has taken on a new and higher significance; and primary education has been transformed—largely as a result of kindergarten influences.



Little Black Sambo—green umbrella, red coat, blue trousers, and brown shoes with crimson soles and linings—visits the kindergarten.

The Selection and Use of Pictures

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MUCH of our present geographic knowledge has been accumulated by actual landscape surveys and further accumulation must be acquired in the same way. Therefore the ability to read landscapes is a basic skill. In school, observation of actual landscapes is limited to the immediate vicinity. Concepts of natural and cultural relationships in more remote localities must be gained thru pictures. The picture, therefore, becomes the substitute for the actual landscape and should be used, so far as possible, in the same way that the landscape is used—as a source of information and a basis for geographic reasoning.

The criterion for the selection of pictures for geographic instruction is established by the definition of geography. An ideal picture of high geographic quality should show a *human activity* in its *natural setting*. On this basis pictures fall into three groups:

First, those which possess inherent or primary geographic quality because of the completeness with which they show or suggest the adjustment of man's activities to the natural landscape.

Second, those pictures of secondary quality which do not directly show or suggest such relationships. Such pictures are landscapes with little or no sign of human occupancy. However they have value because the atmosphere is conveyed even tho the geographic phase has to be injected by another picture or by words.

Third, those concerned primarily with cultural items, such as interiors of factories, street scenes, monuments, and the like. These as a rule have nothing in them to suggest relationship to the natural environment. This does not mean that all pictures of this class should be discarded. Sometimes they are very necessary to convey concrete impressions. For instance in the study of Brazil, a picture of one of the fine streets in Rio de Janeiro is needed to give the idea of the progressiveness and modernity of this city in the southern hemisphere.

In considering any picture to be used in geographic instruction the teacher should ask herself two questions: "Does this picture contribute to an understanding of the geographic relationships which should be developed in this unit?" "Can I use it so as to bring out geographic relationships?"

A second classification concerns itself both with the quality and use of pictures. At the first level of geographic instruction

the purpose is to give concrete images of specific natural and cultural items in the landscape of a particular region. The relationships at this level are those between food, clothing, shelter, means of travel, types of work, and the elements of the natural environment. Suitable pictures show these specific items in their natural settings. Let us apply the foregoing to a study of the Amazon Indian. The pictures selected for this unit might be as follows:

A steep-roofed, grass-covered house with sides of interlaced vines or grass set in a small forest clearing near a stream; a garden in the forest showing manioc plants and banana plants; a picture of a village scene where the women are preparing manioc; if these pictures have not given a sufficient idea of the clothing, then another one that does; a dugout on the river; also a picture of a river steamboat so that the children will not have the idea that the only way of travel is by canoe; some of the animals; a picture of the jungle. Such items as the type of house, the type of vegetation, the manioc plant, are what may be called key items associated with life in rainy, low latitude regions. With eight or ten pictures of this sort, practically all of the major relationships can be developed. The picture of the hut suggests the following: the materials are evidently from the forest in the background; the roof and overhanging eaves suggest heavy rainfall; the luxuriant vegetation suggests high temperatures; the forest indicates difficulty of travel. Fourth-grade children cannot read heavy rainfall, continuous high temperature, and a high noonday sun into this picture. The relationship must be developed by the teacher and the reading material, but after these relationships are developed the child should associate such habitation, clothing, vegetation, and activities with such a region and with such natural conditions.

At the second level, instruction is concerned with human use regions and deals with the relationships between the distribution of types of work and population and the natural environment. The pictures should emphasize the major types of work in their natural setting and the pictures should be connected with maps to give the idea of the distribution of particular activities. For instance in the corn belt, a desirable picture would be a view of a cornfield comprehensive enough to depict the extent and level nature of the land. Other desirable views would show various stages of this type of farming; the cultivation of the fields, when the corn is being cut for silage, when it is in shock.

At this second level, city pictures enter. If they are of high geographic quality they give an idea of the utilization of land in the city for specific purposes. Such pictures should have been taken from a height to give a comprehensive view. A city picture should show the industry or industries which are characteristic of the particular city. For instance a picture of Pittsburgh should give the layout of the city in respect to the rivers, the location of the steel mills, giving an idea of the space required for the storing of the bulky raw materials and for handling the bulky products resulting. Steel, meat packing, flour milling, papermills are types of manufacturing which have distinctive points. Such questions as these should be suggested by the picture: Why this type of manufacturing here? What kind of site is necessary?

At the third level, the country is the organizing unit and pictures should be selected with a view of bringing out the outstanding adjustments in a country. This necessitates the selection of pictures of the human use regions *within that country*. Proper balance must be maintained so that the several activities of the country shall be properly emphasized.

At the fourth level of instruction, a new idea enters. The child is now dealing with countries where there are native populations and transplanted groups such as the Portuguese in Brazil and the native Indian groups, or the Spanish in Peru and the native people. The pictures should show the adjustments both groups have made to the natural environment and bring out the contrast between the adjustments of people with a different cultural heritage in the same natural environment. Also a proper balance should be maintained. Children should not get the idea that all the people in Peru, for instance, live in stone or stucco houses with patios or, on the other hand, that all live in the small, windowless, primitive huts that are found in the Indian villages on the plateau. They should come to recognize the influence of the original homelands on the transplanted people.

At the fifth level and beyond, pictures become of relatively less importance. The pictures will give comparatively few new

concepts but they may be used in new combinations. In the study of world relations, a study of the rubber industry in the United States may bring together a picture of a rubber factory in Akron, Ohio, and of a rubber plantation in Malay. This combination should suggest relationship between the manufacture and the raising of rubber.

The selection of pictures may be summarized under the following heads:

[1] Their geographic quality; [2] their contribution to an understanding of the major relationships developed at a specific teaching level; [3] the maintenance of a proper balance so that children will not secure a one-sided view of man's adjustment in a specific region; [4] the inclusion of key items, natural or cultural, characteristic of a given region or activity.

Few teachers seem to realize that children must be *taught* to read pictures. In order to read a picture three abilities are involved:

[1] The ability to recognize the significant *natural* items in the picture, [2] the ability to recognize the significant *cultural* items, [3] the ability to recognize the *relationships* between the two. The third is the most important because a picture is not interpreted *geographically* unless the *relationships* are recognized. In a picture showing a flat-roofed house of sun-dried brick, the child may recognize the house as such. As it acquires meaning to him that type of house will be associated with an arid climate. He will recognize other signs in the picture, such as palms, sand dunes, and camels, as associated with this type of house and this type of region. As he learns to relate the human signs to the natural items he will be able to understand the relationships suggested.

The teacher must guide the children with questions until they are able to answer these three questions:

[1] What signs of work or other human activity are shown in this picture? [2] What kind of place is it? [3] What reasons are suggested by this picture as to why the people are doing this particular kind of work here? The answer to each of these questions must be developed.

Each must be broken up into smaller questions directed toward the recognition of specific significant items such as:

What kind of roof has this house? Of what does the house seem to be made? What kind of trees are in the picture? From the trees and other plants, does this seem to be a dry or wet region? Does the house seem to be suited to such a region?

After the child has secured the desired information, an opportunity should be given to express it and the inferences made. After associations are once developed he should be expected to apply them again and again in any similar situation. Three rules, then, may be given for the use of pictures:

[1] Give the children something definite to look for in the picture; [2] give them something within their power to do; and [3] give them something worthwhile to do, that is, something which contributes to the major geographic understanding being developed.



BOOK WEEK poster, designed by Walter Cole and issued by the National Association of Book Publishers, 347 Fifth Avenue, New York.

Pictures may be used to contribute to a unit in four ways: [1] for motivation, [2] for assimilation, [3] for summarization, and [4] for application and testing. In introducing a unit, pictures serve as a means of orienting the pupil in the new region. They also serve to motivate the unit thru stimulating questions or problems. In motivating a unit, a set of pictures may be used to make a survey of the region. For this purpose the children look first of all, just as if they were surveying a real landscape, for the signs of human activity. As they note the various types of activity, the question naturally arises: "Why are these people doing these kinds of work?" The answer may be found in part from the pictures if they have been wellselected, but the children will need go to their maps and texts for a complete answer to the problem. Again in the introduction a picture or pictures may serve to connect the old with the new. The children may have acquired imagery and ideas connected with a rainy, low latitude type of forest. In a new unit they are given a picture of a forest landscape in the western part of the United States. They note certain likenesses and certain differences. The

differences suggest that this is a new region with probably a different climate. Certain likenesses suggest that the conditions causing this forest are in some respects like the conditions met with in the other region. Here is a basis for thought and a reason for seeking more information concerning the new region.

The second way in which pictures may contribute is during the assimilation or problem solving stage. The motivation may move so smoothly into the assimilation that the two activities merge. When the problem has been raised as to why the people are carrying on specific types of activities in a region, the children can return to the picture to discover from the natural environment some of the probable reasons. In this case they are reading the pictures for information of a specific kind just as they read textual material to secure information to solve a problem. At this stage the picture frequently is studied in detail for basic concrete imagery, for certain specific facts, and for the relationships suggested. Attempt is now made to answer definite questions from the picture. Other materials, maps, graphs, statistical tables, reading material are all used to verify the inferences drawn from the picture.

In summarization, testing, and application exercises there are numerous ways of using pictures. The following is an example of a test exercise based on a single picture showing the planting of sugar cane. [Hoppe, Gladys. "Ability of Pupils To Read Pictures for Geographic Purposes." Master's thesis, University of Chicago, 1930.]

1. Underline the name of the general kind of work being done in picture 3.

logging transportation manufacturing farming

2. Underline the special kind of work being done in picture 3.

irrigating plowing planting mowing harrowing

In each of the following paragraphs, put an x before the word or group of words which correctly completes the unfinished sentence. Mark only *one* group in each paragraph.

3. The natural vegetation shown in picture 3 suggests that in this place

- rainfall is scant
- rainfall is rather heavy
- rain falls only in summer

4. The natural vegetation shown in picture 3 suggests that this place might be

- between equator and Arctic Circle
- north of the Arctic Circle
- near one of the poles

5. If another picture were taken of this field a few weeks later one should expect to find growing in the field

- corn
- potatoes
- sugar cane

Personal Growth: Some Negative Aspects

MENTAL HEALTH in its broadest sense is the ability of an individual to adjust satisfactorily to life as he has to face it and that with a reasonable amount of happiness. Mental health is not merely a matter of internal harmony with one's thoughts and feelings but it also vitally concerns the relation of the individual to his fellows and various environmental situations. It indicates the ability of the individual to capitalize his opportunities and to meet with reasonable comfort the inevitable stress and strain which befall each of us in our daily activities.

Certain shortcomings in the mental health aspects of teacher relationships which have been reported to me are noted below. I am aware that the more positive contributions would far outweigh any negative aspects. However, since we learn from our mistakes as well as our successes, you will understand that such comments are made from the constructive angle.

Selfcenteredness: the person who lacks the ability or willingness to see things dispassionately and objectively from the other person's point of view. Everything is interpreted from his own angle.

Selfsatisfaction: such individuals lack a desire to improve themselves professionally or socially. They feel self-sufficient and display a bumptious attitude.

Unnaturalness: there is a tendency for certain professional men and women to be selfconscious of their position in life. It may be partially based on the erroneous conception that to be respected one must hold oneself aloof.

Mental dishonesty with themselves and others: the word dishonesty is not used in an antisocial sense. Rather it connotes an unwillingness to face present facts of reality; a lack of desire to accept one's limitations and an attempt to overcompensate for them to the extent of trying to give the impression that one knows more than he does; a tendency to evade or smooth over difficulties and procrastinate rather than deal squarely with the now and here.

Lack of a sympathetic and friendly attitude and manner in dealing with others: as one superintendent said, "All the really big people I have known are humane, kindly disposed, friendly, thoughtful, and considerate of others."

Teachers who lack such an attitude are apt not to recognize, or to brush aside, the little bubbles in a child's life. They fail to be ever watchful for minute symptoms of strain, difficulty, or unhappiness such as the trembling lip, the misty eye, or the changed intonation. Such teachers may get results in terms of "marks," altho their formal, pedantic manner concomitant with using a "club" to get content across, may produce havoc in the lives of their charges thru the emotional strain involved.

The person who takes himself too seriously: this trait is an exaggeration of a commonsense attitude. It probably feeds on an overconsciousness of one's authority and position as well as being tinged by mild inferiority feelings.

The teacher who inhibits others rather than draws them out in a positive manner: such an individual tends to overdominate the situation rather than to gain active cooperation.

The person who is unable to frankly discuss matters from a purely impersonal point of view: such individuals are apt to be overintrospective, often of a ruminative, worrying, or foreboding nature.

The teacher who is unable to take criticism from his colleagues or superiors: such a person often overrates his own ability or is handicapped by egotistical and supercilious attitudes. It may be a defense reaction against real or imaginary inferiority.

The "shut-in" or withdrawal type who is usually overintrospective, lacks cordiality, and experiences difficulty in socializing himself.

The moody person who is given to short circumscribed dips of "blues." These may be situationally determined but are often evidence of constitutional emotional instability.

The sarcastic person: this is usually a symptom of some personality difficulty.

The person who is group-centered in only his own profession: such an individual lacks breadth of view and tends to be intolerant of viewpoints other than his own.

The person who works with one eye on the clock and merely complies with the letter of prescribed requirements: this is rarely encountered as a teacher habit.

The person who lacks good habits of work, play, rest, and sleep: such

persons who lack a fairly rigid program or daily schedule are apt to waste their time, get into irregular habits of retiring and arising, and indulge excessively in social activities.

Lack of critical evaluation of statements made by so-called authorities: somebody has said that there is perhaps no other profession which rallies around a slogan so readily as the teaching profession. This has advantages as well as chances for missing larger relationships.

"Schoolmarmitis": I have coined this word to denote a rather common tendency on the part of some educators. It is based upon a magnified selfawareness of oneself in the role of dispenser of knowledge and wisdom to children and, on occasion, to their parents. Unconsciously this has developed, in certain educators, a superiority feeling, a tendency to "lord it over," and a patronizing attitude toward others.

"Nervous complaints": happily the various types of part-reactions commonly called "nerves, obsessions, doubts, fears, compulsions, aches, pains, and physical complaints which are not on the basis of organic diseases but rather body protests to mental and emotional conflicts, are rare in teachers.

Now that we have dealt at some length with certain negative aspects of teacher personality functionings, what has the psychiatrist to offer by way of positive contribution? How may we assist the teacher to a larger measure of normal mental health? In what way may we answer such questions as, "Do I have good mental health?" "In what points am I weak?" "In what points am I strong?" "How can I grow personally in mental health?"

In order to give a sound and essential exposition of this important constructive phase of mental hygiene, it is desirable that we scratch beneath the surface of much that passes for mental hygiene principles and practises. If we are to know ourselves better and thus assist those for whom we make ourselves partly responsible, we must get down to bedrock and examine the core of the problems and integrations of mental health. This side of the question will be discussed in the December JOURNAL.—**Frederick L. Patry, M. D.**, neuropsychiatrist, State Education Department, University of the State of New York.

Physical Education vs Competitive Athletics

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VARIOUS SUBJECTS and departments in our high schools and colleges are striving for more recognition and status in the curriculum. The whole matter of physical education [which includes gymnasium classes, competitive athletics, intramural sports, health education, and hygiene] is undergoing considerable turmoil and change of viewpoints. We have no yardstick with which to measure the social value or worth of educational subjects. When we discover this yardstick, and when our high-school curriculum is organized on a scientific basis, we shall be able to evaluate these studies properly. Meanwhile, we are groping and attempting to do something about the proper placement of these important phases of education.

The modern high school as we know it is a strange mixture of tradition, college preparation, vocational education, training for social purposes, liberal education, and what not. Systematic physical education has been added comparatively recently; competitive athletics have been a part of it for many years. The high school took on the aspects of the college in this respect since it was patterned after the college and was organized at first to prepare young people for college. Most of the subjects—including competitive athletics—that were included in the early high schools are still retained and many other subjects have been added. Systematic physical education got the present impetus, slight as it is, about 1918 because of results obtained when the soldiers were given physical examination for war service. Over one-third of the young men who were examined for military service were rejected because of physical unfitness. Fourteen states immediately passed compulsory physical education laws.

Competitive athletics have been a part of our high-school programs for scores of years. The coach has had a rank along with the principal of the high school or the president of the college. Whether or not he and his work deserved such a ranking, no one ever questioned. The public was educated to a point where it demanded good coaching, good coaches, and winning teams. Some people are still in this frame of mind, tho in many quarters the tide is turning.

Competitive athletics, which include football, basketball, track and field events, and often baseball and swimming are optional and elective; a school can drop them altogether; students do not have to enrol in any competitive sport. When physical education is compulsory by law, it is a component part of the curriculum. The course is directed by a regularly employed teacher and includes all kinds of physical activities that tend to develop the student physically and morally. Which of these two major school activities should receive the greater amount of attention from parents, school authorities, and taxpayers?

Let us think of a high school with an enrolment of two thousand. Let us assume that half of the student body is made up of boys. Football—that is the first and second teams with their substitutes—might attract eighty or a hundred boys; basketball might attract thirty boys for both teams; track and field, possibly fifty. Allowing for no duplication or overlapping of personnel, we have a list of one hundred and eighty boys out of a possible thousand. Competitive athletics, then, touch only about eighteen percent of the boys and nine percent of the studentbody directly from the standpoint of physical education. And even then it is an unsettled question as to whether competitive athletics are beneficial to the physical welfare of adolescent boys.

Physical education, in the Grand Rapids high schools at least, touches every able-bodied student. Classes meet at least a hundred times a year for at least forty-five minutes each meeting. If the work is being done properly, the student is given a heart test; special exercises are given to those who need some kind of physical correction; open games and free play usually are the rule with a little calisthenics sprinkled in now and then. There is no end to the good that can come from a properly conducted class in physical education—lasting health, correct posture, physical grace, alert mind, welltoned muscularity, and coordination of muscles and senses. Physical education leaves its mark more indelibly than does any other course in the high school.

What are the objectives of competitive

athletics? I doubt that these objectives have ever been defined. Some say character development; some say general health. But even if these are true, we are touching only about ten percent of the studentbody. We might define the objectives of competitive athletics as follows: they are designed and fostered to give the school an extracurriculum activity which will engender school spirit and loyalty; and that is the one big thing that they do. The main reason why competitive athletics hold their present prestige is that the public wants such activity. A superintendent, principal, or board of education that abolished all forms of competitive athletics would doubtless encounter difficulties. Yet many high schools in several sections of the country have abolished football altogether for high-school boys. Many towns, notably Detroit, have limited all games to their own city. Many of the high schools of New York City have no competitive athletics at all.

In the not distant future the secondary school will undergo radical changes and we shall change our points of view and our attitude toward many of the present standards and practises. Emphasis will be shifted from competitive athletics to systematic physical education. The director of physical education in the city or school will have charge of this department. Next to the principal of the school, he will be the most important man on the staff. Attention, instead of centering around athletic prowess as at present, will concentrate on health, muscular tone, physical posture, physical examinations, and the like. We shall realize that education is for the student's life at present and for his later adult life. We shall realize, then, that competitive athletics as we know them today do not carry over into adult life as do the athletic activities taught in physical education classes, such as golf, swimming, walking, and tennis.

The time is close at hand when we shall give more of a standing to physical education than to competitive athletics. Schoolmen are seeking this now and are changing their points of view. Physical education and health education will some day occupy one of the topmost places in our secondary-school curriculum.

Saying Hello to the Parents

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IT IS my desire sometime this year to visit each of your homes at least once. I cannot tell when I will come, or how soon, but will you kindly tell your parents to expect me, and that when I do come it is not to pry into your home life, but merely to have the opportunity of meeting your parents and having them know one of the teachers to whom they are entrusting their children."

This was the fateful announcement which, last fall, led me into the lengthiest and yet most interesting experience I have had as a teacher—that of seeing the home environment of the student. I trust that those who read this article will not take offense at the occasional personal references; to write objectively of such an experience is difficult.

The pledge had been made to visit; now to the execution of the promise. Each student made out a file card on which he listed his address, district in Honolulu, which of his parents was living, and whether they could speak English or not. These cards were then sorted into districts—Kalihi, Palama, Kaimuki, and the like—in order to avoid traveling over the ground aimlessly. Visits were planned with my wife in such a way that we could enjoy the experience together and also make it into sort of a holiday. Consequently, most of the visiting was done during weekends.

The cards totaled 170 names, a discouraging number when, after our first visits, we realized we could cover but five an hour and do the job well. However, recalling the proverb, "all good things come slowly," we determined to forget the number and instead enjoy each home as we came to it. Taking the job by segments proved just the right attack for, after five weekends out, the pile was considerably diminished.

Students were never told beforehand when calls would be made, because it was our desire to see the homes as they were without any "dressing up." Which district was to be taken of a Sunday was determined by mood; if slumming was desired, "Hell's Half Acre" was chosen; if something less depressing, perhaps Kaimuki. Never was the rule imposed that one district be completed before another was begun.

Naturally, two things were indispensable for such a project as this: an automobile and a map of Honolulu. The map

TO TEACH people one must understand them. There must be mutual sympathy and confidence. To interpret the home the school must understand the home. For the teacher to visit the home, recognizes its importance and adds to the children's respect for their parents. This article describes an unusually fruitful experiment—one that every teacher can take unto himself. Nothing could do more to humanize the schools and to tie them to the hearts of parents than for every teacher to visit every home represented in his classes in this friendly, understanding way. This is most effective interpretation of the schools to the public. If the teacher is too busy to perform this essential educational service, either there is bad planning or the teaching load is too heavy.

was studied diligently at home and the cards routed. Then came the trip. My wife and baby taken along gave parents who saw them a feeling of comradeship and mutual interest. Before going into the student's home facts on the cards were noted: whether both parents were living and their command of English. This saved considerable embarrassment as one would not ask for a parent who had already passed away. On one occasion I asked to see a girl's mother. She said: "Mother is not here now." "I will wait; when will she return?" "Not very soon," replied the girl, "she's in China!"

A rap on the door invariably brought a flock of interested children to the windows and, soon after, the parents. The student was usually asked for; if he happened to be away we conversed as well as possible under the conditions. At first, visits were extremely clumsy, but after a technic had been worked out it was possible to enter a home, stay ten minutes,

do a good deal of observing and leave the impression behind that the reason for the call had been to have the pleasure of meeting the parents. In fact, it was not at all uncommon to have parents come out to the machine to meet "Mrs. and the baby" after which ritual all were friends.

On these calls the attempt was always to be constructive; I mentioned good traits of the child if there were any to be found. Perhaps this attack accounted for gifts we received of Chinese foods, narcissus plants, presents for the baby, and on one occasion an invitation to a luau.

Any teacher who visits homes will find that the parents are greatly thrilled to have him come. It is inconceivable to them that he is interested enough in them to want to pay a visit and to this honor they respond with courtesy and enthusiasm. Mothers without teeth may cover their mouths with a handkerchief; fathers may refuse to offer their gnarled hands at first, but appreciation will be quite evident. The teacher, in turn, will experience the "thrill that comes once in a lifetime."

May I summarize what seem to be the values that result from such home visits? [1] The teacher comes to understand the background of each student as he could never hope to in the schoolroom. [2] By knowing the background of each child he is able to adapt his teaching to him much more successfully. In my own home visits I kept an elaborate notebook of impressions which soon became obsolete for I found that each home stuck so persistently in my mind that to look at a pupil in class was to recall his whole environment even to the pictures on the walls, in some cases. This also was a surprising byproduct of the visits. [3] The instructor gains the appreciation and Aloha of the parents, making them feel that, after all, their children are just as important, just as worthy of attention as the richest child in Honolulu. [4] The pupils become better workers in school because they feel that if the teacher can find time to visit their homes they, in turn, can certainly find time to do their lessons right. [5] One gains just that much more knowledge of life and what it means; by contrast, he appreciates the blessings he has and does not expect more from the student than he is capable of producing. [6] A number of seemingly insoluble "problem" cases may be cleared up in the process of visiting.

Let me cite but two from a number in my own experience. Soo Sun Sing [no names are real] continually slept in my classes. He seemed intelligent enough but always lazy and indifferent. Conversa-

tions at school helped but little. The home visit revealed the trouble. The father is a baker. He told me that Soo Sun helps him bake bread until 11 each night and awakes at 4 in the morning to deliver the fresh loaves. He then rushes to school with five hours of sleep to his credit. How can a teacher expect attention under these conditions? The very fact that the teacher understands the situation, however, makes the student eager to do the right thing.

Yako Yakobe is a Japanese boy with a fertile brain. He knows his history, not only by heart, but by mind. He can put two facts together and deduce a new historical idea. I take it that this is creative thinking. His intelligence is a constant inspiration. But he never smiles. I wondered why until I visited his home. Com-

ing late one Sunday afternoon without announcement, and before he could hide what he wished to so badly, I learned the truth—an epileptic brother of ten. He was all miserable apology, refusing to introduce his parents. I left without further attempts at an interview. He later told me that the gloom of this tragedy in the home was responsible for his depressed condition. Not so far from being a parallel of Clifford Beers, is it?

Of course, the two cases cited above are negative; I could mention many that are a joy to recall. For instance, one of my most charming students is a little girl right out of "Hell's Half Acre." How she has remained so fine despite the degraded Palama Lane with its labyrinth of side lanes, crowded shacks, absence of any greenery, and low type of humanity is a

mystery and probably will ever remain one. ❁ ❁ ❁ ❁ ❁

Only three cases have been mentioned to indicate the insight that can be gained of a child's home and problems. What a potentially rich field is that of the visiting teacher [with every teacher a visitor]. If all of us in Hawaii could find time during the year to make these visits without hurry, what constructive achievements might result! The need is not limited to Honolulu; out on plantations, up in the hills, perhaps, are homes that are just as interesting as those in the cities. Well may the teachers of Hawaii in their position as child guides bear in mind the French phrase—*noblesse oblige*.—From *Hawaii Educational Review*. [Hawaii has more members in the NEA than there are teachers in her schools.]

A Chat with Mary-from-the-eighth-grade

SOMETIMES a principal has a breathing space. Mary-from-the-eighth-grade came into the office a few days ago during one of these rare times and the principal helped her complete her errand and then unwittingly began the conversation which follows. His comments and questions will be left out as they can easily be imagined from Mary's talk.

"Sure, I'm a good girl this year. My Ma's awful strict now. She says four or five dates a week is enough for me." The principal did not deny this. Twelve-year-old Mary went on, "One thing I wish, tho—those cops should mind their own business. We're getting tired of them coming to the house every night." . . . "Sure, they've come every night for a month." . . . "Oh, I guess they're looking for some of the boys that hang around us girls. Then they're so smart. Every time they see us on the street, they drive the squad car up to the curb and say things to us. Cops ain't got no right to bother us. We mind our own business." . . . "Oh, I guess the boys come around to see us. They're scared of my Dad, tho. He'd fix them." . . . "Oh, Ma and Dad ain't home so much and Alice and me get sick of those guys around." . . . "Slicker and Charlie and Stealer and Joe and Lick and Murphy. They live around 22nd Street. Murphy is the leader. He carries a gun, too. I saw it. That ain't his name, tho, I think. I heard some guys call him Kopec once." . . . "The cops are scared of him. He's eighteen years old. They kicked him out of high school. I guess none of them guys go to school.

They bother us—only Lick don't. I wish Lick would come alone but those guys push the door in or crawl in a window. My little sister Rosie always lets them in cause they give her candy and stuff. And Stealer's always taking stuff." . . . "He took my Ma's pin and a medal and a knife and lots of stuff. My Ma's going to make him give it back." . . . "Oh, he's about eleven. He thinks he's tough. He takes bikes and money or anything." . . . "Yeh, well, I guess he don't go to school. He ain't scared of cops. He says they can't catch him. If they do, his Ma will get him out of it. I'm going to keep the watch he gave me until he gives us back our stuff. He said it was his but one of the boys told me he got it in a store down in Cicero and some rings and other stuff, too." . . . "He's proud. He calls himself the 'Stealer.'"

All this while the principal had put in friendly questions often enough to show a flattering interest. But back in his mind was a riot of thoughts. What an alien world was revealed by this casual chatter of pretty, slightly dirty Mary, who so demurely sat thru the routine of an eighth-grade school day—thru reading and spelling and history and civics! Her philosophy of life and love is formed and perfected.

"I think it's all right to have a good time with the boys. I know how to take care of myself. My Ma says have a good time but don't never bring shame on us." . . . "I don't do nothing wrong—just have a good time." . . . "I don't like those kid games. We don't play with no girls, hardly. Only last week I was at

my girl friend's at Cicero. And Murphy ain't got no right to do such things." . . . "Well, Lick was in the house and Murphy's gang come and they were going to get him and he run out the back way and they caught him, and my girl friend's Ma run out and yelled at them and we carried Lick up and put bandage on him where he was bleeding. Murphy ain't got no right to beat up Lick only Murphy thought Lick was with his girl." . . . "Murphy's gang beats up lot of guys."

Mary's mother comes to school several times a year. Her six children are her pride and she stands by them thru all difficulties. She is friendly and jolly. Mary's father is a salesman with somewhat dubious connections. He tells of his boyhood in New York City where his father was "a big Tammany man."

In school Mary is an average student. Her childish face looks up at her teachers, who carefully sift all materials presented so that her young innocence will not be shocked. There are thousands of girls like Mary in the schools of our cities, altho she is outstanding in her frank talkativeness. What have our traditional courses of study to offer them? What shall we do with Mary? She is wellfed, clothed, and housed by doting parents who offer little criticism of her conduct.

Perhaps nothing can be done for Mary but is not such a glimpse of the real activities and ideas of a twelve-year-old child enough to set us all thinking?—William Meikle, principal, Hiawatha Elementary School, Berwyn, Illinois.

Education for Leisure

EUGENE T. LIES

Special Representative, National Recreation Association

USE OF LEISURE calls for acts of choice. The more leisure, the more choosing called for. The present generation, having more leisure at its disposal than had any previous generation in history, must needs make more choices in a lifetime than did any earlier generation.

We are told that the use made by any people of its free time reveals the quality of its civilization. Some commentators go farther and declare that a people's misuse of leisure can destroy civilization itself. Even slight consideration of the subject leads to the inevitable conclusion that here are vital issues involved.

Main street towns are main street towns because the bulk of their people want to be "main street." They are just mediocre. There is such a thing as "city tone," yes, even "nation tone;" the people's desires determine that tone.

The archives of social work are full of records revealing the results of misuse of leisure. The clinics and hospitals, the courts, jails, reformatories, and prisons of America deal year in, year out with thousands of human maladies that go back directly or indirectly to wrong use of the free time which was at the disposal of the people involved. Here are misery and social disaster aplenty.

What determines the ways in which human beings do choose to utilize their

free time? Is it not, by and large and in the last analysis, their *interests* which cast the die? Their interests form the stimuli which prompt decision and action. And how are interests established? Probably we can safely say that they are the result of biological urges plus educational influences—home education, environmental education, religious education, social group education, and school education.

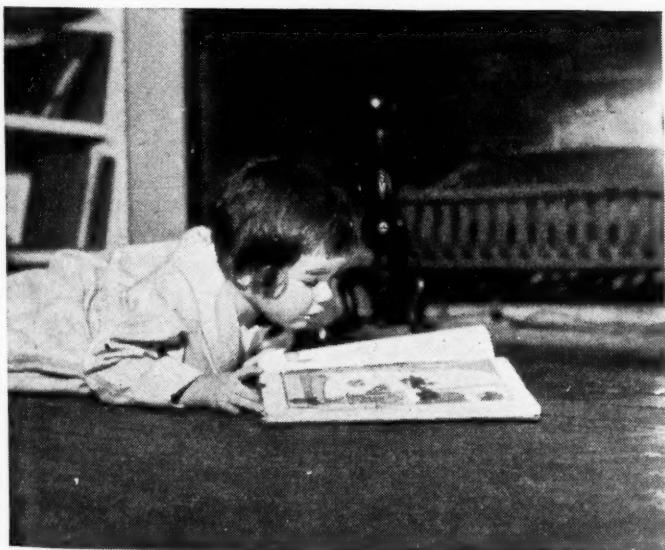
Biological urges fundamentally tend toward selfenlargement in the physical, emotional, and intellectual realms. We know that they can be taken in hand and given direction and application; they can be discouraged or encouraged. They can be made to destroy the individual or glorify him. That is where education plays its part: in training, guiding, door-opening, opportunity-giving, and stage-setting. Education can determine destiny.

Tho the forces of education are many, it is not going far afield to assert that the American people are depending more largely upon school education than upon other types to produce a population with ability to live a safe, socially-bent, healthful life, a rich and creative life, such a life as will be capable of using wisely that wealth of time—aside from required work time—so abundantly vouchsafed to the people of our day.

Every state has its compulsory education laws, its laws threatening punishment of parents who keep their children out of school without good reason. The people pay ever-increasing taxes for the support of their schools and more and more millions of young people are extending their years of school life. What lines of opportunity does the school need to stress in our day if it is to prepare, in some fair measure at least, its young charges for the right use of their leisure?

The school, of course, must deal adequately with the basic tool subjects but comparatively little time is necessary for these if they are handled rightly. Certainly, the social subjects call for much more attention than they have been getting. But it must be remembered that as things stand at present, tho some may deplore the fact, more people do use free time *recreationally* than they do in civic and social service. It is, therefore, of first-rate importance that schools should give thoughtful heed and make large provision for education in high-level recreational interests.

Based upon a study in which I have been engaged during the past year, I am prepared to say that our public schools are giving this very type of education in larger measure than ever before. The end of the World War was a great turning point in American educa-



The foundations for the wise use of leisure are laid in the playtime activities of young children.

tion, and one who has not studied the matter cannot realize the advances made in those very fields which are related to the recreational uses of leisure—namely, in physical education, art, music, handicraft, literature, extracurriculum activities, after-school sports, dramatics, and to a lesser degree, in nature study. And yet is it not strange that precisely these school interests, or most of them, have been in the past—and are still by some people—regarded as nothing but frills and folderols? Increasingly, on the other hand, at least among the thoughtful, they are—in view of the needs of our period—accepted as downright necessities. It is for the thoughtful groups in our communities to see to it that the present economy wave does not lead to ruthless destruction of departments which are furthering these important school activities, a thing which is actually happening where ignorant schoolboards or political schoolboards, playing to the galleries, are in authority.

Any commendation of our schools as to the progress they have made along the lines indicated must, however, be coupled with the further assertion that the situation as far as broad America is concerned is still decidedly "spotted." Not all school systems by any means have made equal progress, and in any particular place, not all schools are equal in degrees of progress achieved. Further, in the same school one finds varying abilities in teachers as to the richness of personality and effectiveness in the handling of the materials of learning and education. By and large, nevertheless, we may feel encouraged over what has happened and is happening.

There can be no effective school education for leisure without effective teaching, and effective teaching means teaching done in the spirit of adventure, a process of arousing and building up cumulatively, interests in the fields of thought, imagination, and creative action on high levels. Effective teaching means making it possible to live a rich life even during school hours. It means the enhancing of lifelong desire for ever more growth in appreciation and skills, more adventure in ways which spell self-realization and at the same time are socially desirable. It means every possible aid in developing selfcontrol and power to pick and choose with discrimination amid the welter of high-powered offerings from the commercial amusement world, together with ability to resist the influence of mechanization and standardization. It means also habituat-

ing young people during school years to the enjoyment of those outside, permanent community agencies and institutions such as the public libraries, art galleries, museums, parks, and playfields so that after school years it will be second nature to go on using them.

To achieve more rapid and more widespread progress in this all-important matter of effective training for the wise use of leisure, there are needed, as far as the public schools are concerned, more superintendents who thru hard thinking on the problem itself, have come to fervid convictions as to the implications for education inherent in our leisure-time situation. We need more superintendents like the one who declared that "this situation is slapping educators in the face, demanding their attention," rather than like the other one who said he had lately begun to think about the matter and had come to the conclusion that the solution of the problem lay in "shrinking leisure time and extending work time!" No hope there. As well try to sweep back the ocean tide with a feather duster. We need more principals who will open the way to large freedom, for teachers under them to use modern ways and means of instruction and guidance. We need better types of normal schools and colleges for the turning out of teachers who will know the real nature of the times in which they and the children they would guide, actually live, teachers who will know more of what L. P. Jacks calls "leisure-craft." We need drastic reforms in many senior high schools where formalism and the iron hand of the colleges and universities still rules. Infusion of some kindergarten and progressive elementary-school spirit and methods would help them greatly. And then we dare not forget that we shall need an enlightened public opinion developed in every community to support such schoolmen and schoolwomen. The educational lump in America truly has been leavened but it needs much more leavening.

In all this we must hurry. Time presses. We must hurry because life goes on apace and the tempo of American life is swift. We must hurry because the money-grabbing purveyors of low-down leisure-time recreation have been moving fast these latter years. They have been flooding the newsstands with putrid books and periodicals, have been polluting public taste with pornographic motion pictures and stage plays; have been catering to the basest emotions of human beings at the night clubs and road houses, all of their nefarious practises being

aided and abetted by psychologically powerful advertising. Give these rascals an inch and they take a mile; and we know that they have already taken miles and miles! Essentially, they are defying the schools and other molders of tastes; they have declared wholesale war on decency! They know that for millions of people in America leisure time is play-time. They would make that play-time, whoopee-time—and let the devil do his worst!

The call of the hour in respect to the problem we are discussing is for the banding together of community forces which will strengthen the influence of those educators who are day by day dealing with some twenty-five millions of developing boys and girls in the hope of bringing forth a generation fit, first, to withstand the onslaught of degrading stimuli in their environment and to rise above that mediocre, flat type of living in which all too many of us Americans are forever wallowing; and better still, a generation able to appreciate the best in creative human achievement and warmly desirous of adding thereto their own positive contributions to the sum total. If we will but go out of our way a bit to understand what these better educators are trying to do, the attendant difficulties they constantly face, and the courage with which they carry on, we shall more likely want to do our utmost to strengthen their hands. There is still extensive and woe-ful ignorance among otherwise intelligent people, including social workers and civic leaders, as to the progress made in the last twenty-five years in public-school education. This very ignorance and consequent indifference is a real hindrance to more rapid progress.

We need to do all this, and in addition, see to it that out in our communities many and varied doors are opened for the continued avocational exercise by young people in later life of those skills in music, art, handicrafts, dramatics, creative physical activities, and other lines which the schools helped to develop. This will certainly in turn tend to give the schools further impetus to provide still better and better training in these very fields.

The leisure time situation then, fraught as it is with real dangers to the best in our civilization, but at the same time fraught also with the possibility of making over and elevating that civilization, is hurling a mighty challenge to all of us.—An address before the National Conference of Social Work, Philadelphia, May 17, 1932.

The Teacher and the Health of the School

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THE TEACHER is the guardian, during the school day, of the health of the children under her instruction and care. She is the first line of defense against disease and injury that may attack or endanger her pupils during the hours when they are in school. This health service of the classroom teacher is at once a privilege and a duty. The teacher who is genuinely interested in her work and reasonably welleducated for it, will keenly understand the importance of doing everything within her power to conserve and improve the health of her pupils for the sake of better results from the teaching program. Healthy, robust children do better work in school than those handicapped by ill health or injury.

The appropriate health work of the classroom teacher is now recognized to be a vitally important educational service, as the result of nearly a half century of experimental and progressive school health work in our own and other countries. The teacher is in a position to know her pupils better in some respects than anybody else during the school period. The opportunity and obligation of the classroom teacher for certain kinds of health service have been conclusively demonstrated by experience and entirely without original assignment of such duties to her.

This does not mean that the teacher who is most efficient in her full proper share of the inclusive health work of the school will or should encroach upon or usurp the professional functions of physician or nurse, infringe upon the privilege and prerogative of the parents, or trespass upon the authority and executive action of the administrative school officer under whose supervision she teaches. It does mean that by nature and necessity the health work of the school is a complex cooperative program, and that the teacher has a contribution to make for which she is individually privileged and responsible.

There are several phases to the health services of the teacher. The first of these has to do with measures for the prevention and control of contagious or communicable diseases in school. It is clearly recognized now by the best medical and health authorities that no child should ever knowingly or intentionally be ex-

posed to a communicable disease; that, in general the older the child is before being exposed to a communicable disease, the less likely the child is to contract the disease; and that, on the average, the older the individual is before developing a communicable disease the less serious will be the attack.

The health service program in schools, as distinguished from the health education program, was inaugurated in this country about fifty years ago under the general title of medical inspection. Under the legal authority gradually granted by legislation in an increasing number of states, pupils were excluded from school attendance when they showed symptoms which enabled board of health physicians or school physicians to diagnose definite diseases in them. The privilege and responsibility for diagnosing diseases belonged then, as now, for the public safety, to registered physicians.

The slogan adopted by many health officials now for control of communicable diseases is: "*Isolate the individual who shows suspicious signs, and diagnose afterward.*"

It is now wellunderstood that some important communicable diseases are very contagious in the early stages before all the symptoms have developed so that the particular disease can be definitely diagnosed. Measles, for example, one of the most common diseases among school children, is now recognized by our best medical authorities as most contagious during one, two, and sometimes three days before the characteristic rash develops which enables the physician to definitely and confidently diagnose the disease as measles. If children in school are to be protected from exposure to this disease, it is necessary to exclude from school and send home the child who is in the early stage of measles, before the measles rash appears and before the physician can decide definitely that the child has measles. This preventive protection in large measure can be given to children who would be exposed to the child "coming down" with measles, if this child is excluded from school when certain signs of health disturbance appear which commonly show themselves in the early stages of measles, but which also occur

in other health disorders. The child then, if excluded early enough, is sent home not with measles but with agreed upon signs of health disturbance important enough to keep him away from school. It is to be remembered that only the physician has the privilege and responsibility for diagnosing disease. Permission for the child to return to school after illness should be given either by the family physician, or the school physician, and in cases of contagious disease also by the board of health physician, who in the rural school may be the county health officer.

To maintain the health service required by present standards there should be in every school building thruout the school day some person qualified and authorized to exclude and send home pupils who are not in good enough health to remain in school. In the city and town school or in a consolidated school in the country, the principal is the administrative school officer vested with authority to exclude. The principal in the large school frequently authorizes a school physician, a school nurse, or a health counselor to make decisions and arrangements for the exclusion of pupils for health reasons. In the one-teacher rural school, however, the teacher must assume the primary responsibility and action not only in making the health inspection of the pupils but in acting at once for the isolation and exclusion of the pupil or pupils presenting the suspicious signs which form the basis for such action. The signs or indications of health disorder which justify exclusion from school should always, of course, be approved and authorized by the health and educational authorities of the school district or community. In the case of the rural-school teacher it is very desirable, when conditions permit, that she should be able to communicate promptly by phone or messenger with the county superintendent or health officer, or both, to obtain approval and advice relative to the action to be taken by her in a particular case. In case of emergency, however, the teacher should, on her own authority, isolate and send home the suspected pupil.

There should be in every school building, even in every one-teacher rural

school, an isolation room where a pupil with suspicious signs may be separated sufficiently for the safety of other pupils until arrangements can be made for the pupil to go or be taken home. In the absence of an isolation room, which unfortunately is the rule at least in rural schools, the teacher should make the best approach to isolation possible, perhaps in a corner of the room. The rural-school teacher capable of exercising the practical skill and good judgment so valuable in dealing with health emergencies is entitled to fine recognition and praise. Fortunately, teacher education institutions in gradually increasing numbers and in slowly improving programs are providing theoretical and practical instruction to prepare prospective teachers for health services in the schools.

Whether the classroom teacher, on observation of signs of health disturbance, is simply to refer the pupil or pupils with suspicious signs to the office of the principal or the school nurse or doctor in the same building for administrative decision and action; or in the rural school to deal with the suspected case as already explained—a certain general health procedure, nonmedical in type, is now recognized as scientifically sound and of great practical value in the prevention and control of communicable diseases in school. This may be considered the daily health inspection—not health habit inspection.

When a child shows at home, before going to school, any of the signs listed below, he should remain at home and away from other children until the adult in position of responsibility is certain that the child has no contagious disease or other illness. It requires at least twenty-four hours to be sure of this.

Some indications of health disorders—

[1] Unusual paleness or flushing of the face which is more than momentary or due to passing emotional disturbance; [2] running nose or sneezing; [3] red or inflamed eyes; [4] sore or inflamed throat; [5] new cough; [6] swelling or tenderness of any kind, including acutely swollen "glands" of the neck; [7] fever or unusual hotness of the skin; [8] ear-ache or ear discharge; [9] faintness or dizziness; [10] nausea or vomiting; [11] chills or convulsions [fits]; [12] failure to eat breakfast to which child is accustomed; [13] unusual condition of the child in relation to alertness, apathy, fatigue, inclination to play or study, ability to concentrate; [14] any distinct change from usual appearance and behavior of the child.

This daily health inspection by the teacher should be under ordinary circumstances and, as far as possible, the quiet observation of objective, visible signs; desirably without, or with minimum of, consciousness of the child that he is being inspected. Under usual circumstances,

if pupils form the habit of personally greeting the teacher in the morning, the teacher, if a keen observer with some training of a health vision, may get all the information that may be needed. In many situations, however, where more careful inspection is needed, a definite plan may be used. The teacher stands with her back to a good source of light. Each pupil passes before her, giving her a brief opportunity to notice all observable parts of the body. The child can: [1] lift his own hair as requested by the teacher, [2] draw down his own lower eyelids, [3] tip back the head so that the openings of the nostrils may be seen, [4] open his mouth and say "Ah," so that the throat may be observed, and [5] show the palms and backs of the hands with fingers spread.

This method requires five to eight minutes for thirty to forty pupils depending upon the skill and interest of the teacher inspecting, and the age of the pupils. The teacher should, without fail, wash her hands following the observation of any suspicious case [which is isolated and excluded] and after the whole class has been inspected.

Whether the health inspection is entirely informal or more definite in method the teacher should avoid any form of observation which involves subjective signs or indications. Pupils should not be asked by the teacher whether they have pain or discomfort, or whether they feel bad in any way. It is important to notice that the signs in the above list are objective in character, referring to indications in the children which can be seen or heard by the teacher for the most part without asking questions.

In this program of health inspection and control, in the absence of doctor or school nurse, it is exceedingly helpful if the teacher can use a clinical thermometer. Instruction in the use of the clinical thermometer is usually given in a First Aid Course, and such a course should be a part of the education of every teacher, and particularly of the rural teacher, to enable her to deal intelligently and helpfully with the accidents and emergencies which occur inevitably in the lives of children.

For efficient prevention and control of communicable diseases in school it has been found of great practical value to obtain and keep on record the information made available by a Classroom Immunity Chart. [*Health thru Prevention and Control of Disease* by Wood, Thomas D. and Rowell, Hugh Grant, Yonkers, N. Y.: World Book Co., pp122.] Accurate information with reference to the regulations regarding referring of pupils to parents, family physicians, and health officials; the readmission of pupils; and the ways in which communicable diseases are spread and controlled are all of great importance to the fully qualified teacher today. Such information may be found in the book mentioned here as well as in other publications.

The schoolroom environment cannot be made as healthful as possible without the active cooperation of the teacher. In the large city-school building she may have little responsibility for control of temperature, lighting, general cleanliness, and other practical details of sanitation. The rural-school teacher, in the nature of the situation, finds herself responsible for a considerable and often an

unreasonable share of the janitorial work of her school. If the schoolroom and the schoolhouse should be kept as clean as a good housekeeper keeps her home, the contribution of classroom teacher in rural, town, and city schools to that worthy health objective is absolutely indispensable.

Two illustrations will explain the nature of the distinctive service of the teacher who has health interest and health vision. To conserve the vision of pupils, the teacher will instruct them in the simple rules of eye hygiene, such as keeping the reading page 12-14 inches from the eyes and having the child sit in good posture and with good light falling over the left shoulder.

She will quietly watch children to observe signs of eyestrain, such as headaches, red or inflamed eyes, blurred vision, granulated eyelids, and the child's habit of holding the book too near to the eyes or holding the head in a distorted position with reference to reading material. If any of these signs are present, the teacher should refer such pupils to the principal, the school nurse, or school physician for prompt examination. Pupils with defective vision should be seated at the front of the room. The teacher should keep a list of the children supposed to be wearing glasses and check up this list frequently to see that glasses are being worn conscientiously. The teacher should also see that the glasses worn by the pupils are kept clean and that frames are properly adjusted.

At least 10 percent of school children are hard of hearing. These pupils should be assigned seats in the front of the room, and in the best position to read the lips of the teacher.

The vitally important problem of mental hygiene also presents itself to the teacher. If this complex phase of health is to be dealt with and solved in a rational and successful manner, the entire preventive, constructive program of normal mental hygiene for all school children must be carried on by the rank and file of the teachers of the land who have sufficient understanding and practical skill to secure in the classroom the essential intellectual and emotional atmosphere, and to assure the wholesome guidance of pupil activities which form the basic essentials for mental health.

Health education is a healthful way of living much more than a separate or special subject in the course of study. Health education involves all the experiences of the child. The classroom teacher is the key person in the entire program of health education. The education world has as yet little understanding of the professional education and the supervisory guidance in service which classroom teachers must have if they are to perform well their part of the school health program.

High School Is a Disappointment

THE FOLLOWING discussion by a high-school student is reprinted from and copyrighted by The Scholastic. The essay won an honorable mention in that magazine's annual competition for creative work in literature.

I AM TIRED of school, tired of this incessant hurrying from class to class in an attempt to obtain an education. There is not enough time for the things that matter to me—I am carried swiftly down a sea of faces that I dimly recognize to be my friends. I think that they are tired too; tired of putting down a paint brush and paper, of being told to wipe this brush and put that paper away because the all-important bell has rung. They learn very soon to mask their enthusiasms to suit the hourly bells and find it easy to lose interest in what, with leisure for thought and study, might become absorbing. For students like me and my associates, new-born ideas must be carefully tended before they can expand, or we shall forget that they ever came to us.

High-school students are called superficial, with no thoro knowledge of any one subject. It is true. Mediocrity is our god. The fellow who dares to be different and ask for an extra assignment is a traitor to his soft-minded, carefully dull classmates. Copying is accepted as a matter of course among us; we slide by on whatever we can force ourselves to accomplish in an odd moment. I am not speaking of the diligent student who is out for grades and the satisfaction that they give him. I am speaking of the great majority who have so little time for any one thing that they do not bother much about studying at all.

I should like time to write an essay without being disturbed, to make a book report that rings true with what I feel. If I do justice to these, the time is stolen from other classes and the hourly bells are not appeased until I have made peace with them. Of course, I can fill a paper with platitudes and hand it in to a teacher who is so used to mediocrity that she accepts it, perhaps surprised that I have written a book report at all. And I can go to my next class with the feeling that, here again, I have slipped in any standard which I may have.

When my period for French comes I should like to devote complete concentration to translating, thoroly satisfying my curiosity as to the entire mean-

ing of the passage. But this is only a dream. All I have time for is learning to rattle off the answers to the questions

IT IS WELL to look at a complex institution like the school from many angles. To the statesman it is a means of securing a stable and intelligent government; to the industrialist, a source of skilled workmen and generous buyers; to the teacher, a profession and an opportunity; to the city planner, a part of the city's housing scheme; to the parent, a place where his children may have a better opportunity than he had. What does it mean to the youth? Is there not need for closer mutual understanding between the school and the student in order that his point of view may have its part in shaping policy and that he may have a sense of his own responsibility?

which the teacher says will be included in the tests. The clock goes too fast! Why are we ruled by bells? Why can't I say, comfortable in my conception of the right of things, "I am not going to my algebra class because I have here a drawing which I want very much to finish." Warmed-over lessons are a painful duty and I am so used to sliding that I will go to a movie if the opportunity offers, rather than do them in the evenings. What good will it do me to put two more proofs down for my algebra lesson, translate another paragraph of French, finish the poem for which I cannot now find an ending? Is this education? Can this mincemeat, spread over four years of high school, give us anything but a coating of superficial slapbang culture?

Let me give you an example of a high-school day. In the morning I go to Latin, my enthusiasm fresh for Horace. Horace may be as enthralling as a scene from Romeo and Juliet, but that is no account when the bell, which might be called an ornament of democracy, because it reduces rich lessons and poor to the same level, rings to tell us the class must disband. I have five small minutes in which to erase Horace from my mind and prepare it carefully for the onslaught of geometry. During the next hour, if my

mind strays back to a passage I had not completely understood, a sharp glance from the teacher reminds me where I am and what I have to do. As the swing of the daily lesson envelops me, I can soon explain why triangle ABC is congruent to triangle DEF, but the bell rings; the lesson half-done is crammed anyhow into the book; and another class begins. I have half an hour for lunch. I may stand at the end or in the more fortunate middle of a line of students with eager trays, or I may get a bar of candy and read an enjoyable book for that half-hour. Perhaps there is a lesson to prepare for an afternoon class.

Soon I am making a drawing of a very interesting starfish, which goes regretfully back into the desk at the end of the period. I must again prepare my mind for the definite stamp that the next class will put upon it. This, five days a week, twenty weeks a semester, two semesters a year. Why can't we have, say, half a day allotted to a subject? There would be time then for reading, experiment, delving into an absorbing study. As it is, we are likely to be sickened on cream, skimmed from the top and not wholly digested. I have work here on my table, little suggestions written on hasty scraps of paper, assignments jotted down, books spilling sheets that have never been and never will be completed, because there is always a new lesson tomorrow and he who lags behind is lost.

High-school students look older than their ages; their faces are glazed carefully with unnatural "noncommittalism." Some of them seem to be walking in a daze—there are so many ideas, so many diversified statements, so many things to think about that do not, and should not, fit together. In a school baseball or football game, this daze is replaced by sudden eager enthusiasm; there is one thought in each mind—our team must win. This is why athletics hold such an important place in school life—out of the muddle of it all is a clear conception of just what to go after and how to get it.

The question is, are we being really educated? We, or others for us, judge high school important enough to spend there four of what should be the most enjoyable years of our lives. Is it worth them? Can these years, crowded with odds and ends of unfinished work, fit us for living, for work that has any significance at all?

Growth of Summer-School Attendance

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

States and other units	Number of teachers ¹ 1929-30.	Summer school enrolment:						Total number of summer schools 1932 ³	Number of summer schools reporting 1932	Percent that enrolment in courses of education in 1932 is of number of teachers	Rank of column 11
		1930		1931		1932					
		All courses	Courses in education	All courses	Courses in education	All courses	Courses in education				
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	920,698	417,501	269,928	422,754	271,095	358,131	231,411	565	555	25.1	
Alabama.....	17,777	10,697	8,679	10,078	7,174	6,879	4,472	15	15	25.2	25
Arizona.....	3,515	1,192	719	1,211	919	930	625	2	2	17.8	39
Arkansas.....	13,552	3,638	2,966	4,369	3,189	2,096	1,554	6	6	11.5	43
California.....	40,365	20,225	10,268	19,114	6,616	16,311	7,291	16	16	18.1	37
Colorado.....	9,911	8,621	5,948	9,512	6,557	7,155	5,083	8	8	51.3	2
Connecticut.....	11,011	1,149	1,060	1,202	1,202	1,608	1,278	3	3	11.6	42
Delaware.....	1,568	338	231	440	365	493	395	1	1	25.2	24
District of Columbia.....	2,881	3,174	1,265	3,455	908	3,039	1,008	6	6	35.0	7
Florida.....	11,956	2,551	1,809	2,790	2,275	3,079	2,250	3	3	18.8	34
Georgia.....	19,546	7,979	4,163	7,884	4,259	6,870	4,110	17	15	21.0	30
Idaho.....	4,860	794	702	847	739	703	502	3	3	10.3	44
Illinois.....	49,611	25,585	16,426	24,951	13,762	21,876	11,100	31	31	22.4	28
Indiana.....	26,168	13,433	10,154	11,820	8,605	11,186	8,493	17	17	32.5	10
Iowa.....	26,021	10,071	6,286	10,025	6,783	8,178	5,441	18	16	20.9	31
Kansas.....	20,100	10,298	6,991	10,350	7,232	8,624	6,283	17	17	31.3	11
Kentucky.....	16,950	9,239	6,824	9,591	6,482	7,979	5,887	15	15	34.7	8
Louisiana.....	12,412	7,296	2,988	7,736	3,833	6,410	3,296	10	9	26.6	20
Maine.....	6,699	1,474	1,308	1,631	1,406	1,237	1,034	6	6	15.4	41
Maryland.....	9,124	2,251	1,590	2,907	1,999	2,517	1,696	4	4	18.6	35
Massachusetts.....	27,270	8,550	3,269	8,806	3,894	6,618	2,739	12	12	10.0	45
Michigan.....	37,002	15,938	9,547	18,047	11,696	12,337	7,196	17	17	19.4	33
Minnesota.....	23,281	9,438	4,402	8,931	6,221	8,107	5,125	9	9	22.0	29
Mississippi.....	18,331	3,589	2,577	2,731	2,262	1,855	1,525	8	8	8.3	48
Missouri.....	25,062	13,849	9,070	14,677	10,979	11,637	8,149	14	13	32.5	9
Montana.....	6,701	1,377	1,011	1,419	1,107	1,551	1,200	4	4	17.9	38
Nebraska.....	15,316	7,628	6,495	7,890	6,044	7,675	4,651	15	14	30.4	12
Nevada.....	877	149	116	118	73	0	0	0	0	0	50
New Hampshire.....	3,377	483	332	566	400	564	308	2	2	9.1	46
New Jersey.....	27,846	3,488	2,260	4,316	2,560	3,111	2,088	10	9	7.5	49
New Mexico.....	3,757	1,906	1,624	2,359	1,963	2,427	1,810	4	4	48.2	3
New York.....	82,659	42,463	22,678	43,663	22,776	40,115	21,416	32	32	25.9	21
North Carolina.....	24,239	10,580	8,011	8,614	6,601	8,768	6,795	18	18	28.0	16
North Dakota.....	10,062	4,263	3,567	4,752	3,752	3,199	2,740	8	8	27.2	17
Ohio.....	45,183	21,223	14,214	19,564	11,808	16,984	10,381	29	28	23.0	27
Oklahoma.....	20,160	17,089	10,790	16,871	10,023	16,666	11,301	14	14	56.1	1
Oregon.....	7,275	3,884	2,602	4,442	2,768	3,103	1,772	8	8	24.4	26
Pennsylvania.....	61,994	23,894	15,643	23,278	18,016	21,910	15,956	44	43	25.7	22
Rhode Island.....	4,893	225	210	217	44	1,064	834	4	4	17.0	40
South Carolina.....	13,569	3,299	2,510	3,087	2,423	1,782	1,206	6	6	8.9	47
South Dakota.....	9,582	2,333	1,734	2,716	1,958	2,676	1,954	11	11	20.4	32
Tennessee.....	18,595	12,241	10,473	11,336	10,037	8,611	7,412	17	17	39.9	5
Texas.....	44,161	29,475	19,290	30,266	21,307	23,863	18,231	25	25	41.3	4
Utah.....	4,991	1,691	1,109	1,649	588	1,876	903	3	3	18.1	36
Vermont.....	3,207	1,482	716	1,523	814	1,441	822	2	2	25.6	23
Virginia.....	18,181	7,988	5,760	8,128	6,107	6,820	4,850	14	14	26.7	19
Washington.....	11,604 ²	6,740	4,774	10,046	5,957	6,144	4,361	8	8	37.6	6
West Virginia.....	20,122	7,409	5,251	8,046	5,822	7,414	5,732	13	13	28.5	15
Wisconsin.....	22,059	12,148	7,433	12,232	6,881	10,556	6,635	14	14	30.1	14
Wyoming.....	2,953	1,361	1,088	1,227	981	1,114	890	1	1	30.1	13
Hawaii.....	2,362	1,313	995	1,324	928	973	631	1	1	26.7	18

READ table as follows: In Alabama there are 17,777 teachers, principals, supervisors, and administrative officers in public elementary and secondary schools. In this state 15 institutions conduct summer schools. A report was obtained from all of these summer schools in 1932. These 15 institutions reported a summer school enrolment of 6,879. Of this total, 4,472 were enrolled in teacher training or education courses. In Alabama the ratio of summer school enrolment in education courses to the number of teachers in the state is 25.2 percent. This percent gives Alabama a rank of 25 in this regard.

In interpreting the figures of this table it should be kept in mind that some states offer fewer and less attractive opportunities for summer

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

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

¹With the exception noted the figures as to number of teachers are those of the U. S. Office of Education

for 1929-30, the last year for which figures are available. They include teachers, principals, supervisors, and administrative officers of public elementary and secondary schools.

²Figure supplied by reliable state agency for 1932.

³The number of institutions in this column is that reported in the Educational Directory for 1932, United States Office of Education, Bulletin, 1932, No. 1. All institutions were given three opportunities to report. Of 565 institutions conducting summer sessions, 555, or 98 percent, reported. A complete report was received from all institutions in 42 states and territories. The rank of a few states is lowered because one or two of their institutions failed to report. Such states may be identified by comparing columns 9 and 10.

They Don't Pay Taxes

WHERE have these children been going to school, Mr. Moore?" I asked. The chairman of the schoolboard was driving with me to the opening of my mountain vacation school.

"Most of them have never been to school," he replied. "Those folks don't want a school. They could have sent the children to Stony Ridge, but they don't want an education. The superintendent and I went to their homes and told them we would send them to jail if they did not send the children to school this summer." He laughed as he added the last. "You see, Miss Carroll," he continued, "we are going to have you teach in their church, which is not more than two and a half miles from the farthest away."

"How far are they from the Stony Ridge school?"

"Why, the nearest of them are not more than a mile and a half, and I reckon the farthest away are four or five. You see the board put the school at Stony Ridge because that is where most of the taxpayers live tho it happens that most of the children now come from these mountain homes up those hollows there back of the church."

I had been a supervisor of schools in a mountain county and a teacher in several different rural schools, so realized that I was getting only one side of the

picture from this board member in whose home I was to live. I knew that work with these children and parents would soon enable me to form my own opinion about their desire and need for a school.

We found two boys sitting under a tree when we drove up before the small, unpainted church building. Mr. Moore unlocked the door and I looked into a typical small church of the country—two windows on each side, a platform across one end, an altar rail, crude homemade benches, and a stove in the center of the room. A small piece of blackboard was tacked in front and eight double school desks were placed in front of the long benches which were crowded into the back of the room. My spirits rose as I noted the oiled floor and was told by Mr. Moore that the women of the community had had a cleanup day on the Saturday before I came. The men had cut wood and piled it in the back of the room for fires for the cool mornings. There was a new box of chalk and new erasers, and I was told that the schoolboard would furnish books for the pupils not able to buy them. I remembered the stacks of new books and other materials in the back of my car, and I thought with pleasure of the feast I could give these hungry children. Mr. Moore, the boys, and I soon unpacked my car, and by the time the other chil-

dren came there were maps, charts, and pictures on the wall and two benches stacked with pretty books.

I wish I could describe the eighteen children who came to school. Most of them were barefooted, and their clothes were old, too long or too short, and sometimes none too clean. Their hats defy description. The children were plainly scared. More than half had never been to school and the others had attended very little. In a kind, impersonal tone I told them to take off their hats, put them on one of the benches near the door, and come to the desks at the front. They did this. They gave their names and ages with the mountaineer's love of strict truthfulness: "Pauleen Lawrence, sixteen goin' on seventeen;" "Harper Grayson, fifteen goin' on sixteen;" "Janet Lawrence, eleven goin' on twelve"—and on down to "Helen Lawrence, four goin' on five." While waiting for the superintendent I invited them to look at my pretty books. I felt their starved hunger as with solemn reverence they touched those blue, red, green, and orange books and opened their eyes in silent wonder at the colored pictures inside. I was later to find it a source of joy and annoyance to have them blurt out in glee: "Oh, Miss Carroll, look! Here's a picture of that elephant you read us about." "Miss Carroll, what is this? Ain't he funny?"





The first week of school

To my surprise I found that sixteen of my eighteen children were in the primer class. By the end of the second week they were grouped as follows: May Jewel, seven; Joe, seven; Edna, six; Priscilla, five; Helen, four—all doing preprimer or kindergarten work; Pauleen, sixteen; Janet, eleven; Koy, ten; Ezra, eight; Virginia, eight—all beginning the use of the primer; Harper, fifteen; Woodrow, thirteen, and Cellie, eleven—in the primer but taking much longer lessons than the others; Ray, ten—in the second reader but doing arithmetic, language, and geography with Clarence, ten, who was in the fourth reader. The last three in the primer and the ones in the second and fourth grades were the only ones who had been to school enough to write their own names and read a little.

We had a daily program something like this:

[1] Opening exercises, health inspection by the officers of the Health Club, a discussion of health rules, a short practise on songs, or memorizing a psalm or the Lord's Prayer.

[2] Reading lesson with seat work for all not reading.

[3] Short recess with games directed by the teacher. They loved Farmer in the Dell, Three Deep, and Locked Arm Tag.

[4] Writing and drawing period.

[5] Spelling for older pupils and board work for the little ones.

[6] Story period for all. I read them dozens of stories ranging from Bible stories and Kipling's *Just So Stories* to the simplest things in the supplementary readers I had.

[7] Noon—all little children excused to go home, the more advanced kept to finish their lessons or to have a second lesson in reading if they were learning fast enough and wanted one.

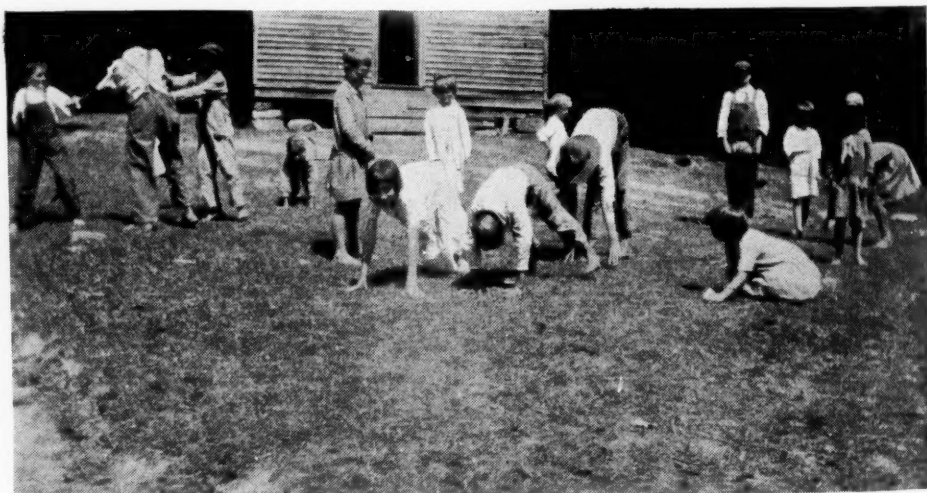
I want to tell you the story of Jasper. His home was the farthest away from school. The parents had sworn they

would never send their children to Stony Ridge—and hadn't. Not one of the nine children could read a word. They all lived in a small, one-room log cabin. The mother came with a three-weeks-old baby in her arms, leading a two-year-old to one of our picnics. Both parents came to our Sunday School. Three girls from that home were in school the first day and told me that Jasper would come the next day. He evidently wouldn't risk it until the others had tried it.

The second day I looked up from my work to see a big, strong, sandy-haired boy in the door followed by six girls, all his sisters and cousins. I knew the Lawrences had arrived. This boy who looked for all the world like the Dillons in John Fox Jr.'s story must be Jasper. He came in and sat where I asked him to. In spite of his determination, he was scared and could hardly tell me his name. When I asked him his age he said, "fourteen goin' on sixteen," and the other children laughed. I said to them, "Now that is all right. If he is fourteen, he is certainly going on sixteen." I never knew them to laugh at him again. He could count and read his numbers, but could not write them. He knew most of his A B C's when he saw them. He could make change up to \$1. His power of observation was unusual. From that first day he could take sentence strips and match them on the chart tho he couldn't read them. As soon as he could read a page in his primer he would take phrase and word cards and by finding them in his primer learn to identify them alone. From the first he worked independently and soon he and an eight-year-old boy were ahead of all the others. When the other boy was absent a few days, Jasper went on alone. He was always shy, but his pride in being able to read before the school or before

his parents was evidenced by the light in his eyes. I taught him to write his name, then other words, and finally to write sentences from his reader on the board. He learned to make his numbers with little effort. He was as quick in learning the addition and subtraction combinations as the pupils who had been in school a year or so. Division was hard for him. I'll never forget the look of pain on his face the first time I did some division on the board for him. That look of pain changed to a grin when I took erasers and called them hogs, and pieces of chalk and called them ears of corn, and divided twenty ears of corn among his four hogs and then wrote that on the board.

He loved the story of the flag and never forgot what the colors meant. He liked the story of Washington's riding his mother's horse. He liked the story of David and Goliath. Dog stories always fascinated him and he never tired of tracing, coloring, or cutting out pictures of dogs. After he learned the directions on a map he liked to spell out the states and ask me what they were and something about them. He became neat in his clothes, even wearing a tie to school. His hair, which was long and uncombed the first day, was always cut and carefully brushed. He never forgot to bring his handkerchief or to use it. He carefully kept a "wash up" chart and never ate his lunch without washing his hands even when the nearby spring dried up and he had to go a long way to wash. He learned to play games with the others and by the end of school was learning to be a leader. He and his two older brothers joined a 4-H club organized by the Home Demonstration Agent. Music and poetry were new languages to him. He was slow to feel their rhythm tho he liked them without knowing why.



The mountaineer children on the school "campus"

I said one day, "Jasper, if they get a high school here at Brooksville, you can go there, can't you?" He answered very seriously, "I guess that is too far away." I said, "Why, Jasper, that is just about three miles. I drove over six hundred miles alone in my car to come here and teach you this summer." He looked very serious and troubled as he said, "That's a right long way."

Three times during the two months we had a program to which the parents were invited. We planned nothing new, but showed them what we were doing in school. The health officers conducted a rigid inspection of the other pupils, and when a child was found to have dirty feet or to be without a clean handkerchief in this public inspection he was sure to be 100 percent clean the next day. The more advanced pupils read stories they had read in class; the younger or weaker ones recited something or helped the others dramatize some story they had done in class. Every child had a special part beside the songs and other group activities.

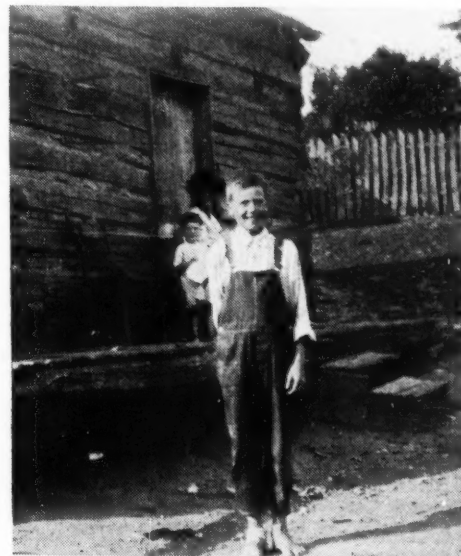
Twice we had a picnic on the river bank. A number of pupils, a few parents, and the teacher went in swimming while the Home Demonstration Agent and the parents who did not swim prepared the picnic. Each time the parents came down they were prouder of their children and happier over their own school.

It was from the parents that I gradually learned what Mr. Moore meant when he said, "They don't pay taxes, anyhow." Some years ago a large land company conducted a survey of all the mountain land about there. They bought several thousand acres of this land. All the parents of my pupils, except one who owned about four acres upon which he had a corn patch and garden, lived on this sur-

vey. The land company paid all taxes and allowed these families to use the land rent free. The children had told me they lived on "the great survey," but had not been able to explain the term.

I had agreed to help with the Sunday School. I taught the adults and had a number of the parents in my class. One Sunday near the close of school the lesson topic was "Jacob and Esau." I talked about following the line of least resistance as Esau had done. At the close of the lesson I said something like this, "I have talked to you about following the line of least resistance because it is the easiest thing in the world to do. It is easier to let your children grow up without an education than to send them four miles to school or to work hard enough for a school here that the board will give you one. The schoolboard meets next week. If you want a school of your own, go before that board and ask for one. Prove to them that you are interested enough to keep your children in school. Don't try to send them when you don't need them. Send them when you *know* you can't get along without them. It will take courage of the highest type for you to get and keep a school here, but, my friends, you have the best children I've met in all my experience. They have done beautiful work this summer. Give them a chance. Then when they are thru here get them into college if they want to go. If you haven't the money and don't know where they can work their way, let me know. I'll help them find a place. There are always schools who want children whose parents are behind them."

When the schoolboard met they were there. An old man who had only one grandchild in school was the spokesman for the crowd. He talked in the pictur-



Jasper in front of his home

esque and forceful words of the illiterate who is not ignorant. In substance he said, "Our parents neglected us. I can't read or write. We've never had a school here. We've neglected our children. The board has never done anything for us, but it is our fault. Now we want a school. If you'll give us a teacher, we'll get together and get the wood. We'll do our part if the board will only send us a teacher."

The schoolboard was convinced that these people did want an education and a school. This winter for the first time those eighteen children will have their own school for eight months. However, here is the tragedy—the schoolboard has no money for a much-needed new building. This one can hardly be made comfortable in the winter months. The new teacher will bring to the school neither the experience nor the equipment of the rural supervisor. A little money is being spent where a great deal is needed. The schoolboard is not to blame. The county is already paying a school tax of almost \$2. State aid this year enables them to run their school eight months—but these children do not have money for books, tablets, and pencils. They do not have enough to eat or sufficient clothing to keep them well and comfortable. They don't pay taxes because they own nothing of value to be assessed. They haven't the education to make a decent living. To share in the government and control of this county these boys and girls must not only be taught to read and write, but they must become selfsupporting and contributing members of the county. They must pay taxes.—**Susie E. Cowden**, Simpkins Demonstration School, Christiansburg, Virginia.



Jasper's mother on the porch of the one-room cabin

The Centennial of a Famous Song

THE UNITED STATES has several beloved national anthems. Every well-taught child loves these beautiful expressions of aspiration and idealism. The national anthem, so far as law has any significance in a matter of this kind, is "The Star Spangled Banner." Probably the favorite of the schools is "America the Beautiful." Another favorite which has "that indefinable simple something that gets into the hearts of the people" is "America." This latter song has a particular significance this year of its centennial. Children should be taught the complete version of "America," especially some of the verses which have usually been omitted and which are particularly significant to children because they emphasize education and the school. Let these verses be restored to the song book. Let this song be used widely during American Education Week.

The following statements are abridged from an article, by Elmo Scott Watson, which was distributed by the Western Newspaper Union in connection with the George Washington Bicentennial.

SINCE "America" was first sung in public on July 4, 1832, special attention was paid during our 1932 Fourth of July celebrations to honoring Rev. Samuel Francis Smith, the man who wrote the song. Dr. Smith was born in Boston on October 21, 1808. As a boy he attended successively a "dame school," the forerunner of the modern kindergarten; the Eliot school; and the Boston Latin school, in all of which he showed unusual talent and won many medals for scholarship. At the age of seventeen years he entered Harvard college. He was a classmate of Oliver Wendell Holmes who, in one of his class reunion poems—"The Boys"—wrote this quatrain:

And there's a nice youngster of excellent pith;
Fate tried to conceal him by naming him Smith;
But he shouted a song for the brave and the free—
Just read on his medal, "My country, of thee."

After graduating from Harvard he studied theology at Andover. While a student here, he wrote "America." He also wrote other hymns, religious in character. The best known of these is "The Morning Light is Breaking." For many years Dr. Smith served as a Baptist minister. He became editor of the

Christian Review and, later, of the *Missionary Magazine*.

The circumstances under which twenty-four-year-old Samuel Francis Smith wrote "America" were these:

In 1831 William C. Woodbridge, a noted educator of New York, visited Germany's public schools, particularly for the purpose of bringing back any idea which might be adapted for use in the schools of the United States. He learned what every good German knows, that music has an important place in the life of the people and in school life, as well. Consequently some of the school music books brought back by Mr. Woodbridge were passed along to Lowell Mason, a talented musician and pioneer in the introduction of music into the Boston public schools. Mr. Mason was not a student of German. He asked Samuel Francis Smith, who had an extraordinary facility in languages, to make translations from the German or to write new verses which could be set to the German music.

"On a dismal day in February 1832, looking over one of these books, my attention was drawn to a tune which attracted me by its simple and natural movement and its fitness for children's choirs," wrote Dr. Smith years later.

"Glancing at the German words at the foot of the page, I saw that they were patriotic, and I was instantly inspired to write a patriotic hymn of my own.

"Seizing a scrap of waste paper, I began to write, and in half an hour, I think, the words stood upon it substantially as they are sung today. I did not share the regret of those who deem it an evil that the national tune of Britain and America is the same. On the contrary, I deem it a new and beautiful tie of union between the mother and the daughter.

"I did not propose to write a national hymn. I did not think that I had done so. I laid the song aside, and nearly forgot that I had made it. Some weeks later I sent it to Mr. Mason, and on the following Fourth of July, much to my surprise, he brought it out at a children's celebration, where it was first sung in public." Edward Everett Hale, then ten years old, was one of the children in the choir.

The original manuscript of the famous song is now treasured by the Harvard University library, to which it was bequeathed by Doctor Smith's son in 1914. In accepting the gift W. C. Lane, the Harvard librarian, wrote, "This is one of

the most precious bits of original manuscript which any American library could desire to own."

There has been considerable dispute as to the origin of the tune. The most celebrated national anthem with this air is the English "God Save the King." Germany, Switzerland, and Denmark also sing the same strains.

"America," as written by Samuel Smith, contained eight verses:

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died!
Land of the Pilgrims' pride!
From every mountain side
Let freedom ring!

My native country, thee,
Land of the noble free,
Thy name I love:
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet Freedom's song:
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our father's God, to Thee,
Author of liberty,
To Thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King!

Our glorious Land today,
'Neath Education's sway,
Soars upward still.
Its halls of learning fair,
Whose bounties all may share,
Behold them everywhere
On vale and hill.

Thy safeguard, Liberty,
The school shall ever be;
Our nation's pride!
No tyrant hand shall smite.
While with encircling might
All here are taught the Right
With Truth allied.

Beneath Heaven's gracious will
The stars of progress still
Our course do sway;
In unity sublime
To broader heights we climb,
Triumphant over Time
God speeds our way.

Grand birthright of our sires,
Our altars and our fires
Keep we still pure!
Our starry flag unfurled,
The hope of all the world.
In Peace and Light imperaled,
God hold secure!

DID YOU ever try to study after a heavy meal or when weighed down by physical fatigue and exhaustion? Have you noticed how a walk in the fresh air stimulates thinking? Have you ever noticed when you are not well how the lamp of adventure and courage burns low? You can observe in your own daily experience these relationships between mind and body which are always at work to free your mind for its higher and finer uses, or to weigh it down in defeat. You cannot abuse or neglect your body and make the best use of your mind. In your plans to make the most of your mental heritage, learn to understand your body, to treat it right, to give it the same care that you would bestow upon an expensive watch, a fine automobile, or a marvelous airplane. Wholesome health habits are the foundation of mental vigor.

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THE BEGINNINGS OF A MIND

THE MIND, like the body, grows by what it feeds on. Wise parents are as careful to nourish the minds of their children as to feed their bodies. They surround them with order and beauty; they plan to satisfy curiosity just as they seek to satisfy bodily hunger. Curiosity is the appetite for mental food. It leads the child to look, to examine, to experiment, to taste, to feel, to listen, to contemplate. What he gets in this way becomes the raw material of his mental processes. Have you ever noticed how your own mind goes back to your earlier experiences? How you attach meaning to each new fact in terms of what you know? Preserve therefore your habit of curiosity. Do not close the doors to new experience but select what comes into your mind with discrimination. Richness of experience is the foundation of mental growth.

BACK of every great achievement there is endless detail and planning. The great bridge that spans a river, the vast building that rises in lovely majesty, or the sturdy airplane that sweeps the skies, have back of them an endless detail of blueprints, mechanical drawings, mathematical calculations, factory schedules. We live in a precise and orderly world. The wise student plans his daily and weekly work as carefully as he solves his problems in algebra or chemistry or mechanics. He makes a schedule, tries it, adapts it, sticks to it, and in consequence is able to do many times as much as the slipshod and haphazard student. By planning your time carefully you will find a place for generous leisure, for happy companionship, and for relaxation and meditation, which are the marks of a wellbalanced mind.

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HELPING YOUR SCHOOL

YOUR SCHOOL is your larger self. You and your associates influence each other. You develop an atmosphere; you set standards for each other; you arouse interests and stimulate ideals. In your school you form the associations of a lifetime. From among your schoolmates you are likely to select your wife or your husband and in later years your business or political associates. If your school has a good name you share in that name. If you and your fellow students take pride in reflecting honor upon your school, the standing of your school will be a source of strength in your life. Your school is what you make it. If during your school days you stand for the best things in your own life and among your associates—talk about them, dream about them, think about them, plan for them—that school will be a power in the making of your mind.

THE FOLLOWING BOOKS were written by masters in the art of living. They are worth owning, reading, marking, and rereading. By adding others to the list you can develop a personal bookshelf which will be an extension of your mind.

For junior high school, *Autobiography* by Benjamin Franklin.

For senior high school, *What Men Live* by Richard C. Cabot.

For college, *Making the Most of Books* by Leal A. Headley.

For the mature years, *The Art of Thinking* by Ernest Dimnet.

JOY ELMER MORGAN, EDITOR
Journal of the National Education Association
WASHINGTON, D. C.

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First—Fold away from this line

Second—Fold away from this line

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YOUR MIND AND YOUR COMPANIONS

WHEN you choose your companions you have taken a long step toward shaping your destiny. The things people talk about and do together, they think about and attach importance to. If your companions are trivial or sensual or vicious, you cannot escape those elements in your own life. If your companions are interested in worthwhile things, if they are concerned with citizenship, with affairs, with science, with art, and with worthy achievement, you too will attach importance to these things. Fine companionship is one of the great achievements and abiding satisfactions of a wellplanned life. To be a good companion, a worthy playmate, a helpful brother or sister, a cherished husband or wife, a respected neighbor, an honored colleague, is to have made a good beginning toward the development of your mind.

YOUR MIND AND RADIO

THIS GENERATION has been privileged to see the birth of a new force hardly less significant than the development of language or of printing. To produce and distribute a single book to the entire world would require a long time. By the magic of radio it is possible for a single teacher to reach millions of minds in an instant. Radio like printing can debasify or elevate. It can emphasize the tawdry or the noble. Radio has done much to debasify human life—to appeal to the lower tastes and emotions. It has exposed home and family life to the vulgar and indecent attitudes which are developed by commercialized recreation in large cities. Radio has also done much to elevate human life thru beautiful music, inspiring sermons, and the discussion of public affairs. These by the turn of a switch you can select as the raw materials of your mental heritage.

Your Mind In the Making

An Editor's Message To Students . . .

THE KEY to a life of excellence and happiness is a welldeveloped mind. Such a mind can be built. Here are some of the principles which you can try for yourself.

Third—Fold away from this line

YOUR MENTAL HERITAGE

IN the great scheme of things each part has its place—the soil and the sea, the flowers, and the animal kingdom. Many of these are truly marvelous—the charming life of the birds, their freedom in flight, their skill in nest-building, their exquisite art in song. But beyond the most gifted of all animal creation comes man with a larger control over his own destinies than any other creature. The center of this control is the mind, the supreme gift of all creation. Were you to inherit a million dollars would you not think carefully how you should manage that great heritage? You have a far greater gift in your own mind and the possibility of using that mind day after day thruout life to determine your achievement and destiny. The first mark of a student is an appreciation of the worth of his own mind.

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YOUR MIND AND BOOKS

YOUR MIND is not *your* mind. Only a small part of it is yours. Most of it comes from the minds of others, for mind belongs to the race. Thru untold centuries the mind has been developed, slowly at first, faster as it gained momentum. For some six thousand years the fruits of man's thinking have been recorded in books. Printing from movable type was begun in 1450. In the brief space since then the mind of man has made more progress than in all the ages that went before. Books have brought mental food to the masses. Where one man in ancient times was free to think, today millions are free to draw upon the accumulated experience of all written history as it is recorded in books and made free at our great libraries. Love books; own as many as you can; select them carefully; use and encourage libraries.

PLANNING AHEAD

THE RACE gets ahead, you get ahead by thinking and planning beyond the moment. That means imagination, memory, intelligence, persistence. It is as easy to plan the expected life of 70 years as to construct a building of 70 rooms. It can be broken up into units of 10 years or 5 years each; special points can be emphasized during each of these units. Up to 20 years—schooling; 20-30—establishing a home and family; 30-40—years of thrift and financial planning; 40-50—transition years with children in college; 50-60—rounding out a career; 60-70—the sunset years which should be the happiest of all. Of course not every detail of the plan will work out. You will change your plans as life moves on but you will be better and get further for having made them. Use your school years to plan a lifetime of learning and growth.

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YOUR MIND AND THE MOVIES

JUST as the invention of movable type opened to the masses the world of print and laid the foundation for the common school, so the development of moving pictures and talkies has extended to the masses the great art of human drama. The movies are largely in the hands of promoters more interested in fortunes than in great art or making a contribution to a nobler civilization. No amount of legal regulation was able to prevent moviedom from making a hero of the gangster. But there are good movies occasionally great movies—which enrich and stimulate the mind. These you can select for your own. They will mean more to you because you do not waste your time on an endless round of trivial thrillers. Select your movies with the same discrimination as your food, companions, books, and radio programs.

THE ART OF CONCENTRATION

A GOOD PLAYER keeps his eye on the ball. That is the secret of skilled workmanship. The hand follows the eye. Where one looks he strikes. The mind is like that. Many problems which seem difficult become simple when one keeps his mind upon them, holding it there, bringing it back over and over again until the solution appears. Each time you assert mastery over your mind it becomes easier to control. You can train for occasions of great mental performance even as the athlete trains for the Olympic Games. Just as the longdistance runner begins slowly and each day goes further, you can train your mind until it is able to perform sustained mental tasks with joy and vigor. Keep your mind where you want it to be. Thus you will develop what Woodrow Wilson described as a disciplined mind.

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YOUR MIND AND YOUR TEACHER

NEXT to a wise and devoted mother or father comes an earnest and understanding teacher. It is too much to expect that every teacher will measure up to one's standard of the best, but in the course of your schooling, there should be a few teachers who arouse ambition, quicken the fires within, and give direction to your life. Such teachers are worth searching for and working for. People travel across continents and around the world to sit at their feet. Their influence spreads; it lasts thru many generations. Even less gifted teachers influence us more than we know if we lend ourselves to their teaching. You cannot learn if you are not ready to learn. No teacher can take the place of your own will. Your time is wasted unless you do your part. Helping your teacher is one of the surest ways to help yourself.

YOUR MIND AND YOUR SPIRIT

MIND is not something apart. We speak of it by itself merely for emphasis. The whole life is one—mind, spirit, and body are but phases of the whole, each inescapably linked with the other to serve as a handicap or a help in one's effort to improve himself. Spirit, like mind, can be cultivated and enriched. Think of the people you like best; make a list of the adjectives that describe their spirit and you will set down such terms as faith, cheerfulness, integrity, courage, persistence, humility, sympathy, and affection. The mind of the child is tempered in the love of his parents, his companions, and his teachers. What the soil is to the plant, affection is to the growing mind. The marvelous mind of Abraham Lincoln is associated with an abiding affection for the human race. Humility and sympathy are marks of a great mind.

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THE IMPORTANCE OF HABITS

MAKE a list of the things you do without thinking. Include habits associated with the body such as sitting, walking, eating; also habits associated with the mind, such as speaking, reading, writing, planning. Note how each of these habits—at first developed with considerable effort—frees you from having to think out each time the details of the many acts that make up your life. In proportion as habits can be established which automatically provide for the lower phases of our lives, our mental energy is able to flow into higher activities. This is true for the race as for the individual. When the bare necessities of food, clothing, and shelter are assured, race turns to education, to art, and to the higher expressions of mind and spirit. Cultivated mental habits are the foundation of intellectual distinction.

The John Newbery Prize Book

W E NAVAHO call it the *Waterless Mountain*, because on its top and on all of its sides there is not one spring; but no one knows what may be in its heart. There are six different directions always—east, south, west, north, above, and below. Below is the deep heart of things."

THESE are the words of Uncle, the medicine man, to Younger Brother, in the latest Newbery medal book, *Waterless Mountain* by Laura Adams Armer. Younger Brother seeks to understand "the deep heart of things" in his own thoughts, in the beauty of nature, in the legends and religious ceremonies of his own people, the Navahos of Arizona. To reveal "the thoughts and feelings and growth of this Navaho boy is a daring subject for a white woman to tackle," says Oliver La Farge in the foreword of the book and adds: "Many readers will question the high religious ideas, the constant talk of beauty, the mysticism, that Mrs. Armer ascribes to Younger Brother and his priestly Uncle; one can only say that, contrary to the general idea, many Indians are so."

Mrs. Armer has given a wonderful gift to children in *Waterless Mountain*. In this book they have a different picture of the Indian than the usual one of cruelty and savagery. The simple, natural things of life, which children enjoy if given the opportunity, are here set forth in an inviting way. Their love of a good story is satisfied in the adventures and experiences of Younger Brother's boyhood. This Indian boy of today with his appreciation of the legends, traditions, and ancient religion of the Navahos, brings to the readers of *Waterless Mountain* an acquaintance with a people that has lived in our country for centuries, almost unchanged.

Waterless Mountain is a beautiful piece of writing—the kind of prose that is worth reading more than once for its beauty. Perhaps the author's intimate ac-

quaintance with the Indians has helped her to write in a simple, direct style which appeals to children. *Waterless Mountain*



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Mrs. Laura Adams Armer

is her first book, written partly because her paintings could not fully express all she knew and felt about the Navahos. Mrs. Armer is a native of California. When a young woman, she studied painting and drawing in San Francisco, where she met and married Sydney Armer, an art student. After the marriage of her son, Mrs. Armer gave all her time to painting. Her interest in the primitive forms of art led her to the heart of the Navaho country, the Black Mountain region of Arizona. She chose a remote trading post, far away from railroads and tourists. It meant learning customs, language, and manners, making friends, and gaining the trust of the reserved Navahos. She lived among the Indians in a hogan or hut they built for her.

Unaccustomed hardships were a part of Mrs. Armer's daily life but she took them for granted. One time she spent two months without a shelter in the canyon. When the sand storms came so hard that she could not paint, she would take refuge in the hogan with her Indian guide. His children carried water for two miles for her to drink. It was muddy and alkaline and they brought it in kegs fastened to a burro's back. They chopped cedar wood for her which their father had found in the wash brought down from the mountains in a storm. Mrs. Armer says:

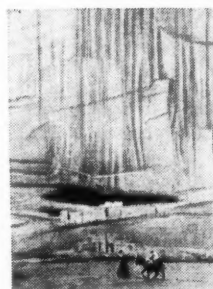
All I had to eat was mutton and bread cooked in a Dutch oven on my campfire. People have asked me if I enjoyed living so crudely; I answered that I wasn't seeking pleasure but

knowledge. When I watched a Navaho woman kill a sheep, skin it, and cut it up to cook; when I saw her climb a cottonwood tree and chop off a branch, I felt very insufficient in my weakness. I admire these women for their skill in weaving. I love the shy children and I found much to admire in the colorful ceremonies of the men.

In gaining the confidence of the Navahos, Mrs. Armer achieved her ambition of copying their sacred sand paintings which are made on the floors of medicine lodges as part of the ceremony of healing. The sand painting is a symbolic picture with a basis of clean, white sand with pictures worked in colored sand upon it. It is exquisite and tho it takes a long time to do, it is destroyed as soon as the ceremony is over. No woman, Indian or white, was allowed to see all the healing ceremonies in an Indian lodge but Mrs. Armer worked and waited, made friends and painted whatever she could, and finally was permitted to sit quietly in a corner and take part in a single ceremony. She has copied 100 sand paintings which are now in the new Anthropological Museum in Santa Fe, New Mexico. The end papers of *Waterless Mountain* are "The Whirling Logs," a sand painting from the night chant of the Navahos. The beautiful illustrations of the book are done by Mrs. Armer and her husband.

The Newbery medal is awarded in memory of John Newbery, a London bookseller of the 18th century, who was the first person to publish books for children. The Newbery medal books are:

The Story of Mankind [Liveright] by Hendrik Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribners] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Rachel Field; *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth; and *Waterless Mountain* [Longmans, Green] by Laura Adams Armer.—E. B.



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Electing a President of the United States

A DRAMATIC OCCASION—Once in four years a President is chosen to guide the destiny of the United States. The spectacle of millions of people going to the polls to select this man is a thrilling one. Here we see representative government at work. Several steps toward the election of the President have already been taken, however, and more will be required before the election is legally completed. What are these steps?

First, selection of delegates to national party conventions—Ours is a party government. Thruout most of our history there have been two major parties. The national party conventions are usually held in June of the election year. During the preceding spring months delegates to the conventions are chosen. Prior to 1912 nearly all delegates were chosen by state or local conventions. Now, many are selected at primaries.

Second, the national party convention—A national convention performs two important duties: *First*, it drafts the platform upon which the party will base its appeal to the public; *second*, it nominates candidates for the office of President and Vicepresident.

Third, political parties in each state prepare their lists of candidates for electors—The Constitution provides that electors shall be chosen in each state equal to the total number of its representatives in both houses of Congress. These electors are nominated by the state party convention or committee.

Fourth, election of electors—At the November election the voter casts his ballot, not directly for the president, but for the electors who represent the party of the candidate he favors.

Fifth, meeting of electors in each state—The framers of the Constitution intended that the electors should constitute a deliberative body and actually select the president, thus giving the people only an indirect opportunity to elect. They did not foresee the coming development of parties. In practise the electors exercise no authority. The electors in each state meet the second Monday in January and cast their ballots for president as instructed by the voters in November. The ballots are then sealed and sent to the President of the United States Senate.

All of the electoral votes in a state go to the party receiving the highest number of popular votes. This makes it pos-

sible for a president to be elected by a minority of the popular votes. This is due to the fact that he may carry a suffi-

ARE YOU as a teacher studying government and teaching your students to study government as it actually operates and as it ought to operate if it is to meet the needs which you see all about you? The schools dare not neglect their opportunity to develop enlarged social vision and an aggressive attitude on the part of the citizen toward his own government. Schools can no longer be content to teach the past alone; nor can they be satisfied with teaching the present in addition to the past. They must also become conscious planners for better tomorrows! There is no other agency to assume this task.

cient number of states by very narrow margins to give him a majority of the electoral votes while his opponent may carry enough states by tremendous majorities to give him a majority popular vote but not enough electoral votes.

Sixth, opening of electors' ballots—These ballots are opened and counted the second Wednesday in February before a joint session of Congress. Then and only then, is the president legally elected.

The real election—Only two of the above steps attract the popular interest. These are 2 and 4. Actually, tho not legally, the next president will be elected November 8.

The campaign—After the candidates have been nominated in June the real campaign begins. The candidates make a series of speeches, sometimes only a few, sometimes several hundred. The national party committees are at work sending printed material thruout the nation; copy is lavishly supplied to the newspapers; speakers are sent into every section. In recent years the radio has been widely used. Instructions go out from the National Committee headquarters to every state and precinct.

Special attention is centered upon so-called "pivotal" states. Failure to secure a few hundred votes may mean all or none of the electoral votes of one of these states for a party. In these states corrupt election practises have naturally been most prevalent. In such cases the unscrupulous local party boss is most pernicious. He possesses power without responsibility.

Things to do—Encourage your pupils

[1] to stage a mock political convention; [2] to consider who represented them at the political convention of the party of their choice and how he was selected; [3] to secure and study sample ballots; [4] to follow the issues of the election in newspapers and magazines; [5] to study the platforms of the parties; [6] to remind their parents and friends to vote; [7] to familiarize themselves with the workings of local politics; [8] to debate the question, "Resolved, That a strong third party would be a benefit to the nation;" [9] to listen to political radio addresses and discuss them in classes.

Questions for discussion—[1] Are national party conventions provided for in the Constitution? [2] How are delegates to the national conventions chosen? [3] Why is it that the President is not legally elected in November? [4] Did the framers of the Constitution intend that the people should elect the president by direct vote? [5] Have their expectations been followed in practise? Why? [6] Explain how a President can be elected by a minority of the total vote cast. [7] What proposed amendment is now before the states which would change the date for the beginning of the presidential term of office? [See the May 1932 JOURNAL, p. 146.] [8] Trace the development of political parties in the United States. Do you think their development has made for more or less satisfactory presidential election arrangements than the plan the framers of the Constitution had in mind? [9] What is the meaning of these terms used in connection with elections: padding the voters' list, personation, repeating, ballot-box stuffing, ballot-switching, intimidation, bribery? [10] What would be the merits and demerits of compulsory voting? [11] What is a primary? An open primary? A closed primary? A nonpartisan primary? What are the advantages and disadvantages of primaries?

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An Evening Among the Magazines

THE EDUCATIONAL VEIL—The policy of closing the schools to married women teachers is called "pure unadulterated asininity" by Walter A Terpenning of Western State Teachers College, Kalamazoo, Mich., writing in the *Forum and Century* for October.

Professor Terpenning reviews and dismisses the various arguments for debarring married women from teaching. Depression or no depression, the schools are not eleemosynary institutions for providing indigent spinsters with jobs. If some married women teachers neglect their teaching to do housework, the administration should discharge the malingerers, instead of indiscriminately ruling out the whole group. The idea that marriage and parenthood unfit women for the teaching profession is highly inconsistent on the part of school authorities who are promoting parent-teacher associations.

"The only legitimate consideration in the employment of teachers is so simple that a wayfaring man, tho a school superintendent, ought not to err therein. It is nothing more or less than the *welfare of the pupils* and, therefore, the securing of the best possible teachers, married or single, old or young, male or female."

A Challenge to the School—Moral Illiteracy?—"The faults of education become the problems of penology," says Warden Lawes of Sing Sing Prison, in the September *Good Housekeeping*. He says that the public school has almost finished its job of wiping out illiteracy but charges that it has done nothing to develop the character of the people.

"The scope of our system of education has been too narrow," Warden Lawes insists, as he urges more vocational instruction and an expansion of out-of-school services to truants and other problem children.

"To carry out these programs, so essential to the prevention of crime and the wellbeing of our national ideals, is to broaden rather than restrict the scope of our school system. It cannot be accomplished merely by adhering to the traditional and scanty 'three R' formula. The necessity for widening the scope and influence of our public schools may require larger instead of restricted appropriations. Yet there will be a satisfactory balancing of budgets. For there will be less need for juvenile corrective institutions. . . .

"If the school is really to mold the character of America, it must mature from mere scholasticism to socialization.

THIS is the first of a series of features which will bring to members of the JOURNAL family significant comments on education from current magazines. This material is prepared by the Educational Research Service of the Department of Superintendence and the Research Division of the National Education Association. More points of contact between homes and schools, between taxpayers and school officers, between laymen and professionals are clearly needed. Let the schools profit by the intelligent criticism of laymen.

. . . As I read the reports that accompany newly-admitted prisoners to my prison, I see clearly their negative personalities. I see what they are not. And most of them are not adequately trained for life. They received no encouragement to develop their individual and intimate talents. They have no sense of social responsibility. They were not taught the satisfaction, the contentment, and happiness that comes with honest toil. In correcting these faults, the school must play its part. It must find the missing link between education and character."

Creed of a Schoolmaster—"What is taught to a lad is not so important as who teaches it." This is the theme of a thoughtful article by Claude M. Fuess in the *Atlantic Monthly* for October.

"How is one to paint a word portrait of the ideal teacher? He should be intelligent but not pedantic, dignified but not pompous, firm but not intolerant. He should be young enough to remember his boyhood, but old enough to have put aside childish things. With all his scholarship, he should be aware that it would be a sad world if all his pupils were trained to be teachers—like himself. He should not be ashamed to possess or disclose his ideals, but should temper them with practicality. He should be able, outside his own bailiwick, to mix with other people on even terms, without selfconsciousness, superciliousness, or timidity. He should maintain at all costs his patience, his sympathy, and his sense of humor. If, in addition, he has energy and optimism, he should be qualified to secure and hold a position, and leave behind him a place in the memories of alumni."

Education at the Crossroads—War or Peace?—Education for ad-

justment to life is not the right kind of education, when society itself needs reconstruction, writes Norman Boardman in the August *North American Review*. The world today is a war world, with international peace nothing but a breathing spell between rounds. He demands that education must meet the problem of producing a peace order of society.

"It does very little good to try to build up cooperative attitudes in our schools and then turn their products out into a society that is a regular 'dog-eat-dog' affair. . . . Those who think that we can continue to pay lip service to peace and at the same time live in a war world are dwelling in a fool's paradise. A war world means arming to the teeth and arming to the teeth means the ultimate destruction of civilization. . . .

"The task for education is not that of producing individuals capable of adjusting themselves to the world as it is, but is rather one of producing individuals who are not satisfied with such a world and who are determined to change it. The race is between such a new order of society and world catastrophe. On which side of the fence is education going to cast its lot?"

Books of My Boyhood—The brief list of biographies, school readers, and other books that Calvin Coolidge describes in the October *Cosmopolitan* contains only a few titles that are recognized today but he recalls them now as lifelong sources of guidance.

"I have found courage, faith, and inspiration in literature which I do not believe could have been secured from any other source. As my reading has broadened with my experience my conviction has deepened that the progress of the world is dependent upon a widening appreciation of good literature. 'Man shall not live by bread alone.' We have material needs which are important and should not be neglected, but we also have spiritual needs which are imperative. We are beings with aspirations which cannot be satisfied with money alone. There is a power in truth and beauty which will not be disdained.

"For more than a generation we have been worshipping science and glorying in its application to our physical needs. . . . But all the wonders with which science has surrounded us merely tell us what we can do, they do not reveal what we can be."

Schools in Europe and America

UNITED STATES Commissioner of Education William John Cooper, just back from a two-months investigation of education in eight European countries, summarized his observations on a nationwide radio broadcast September 26.

After describing educational conditions in each country he said: "Out of all this do we get any worthwhile lesson for the United States? There is everywhere in Europe a marked tendency to limit secondary instruction. As a matter of fact, the positions which require secondary education of the type given in European schools are those places filled by about 8 percent of the population. Generally they have about 10 percent of the population in the secondary schools. Last year, according to available statistics, we had in the high schools of this country 53 percent of our eligible population. When one takes into consideration the sparsely settled areas in the country, it means that 75 or 80 percent of our city population go on from the elementary school into the high school. A great many of these are preparing for college.

"What does this mean? For a few occupations we have figures. There are in this country today more physicians per thousand people than in any other country in the world. Yet our medical schools are strictly limited, so much so that some of our boys and girls go abroad to study medicine. I do not believe that we need any more medical schools or medical departments in this country. I think there are probably enough physicians being turned out at the present time. There are undoubtedly too many lawyers, especially if they were all practicing law. . . .

"Secondary education, then, is all a question of whether America is ready to accept education as worthwhile in itself,



DEAF CHILDREN "hearing" thru their fingers—an illustration from "Parents' Problems with Exceptional Children," a new Office of Education bulletin, [10¢]. To the questions parents ask about handicapped and exceptionally bright children, Miss Martens, the author, gives answers and examples of what was done in actual cases.

and not put quite so much emphasis on the dollars-and-cents value of it.

"I have a feeling that an education should be worthwhile to carpenters, plumbers, bricklayers, hod carriers, and in fact to every skilled tradesman. I do not understand why it would not be desirable for these men to have a cultural civic education in addition to their vocational skills. I think the same principle applies to business. Why would it be objectionable for the man who does the dry cleaning to have in addition to his knowledge of his trade a good cultural education? Or for the man who delivers the groceries to one's home to have in addition to his knowledge of the grocery business a knowledge of how the government of the United States works? I wonder how many people really know how the government of their cities, the state, and the nation is actually carried on. Here is a large field for education and one which is growing day by day. If at some time we can get people to accept this view of an education, I think it will be worth trying."

Commissioner Cooper's analysis of education in eight European countries will appear in November *School Life*, official organ of the Office of Education.

Ten cents a day—"Ten cents a day paid by each of the 72,943,624 persons

of voting age in the United States in 1930 would pay the entire bill for the public education of almost 26,500,000 students. The annual cost of publicly controlled education per adult twenty-one years of age and over in 1930 was \$36.42." These facts and others especially useful in preparing American Education Week talks and articles can be found in "Statistical Summary of Education, 1929-30," Chapter I, *Biennial Survey of Education in the United States*, [5¢] and Chapter II, "Statistics of State School Systems," [10¢].

The latter gives especially significant comparisons for the 10-year period 1920-30.

"Altho the total public-school enrolment increased by more than 4,000,000 pupils from 1920 to 1930," this chapter reports, "there was within the decade an almost steady decline in the increase in the elementary-school enrolment." The increase in high-school enrolment over the decade was 99.9 percent.

Depression and the schools—The Office of Education is now gathering information which will be of great interest to the friends of education. To colleges, universities, city-school systems, and rural-school systems it has directed inquiries asking specific data on reductions of term length, salaries, staff, and the like. This information will supplement the National Education Association's investigation of last spring. It will be released in three mimeographed reports. The circular on the situation in higher education [summarized in September *School Life*] is available free on application. The circular on depression's effect on rural schools should be ready shortly after this reaches readers; that on city-school systems, about December 1.—**William Dow Boutwell**, editor-in-chief, United States Office of Education, Washington, D. C.

New Frontiers for American Life

MILTON C. POTTER

Superintendent of Schools, Milwaukee, Wisconsin, and President, Department of Superintendence

IT IS FITTING that the schools of America should send their chief stewards to the annual convocation for renewal of courage and faith in America and her institutions. On the northwestern frontier will come confidence in the ability of our citizens to restate their faith in terms of adventure and goodwill to mankind. In the spirit of our forefathers we will there gird our loins for the long struggle on the new frontiers where beast and savage and storm are replaced by greed and envy and sloth. They may threaten destruction, but never achieve it because of the matchless qualities which have gone into our making, generated on recurrent frontiers and stored up for direst need in such a day as this.

Specialists are adapted people. Adaptation to specific environment creates the specialist. This is true of states and culture epochs as well as of individuals and species. Mastery of fixed conditions means safety and survival so long as those conditions do not change. Change of conditions necessitates for survival of the inhabitants a flexibility, a readiness for correlative change, adaptability. The Minneapolis program will discuss those qualities. It will recognize and acclaim

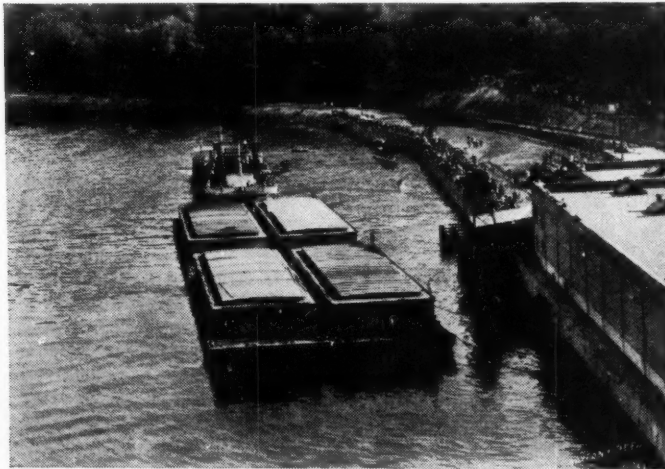
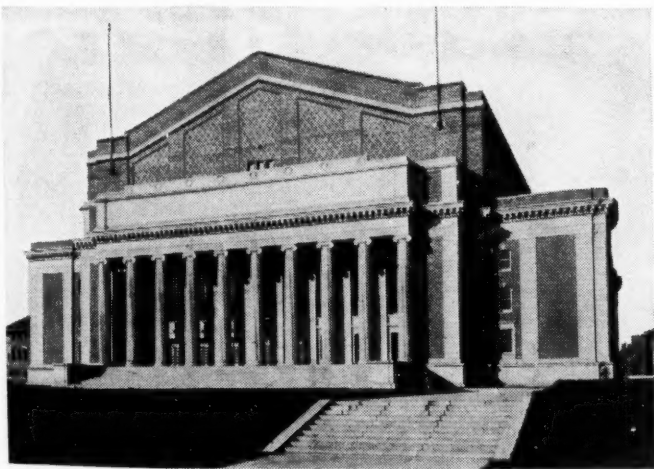
THE EDUCATIONAL LEADERS of the nation will meet February 25-March 2, 1933, in the Twin Cities of the great Northwest to consider the timely theme chosen by President Milton C. Potter for the sixty-third annual convention of the Department of Superintendence—*New Frontiers for American Life*. The ringing challenge to find new frontiers with which restless souls may struggle is appropriately sounded from the land where the old frontier vanished. The pioneers of yesterday were on the forefront of change. With meager financial and physical resources they fashioned a new world to the requirements of man. The pioneers of today face a confusing wilderness of ideals and purposes. It is their task to adapt a new social order to human need. On this frontier only unified effort can win. The annual winter meeting of the superintendents is a council of progress. It exemplifies the strength that comes from common purpose and vision.

change and readiness for change. Education is readiness for change.

Adaptability is the characteristic of expanding states. It has always characterized America outside of schoolhouses. Wistful retrospection has characterized many schools and school curriculums.

Numerous teachers have emulated Lot's wife in looking backward. In most schools scholarship—an indispensable tool in digging small fields—has been the goal. Scholarship is not education. Many scholarly men are clearly uneducated. The frontier called them "educated fools." A truly educated man may have no special scholarship. Schools long looked only toward scholarship. It is an important detail in education. Education may contain it. It may not contain education.

The frontier was a great educational agency. Healthy states of the world have had free frontiers for the restless. Their absence has historically meant national disease and ultimate death. The physical frontier vanished in 1890. Our nation must hereafter digest its own irritant toxins which formerly escaped to the frontiers. If adaptability is not to cease, and if freedom and individualism and a healthy national life are to survive, there must be some suitable substitute for the vanished frontier. The artificial imitation or restoration of any feature of nature is vastly expensive. To afford frontier opportunities for children's education rather than ruminative scholarship is the school's most important and most costly task.



THE CYRUS NORTHROP MEMORIAL AUDITORIUM at the University of Minnesota where the vesper services opening the sixty-third meeting of the Department of Superintendence will be held Sunday afternoon, February 26, 1933. General sessions and exhibits of the convention will be held in the new Minneapolis auditorium. The university plan, of which this beautiful new building is a part, was created by the late President Marion Leroy Burton who for years was active in educational affairs as a speaker and executive. The plan is being carried to completion by President Lotus D. Coffman, distinguished as an active leader in the Department of Superintendence. Right: Mississippi River Barges—A typical scene in the famous Minnesota Twin Cities which are situated at the head of navigation on the Mississippi.

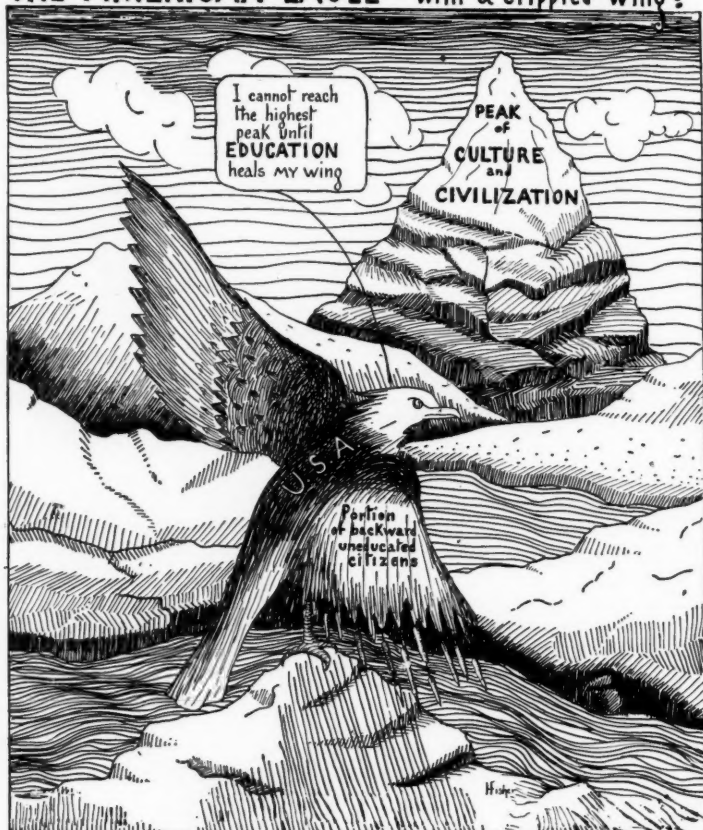
THE ACCOMPANYING cartoons were drawn by Rieno Niemelo, Mission High School, San Francisco; Helen L. Fisher, Central High School, Evansville, Ind.; and Ted Stennette, Matthew Fontaine Maury High School, Norfolk, Va. They were submitted in the third nationwide High School Cartoon Project, sponsored by the Division of Publications of the National Education Association. The object of the project is to encourage talent in this art among high-school pupils and to focus the attention of these pupils upon the significance of the schools to society and to themselves. Students in art departments of high schools are asked to draw cartoons picturizing some ideal or event in education of enough importance to attract nationwide attention. The activity is considered an important feature in the program of interpreting the schools to students.

The entries submitted display unusual skill in cartoon drawing and thoughtful consideration of the purposes and results of education. One of the nation's leading cartoonists praised them highly. No awards are offered for these cartoons other than the recognition they receive by being printed in publications read by hundreds of thousands of people. The Division of Publications finds many uses for these cartoons in connection with its program of educational interpretation. The best of them are widely used in educational magazines, newspapers, and school publications. Some appear in books. The original sketches are exhibited at schools and conventions. Engravings are made of the best drawings. Mats of the above cartoons and certain others submitted in the project may be obtained at 25¢ each. The entire series of five may be obtained for \$1. Because of their economy and appropriateness they are recommended for use in high-school newspapers.

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



THE AMERICAN EAGLE - with a crippled wing?



The Future of America

THE SUBJECTMATTER of social science is the subjectmatter of letters. Great poets, essayists, novelists, and critics often penetrate more deeply into the social order than professed writers on that theme, for, as John Morley says, they represent mankind in its most enormous intellectual movements. Many of the classics in economics, history, and politics are also classics in letters. A nation without them is shabby in spirit. Letters reflecting deep currents of humanity inform, inspire, and illuminate living in all its aspects; letters which do not are ephemeral, if not antisocial, in character. Since this is true, social science in the schools has a duty to encourage literary ambitions and interests among students. In this way it can counteract the cheap, flashy, and degrading trash which floods the market, set up standards of judgment, and raise the tone of those who write as well as the taste of those who read—no mean contribution to our supreme object—the making of a civilization.

At peril of making wrong guesses in some directions and raising undesirable controversies in others, we may venture to make a distillation of American history—to summarize in tabular form some of the goals which the American nation seems to have set for itself—goals which

must of necessity shape instruction in the social studies:

[1] National planning in industry, business, agriculture, and government to sustain mass production of goods on a high level of continuity and to assure the most economical and efficient use of our material resources.

[2] The expansion of insurance systems to cover protection against sickness, old age, unemployment, disasters, and hazards to civilized life.

[3] Universal education from the earliest years of youth to the last years of old age, including public schools, colleges, institutes for adult education, and libraries.

[4] The perfection of systems of transportation—rail, waterway, air, and highway—linking all parts of the country and facilitating commerce, travel, and intercourse.

[5] The development of city, community, regional, and state planning, coordinated with national designs, with a view to giving to all the people conditions for living and working that are worthy of the highest type of civilization.

[6] The development of national, state, and local parks and kindred facilities for wholesome recreations within reach of all, offsetting and limiting the pressures and distractions of commercialized amusements.

[7] Expansion of present facilities to include a national program of preventive medicine and public safety to reduce the death rate, diseases, and accidents to the lowest possible minimum, supplemented by universal hospitalization to care for unavoidable cases of sickness and accidents.

[8] The conscious and deliberate encouragement, both public and private, of science,

letters, and the arts, not as mere ornaments, but as organic parts of the good life.

[9] The preservation and expansion of a reasoned equality of opportunity for all men and women to unfold their talents, win rewards, seek appreciation in public and private life, employ their creative impulses, and reach distinction in the various fields of human endeavor within the map of civilization.

[10] Cooperation with the other nations of the earth in promoting travel, intercourse, commerce, and exchange on the faith of the declaration that war is renounced as an instrument of national policy and that the solution of conflicts is always to be sought on the basis of peace.

In making this summary, we do not include any novel or untried ideas but merely enumerate principles already widely realized in practise or in process of application—principles essential to an integral concept of the national ideal.—From *A Charter for the Social Sciences* by Charles A. Beard, which is Part I of the Report of the Commission on the Social Studies of the American Historical Association, under the chairmanship of Dr. A. C. Krey of the University of Minnesota.

See also "The Future of America," editorial, JOURNAL of the NEA 19:205, October 1930. Make up your own list of goals. Encourage students and classes in schools to do likewise during American Education Week.

Significant Facts About the Schools

HOW SCHOOLS contribute to economic stability—The schools are the nation's biggest business. They represent an invested capital of \$6,000,000,000; their payroll and supply bill is \$2,185,000,000 annually. The money spent for running the schools flows directly into the channels of other activities. Every increase in school support is a boost to general prosperity.

The growth of the American high school to a point where it enrolls half the eligible youth of the nation is one of the most significant facts in our country's history. Within a generation the 5,000,000 students of these institutions will exert an influence upon human progress that has no parallel in past achievement.

Schools and city life—As mere devices to keep children off the streets, school buildings are necessary. There could be no cities if there were no schools to supplement the narrow living quarters

occupied by the majority of the people of this country.—Charles H. Judd.

How much money is spent for schools?—Only one dollar of every twenty of the national income is spent for schools. The average cost per child per day from kindergarten thru high school is only fifty-one cents.

Out of each 1,000,000 without schooling, only six attain distinction. Out of each 1,000,000 with elementary schooling, 24 attain distinction. Out of each 1,000,000 with high-school education, 622 attain distinction. Out of each 1,000,000 with college education, 5,768 attain distinction. So it seems that for all their faults, the schools are a good investment.—Glenn Frank.

What is the relation of education to crime?—Out of the total number of prisoners received from the courts, 11.6 percent were illiterate, 71.2 were reported as having attended elementary school

only, 11 percent as having attended high school, and 3.1 percent as having attended college. It is apparent the great majority of the prisoners had only limited education at the time of commitment to prison.—Department of Justice.

How have educational opportunities improved?—The average American boy or girl of 1931 receives two more years of schooling than the average boy or girl of 1914; he is one of a class of thirty pupils; his chances of going to high school, which were but one in ten in 1900 are now fifty-fifty. Today one high-school graduate in six goes to college.

These facts are from the *American Education Week Handbook 1932*, an invaluable collection of suggestions and facts. Send twenty-five cents for your copy to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Vitalized Group Study and Faculty Meetings

ADVANCES in educational science and psychology and the results of educational research cannot be disregarded in the modern classroom. Findings of educational research are coming to be as significant for teachers as medical research is for physicians. The progressive administrator brings these to the attention of his teacher thru faculty meetings.—*NEA Research Bulletin*, "A Handbook of Major Educational Issues," September 1926.

As education has advanced, many practises, methods, and philosophies have been discarded but the value of faculty meetings and group conferences is still recognized as most worthwhile. Progressive teachers and administrators seek, not a substitute for faculty meetings, but ways of improving them by the use of current, interesting material, by studying their own problems and adapting new ideas to their own schools, and by cooperation in leadership and participation in planning and conducting meetings.

The most recent statement we have read of the value of faculty meetings and group study is in the report of the survey of the Chicago schools, directed by George D. Strayer, Teachers College, Columbia University, and made available June 1932. It follows:

The survey staff, after a careful study of all of the data collected, offers the following recommendations which, it is believed, when put into execution will materially improve the Chicago secondary-school system. It is recommended—first, that professional teachers meetings be made a regular part of the professional work of the Chicago secondary schools. These meetings of administrators, individual school faculties, inter-school faculties, department groups, and research committees should clarify the thinking with respect to the special purposes of the junior high schools

and of the senior high schools. They should further consider such vital topics as: the development of provisions for individual differences, articulation within and between the various units in the secondary field, and should accept as an all-comprehensive responsibility the solution of professional problems such as those presented in this survey.

Putting this recommendation into effect is a big job for a school system as large as Chicago. Since it will no doubt be done, smaller school systems can feel that they too can plan and carry on professional meetings.

The October *JOURNAL*, page 240, gives specific details for planning and conducting meetings. This November page will deal only with material.

The journals of the state education associations contain material which is especially helpful in your own state. Many of them carry articles in every issue on tax reform. This subject is of great importance to schools and teachers. It is suitable for study and discussion by faculties. What are the merits of the proposed tax reform in your state? Its disadvantages? What groups or organizations are supporting it? Do you know what the tax budget is in your school district or city? How much of it goes to road-building? To streets and sewers? To courts? To county or municipal officials? To schools? To parks? To other items? If the salaries of teachers in your district or city have been reduced, have the salaries of county or city officials

been reduced in like proportion? Teachers who are students of taxation, economics, and public affairs command respect. As teachers grow, schools advance.

In this November issue of the *JOURNAL* there are several articles which could easily encourage discussion in faculty meetings.

Note what Elizabeth McCormick, president of the Department of Elementary School Principals, says about the use of *THE JOURNAL* and other NEA publications in teachers meetings in her article on page 274. Are there any children in your school who are hard-of-hearing? ["The Honor Seat," page 242] Does your school know where your unemployed high-school graduates are and what they are doing? ["The Unemployed High-School Graduate," page 243] Can you make a good case for kindergartens to your community? ["The Superintendent Looks at the Kindergarten," page 245] What supplementary material is in your school for geography teaching? Can the children help in making a collection? ["The Selection and Use of Pictures," page 247] What growth is your school making in physical education? ["Physical Education vs. Competitive Athletics," page 250] Have you visited the homes of all your pupils? Have the teachers in your school discussed the results of such visiting in group meetings? ["Saying Hello to the Parents," page 251] What suggestions are there for rural teachers in Thomas D. Wood's article, "The Teacher and the Health of the School?" For city teachers? Several of the state journals published an excellent article, somewhat similar to Dr. Wood's, in their September or October issues on "The Teacher's Part in Cornering Contagion," by Dr. Bauer.

On page 275 is the feature, "What Articles Interest You Most?" Kathleen Dowrick in the high school at Lower Lake, California, is quoted:

"My first year of teaching [last year] I doubted the wisdom of belonging to the NEA. I never read *THE JOURNAL*. This year I began right [!] by reading *THE JOURNAL*, seeing that I was paying for it. My opinion about the worthwhileness of membership has changed considerably." That's economy, isn't it, to make use of resources you already have?



IN 1857, the year of a great panic, the National Education Association was organized. This cartoon entitled "Stocks Down" appeared in *Harper's Weekly* at that time. [Reprinted from *The American Observer*, August 31, 1932].

The Call to Chicago

THE NATIONAL EDUCATION ASSOCIATION was born in the midst of financial depression and political and social instability. For many years conflicting ideas of government had thundered in legislative halls; widespread bitterness had been smoldering under doubtful and temporizing compromise; the nation was torn by party strife and exploited thru frenzied speculation. On August 24, 1857, a great bank of high repute failed and precipitated a panic more tragic than any before or since in the history of America. Business suddenly faced the tremendous total of 20 million dollars of failure liabilities to every billion dollars of national wealth—more than five times the ratio of failure liabilities to national wealth in 1930.

"Bankers, merchants, financiers, and stock jobbers all lost their heads together. The banks restricted their advances and called in their loans . . . bank failures, mercantile failures, and traders' bankruptcies were rather the rule than the exception . . . mill after mill had to close . . . miners of all sorts were likewise hard put to it to live . . . wheat was unsalable, and hundreds of millions of bushels were wasted while men who badly wanted them were discharged from work," says a historian.

On August 26, two days after the crash, the representatives of ten state teachers associations met in the Hall of the Controllers of Public Schools at Philadelphia and held the first national meeting of organized educators. The following year the members of the new association gathered in Cincinnati, home of the financial institution whose failure crumbled the flimsy economic structure of the nation. There was no wailing from

the speakers' platform. Never a doubt was expressed that the schools would carry on; no one advocated the restric-

WE MEET not as merely a company of friends and wellwishers to education . . . we have at length recognized our peculiar duty to come forward and take our appropriate place as the immediate agents and appointed organs of whatever measures are best adapted to promote the highest interests of society by the wider diffusion. . . . The personal interest of every individual who pursues the calling, or who means to adopt it, is concerned in every measure which tends to elevate its character or extend its usefulness. Every teacher who respects himself, and whose heart is in his work, will respond, we think, with alacrity to the call which the establishment of such an association as we propose makes upon him for his best efforts in its aid.—From the address of William Russell, August 27, 1857, at the first meeting of the National Teachers Association in Philadelphia.

tion of educational opportunity, or challenged the American right of a fair start in life for every child. The first "depression programs" of the teachers reflected no despair.

In the three-quarters of a century of its existence the National Education Association has more than once faced war and panic with confidence and courage. Every such calamity has called for increased energy and sacrifice of teachers. It cannot be otherwise—the work of the schools is too close to the nation's heart to be unaffected by its palpitations. The vital function of education in national existence and wellbeing imposes an obli-

gation to which teachers have been always faithful.

To the last full measure of duty today, a noble past inspires. No one thinks this task is easy. Adversity has befallen many in the first round of struggle, but there has been no surrender. The work of the organized profession is going forward with an intensity and fervor never equaled. July 1-7, 1933, the National Education Association will hold its seventy-first annual convention in Chicago in a manner which will do great credit to the vision of those pioneers who gathered around the council table in Philadelphia during a depression the bitterness and severity of which are long forgotten. Chicago is a happy choice. Nowhere in the nation have teachers suffered more in this crisis, or been more faithful to their trust. Many months without pay, they have kept the schools open for the children of their city. Not only have they maintained educational opportunity; out of their own insufficient incomes they have provided food and clothing for children who suffered still more. Now these teachers, with appreciation of the strength that comes from professional solidarity, call their colleagues to a convention which will unite educators thruout the nation in a new line of defense for childhood.

The present crisis will pass as did the one of 1857. Already hopeful signs appear. The return of prosperity will not find the educational leaders of the nation disorganized, confused, waiting for something to happen, but actively at work to retrieve, and retrieve quickly, all that the schools have lost. With indomitable spirit the nation's teachers will answer the call to Chicago.



THE IMPOSING SKYLINE OF CHICAGO—The buildings in the foreground mark the course of famous Michigan Avenue, paralleling Grant Park and Lake Michigan. On the extreme left is the Stevens Hotel in which convention headquarters are to be maintained. Next to the Stevens is the Blackstone and just beyond it the Congress and Auditorium Hotels. In this limited area, practically all of the convention activities will be held. Members may secure rooms in these hotels at moderate rates.

Education thru Professional Organizations

ELIZABETH MCCORMICK

President, Department of Elementary School Principals

AS IN every other program planned for this convention, Miss Hale has been "looking ahead." Comparatively little has been done in the past in educating teachers thru professional organizations. In the educational crisis in which we find ourselves we should make use of every possible resource to prevent professional attitudes from being swept away in the economic cyclone.

While little has been said or written upon the topic assigned me I believe myself that the possibility of teacher training thru professional organizations is very great. These educational groups offer a real mine of resources which we have scarcely begun to use. I am convinced that membership in professional organizations does more than anything else in the line of training to develop real professional attitudes in teachers. In using the term teacher in this discussion I mean to include not only classroom teachers but superintendents, principals, and supervisors.

Were there no teacher training institutions, and educational organizations were the only available means of preparing teachers for service, I believe a good job could be done. For teacher growth in service, it is our greatest opportunity.

If I were hiring an experienced teacher the first question I would ask would be, "Of what educational organizations are you a member?" Why? Because I believe that membership in professional organizations is, as a rule, an indication of professional attitude. Because I am convinced that just to be a member of such organizations exposes one to considerable education. Membership focuses attention on educational problems. Attention creates interest. Interest demands knowledge. Knowledge develops enthusiasm.

Up to the time that one develops interest in professional organization of some sort his work remains merely a job. For that reason beginning teachers should be urged to unite with the educational organizations as soon as they begin to teach.

It occurs to me, in this connection, that training schools miss great opportunities for effective service in not mak-

ing more use in their classes than they do of the publications issued by educational groups. Many teachers colleges and normal schools do make some use of the journals, the yearbooks, the bulletins, and the research reports. I believe that these publications coming as they usually do from practical workers in the educational field contain the cream of contemporary educational literature.

I find that beginning teachers, as a rule, know very little about the purposes, workings, and connections of educational organizations of which there is such a network. They are puzzled as to what it is all about. Why not add to education courses a study of the kinds and aims and workings of the several organizations? I am sure a real contribution to a teacher's education could be effected in this way. There would be much more value in such teaching than in many of the courses now given in pedagogical institutions.

No one told me about the Wisconsin State Teachers Association during my school days. I just happened to hear about it. I found a copy of its *Journal*. I became interested. I made a study of its proceedings. I joined it and from that time my job began to take on the nature of a profession. I discovered that in my isolated country school I could still be in contact with other teachers. I have mentioned the possibility of education thru the literature published by educational associations. I call attention particularly to the yearbooks issued by the Council of Education of the National Education Association, the Department of Superintendence, the Department of Elementary Principals, the Department of Classroom Teachers; to the reports of the Association for Childhood Education; to *THE JOURNAL* of the National Education Association and to the volumes of its Proceedings. The possibilities of the education of teachers thru this one source offers material for a discussion longer than this address can be. *THE JOURNAL* of the National Education Association would make a very acceptable textbook for a course in the problems and practises of contemporary education.

There are many ways that the literature just mentioned may be used to

bring about effective training. I shall mention, without attempting an exhaustive discussion, some experiments we have made. These are merely suggestive.

[1] The literature has been used for direct study in faculty meetings.

[2] Reports have been called for by individuals. When a teacher needs some help it is much more effective to ask her to make a report on some successful experience of another teacher than to deal directly with her own case. It gets away from the sometimes trying personal elements of supervision.

[3] Sometimes these reports are called for as the basis of personal conferences with teachers.

[4] At times we call for the most interesting article in *THE JOURNAL* for the month. The individual differences in teachers' opinions show up and offer occasion for interesting educational debate.

Activity of teachers in groups teaches the meaning of cooperation. Controversial questions settled by groups thru reference to what others have done may be more happily settled than by supervisors. I must speak of the personal growth that comes to teachers thru active participation with their group in creative activities. Nothing can do more for the esprit de corps of a building than that which results from the activity of the several group organizations.

I have merely touched a few high spots in the possibilities of education thru teachers organizations. I have suggested that the first and most important one is to get teachers to join the several organizations. I have pointed out ways of active participation in important activities. I have called attention to the valuable publications of educational organizations in solving everyday problems, both in training institutions and in service.

More than eighty years ago Horace Mann, America's greatest educational prophet, said in arguing for the possibilities of organization:

These advantages pertain to the head, to our ability to conduct the great work of education in the wisest manner. But the heart may be as much warmed as the head is instructed. By communion and sympathy of assemblies like this, we can not only enlighten grinding forces of the mind but we can generate the impulsive forces of the heart. We can not only diffuse new intelligence but we can excite new enthusiasm.

—Address before General Session B, Atlantic City Convention of the National Education Association, June 30.

The Journal of the National Education Association

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JOSEPH ROSIER
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.

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Joy Elmer Morgan Harold A. Allan
Editor Business Manager

THE SCHOOLS would be vastly worse off today than they are were it not for the work which local, state, and national associations have been doing during the past ten years in the interpretation of education to the public, but there is now an even more pressing need for individual interpretation by every teacher. If the people are not to think of the schools as something apart, the schools and homes must be brought much closer together than they now are. The parents think of education in terms of the individual teachers of their children. Let every teacher learn to ask himself such questions as these with reference to every parent represented in his classes:

- [1] Do these parents know me?
- [2] Have I been in their homes?
- [3] Do they know my classroom?
- [4] Do they feel free to talk with me about their problems?
- [5] Do they understand the needs of the school?
- [6] Do they know this school, its history, its services, its significance, what it costs and why, and how the larger enrolment reflects public appreciation and faith?
- [7] Have I talked with the parents of my pupils about the present crisis and its effects on the children of this community?
- [8] Am I doing my part to spread this information in daily contacts with pupils and citizens and in addresses before community organizations?
- [9] Have I emphasized the importance of keeping children first and of letting them be the last to suffer as a result of the mismanagement of their elders?—J. E. M.

What Articles Interest You Most?

THIS IS an invitation to you to share in a service which for several 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 preparation for group study and faculty meetings. You will be interested in these comments from readers:

When I receive THE JOURNAL, I enjoy reading each article from the beginning to the end, advertisements also, and from them we have received some valuable information in the form of books and pamphlets which can be used in class work. It is rather difficult to select the five articles from so many wellwritten ones, which I have been checking and sending in for some time.—Elizabeth Booth, Preston School, Bryn Mawr, Pennsylvania.

I had no idea how much more THE JOURNAL would mean to me by reading the articles with the intention of rating them.

Discriminating readers will encourage a magazine of distinction.—Carolyn Sparrow, Northern State Teachers College, Aberdeen, S. D.

My first year of teaching I doubted the wisdom of belonging to the NEA. I never read THE JOURNAL. This year I began right [!] by reading the articles in THE JOURNAL, seeing that I was paying for the magazine. My opinion about the worthwhileness of membership has changed considerably.—Kathleen Dowrick, Lower Lake Union High School, Lower Lake, Calif.

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 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.

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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 June: "Education in a Time of Crisis" by G. W. Frasier.]

What's in a Name?

LEWIS H. CHRISMAN

Professor of English Literature, West Virginia Wesleyan College, Buckhannon

THE STUDY of place names is something more than a harmless hobby. It has in its possibilities of humanizing and vitalizing classroom work in history, geography, and language. In the learning process the mind must begin at home and then enlarge its horizons. Right here is where place-name study can be of great help.

Illustrations of this can be found on any page of an atlas or of the *U. S. Official Postal Guide*. Some names are descriptive of geographical conditions. In northern Ohio there are two adjoining villages, whose names, *Big Prairie* and *Lakeville*, would naturally prepare the traveler to find one village located on a level place and the other by the side of a large lake. The *Great Smoky* and *Blue Ridge* Mountains receive their names from the blue haze which hovers around their summits. *Akron*, in *Summit* County, Ohio, is based on the Greek word for height. There is a township in Chester County, Pennsylvania, called *Uwchlan*, the term being the Welsh for "blue hills," and another, *Nantmeal*, which in Welsh means "sweet stream." There are hundreds of poetical Indian names which almost invariably describe that which they designate. For example, *Monongahela* means "river of the shelving banks," *Shenandoah* is the "river of the shining stars," and *Ohio* is a modification of the Delaware name *Ohiople* or "river of white caps." Authorities differ in regard to the meaning of *Chicago*, but the name is likely the Ojibwa word for "skunk cabbage," coming from the root meaning "bad smell."

Other names are rich in historical connotations. *Pittsburgh* [Pa.] reflects the friendship of William Pitt for the American colonies. *Cleveland* [Ohio] bears the name of General Moses Cleaveland, president of the Connecticut Land Company which settled the Western Reserve of Ohio. *Braddock* [Pa.] calls to mind the defeat of the British general and his English and Virginia cohorts in 1755. *Williams*, *Paulding*, and *Van Wert*, three counties of Ohio, were given their names as tributes to the freebooters who captured Major Andre. Counties in sixteen states are named for "Mad Anthony" Wayne.

To study the place names of a given

section opens many windows into the history of the locality. The transplanted New England in the Western Reserve of Ohio is rich in names like *New Lyme*, *Andover*, *Windsor*, and *Litchfield*, brought from the mother state of Connecticut by the pioneers. The place name, *Salem*, is another example of the westward march of nomenclature. Aaron Street moved from Salem, New Jersey, to a place in Ohio which he named Salem. Together with his son he moved to Indiana and took with him the same old scriptural name. Later the son moved to a location in Iowa which he also christened Salem. *Lancaster*, Ohio, was settled by emigrants from Lancaster County, Pennsylvania. The county of Lancaster in Nebraska was named after the county in Pennsylvania. The same is true of towns of that same name in Kentucky and California. The mother Lancaster County contains names which show how different national strata reflect themselves in place names. The name of the county itself is English. This is also true of township names like *Warwick*, *Salisbury*, and *Little Britain*. *East*, *West*, *Lampeter*, *Caernarvon*, and *Brecknock* evidence Welsh settlements. *Leacock*, *Dunmore*, *Colerain*, and *Donegal* received their names from the Scotch-Irish while *Manheim*, *Lititz*, and *Strasburg* show a German background.

These by no means include all of the types of place names. *Oil City* [Pa.], *Olean* [N. Y.], *Glassboro* [N. J.], *Gloversville* [N. Y.], and *Coalton* [W. Va.] are all indicative of the products of the places, natural or manufactured. *Arctic*

[Cal.] was given in derision because the place is in the Mohave Desert. *Deaf Smith* County [Tex.] was named for Erastus Smith, an old Indian fighter who was totally deaf. The following picturesque names are still found in the *U. S. Official Postal Guide*: *Dollarville* [Mich.], *Number Four* [N. Y.], *Big Chimney* [W. Va.], *Bubble* [Ark.], *Caress* [W. Va.], *Tombstone* [Ariz.], *Josh* [Ga.], *Cinderella* [W. Va.], *Zach* [Tenn.]. There are Biblical names galore, such as *Bethlehem*, *Bethel*, *Bethpage*, *Beulah*, *Berea*, *Jerusalem*, and *Palestine*, and classical names like *Rome*, *Troy*, *Ithaca*, *Ulysses*, and *Syracuse*.

Projects of genuine value in place-name study can be worked out in the upper grades in any section of the country. There has long been a controversy as to whether *Barbour County* [W. Va.] was named for Governor James Barbour of Virginia or his brother, Philip P. Barbour of the United States Supreme Court. A teacher referred this problem to a class, some of whom became highly interested. One boy finally secured a copy of the act of the Virginia legislature designating the county as *Barbour* in honor of Philip P. Barbour. It also brought out that the county seat was named *Philippi* on account of Judge Barbour's given name. It was, moreover, discovered that *Barboursville*, a city in another part of the state, was named for James Barbour, as was *Barbour County* [Ala.], and that *Barbourville* [Ky.] was named for Philip.

In any work done in this field the teacher must see to it that certain silly hypotheses based on puns on the names are to be avoided. The *Chagrin* River in Ohio gets its name from an Indian term meaning "clear water" but there is a persistent story to the effect that the stream was given its name by some surveyors on account of their disgust at being lost.

Careful studies have been made of the place names of several states. There are a few good books in the general field and a number of excellent articles. In the main, however, the student of this subject follows the path of adventure. A little attention by an inspiring teacher to such study will add activity and zest to the intellectual lives of boys and girls.



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THE boy whose stomach is empty cannot be expected to do good work at school. Babies undernourished through another winter may be handicapped by frail bodies through life. The hungry father of a hungry family is hardly the man to seek employment with persistence, or to do well on the job when he gets it.

Before you can save a man's soul it is often necessary to feed his body. You have no right to expect the civic virtues of patience, courage and honesty from starving, freezing men and women. If they preserve a just attitude towards the laws of the city in which they live, it is a miracle.

This winter, as never before, it is the duty of all who are well-clad, well-housed, and well-fed to help the less fortunate. The fact that you gave last year, and the year before, does not lessen your responsibility. The fact that you cannot afford a large contribution must not deter you. The upturn of business with a gradual improvement of economic conditions does not remove the crisis of this moment. Emergency appropriations by the federal government amount to \$300,000,000, but

they meet only half the increased national needs for human relief.

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Newton D. Baker,
Chairman, National Citizens' Committee

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NOTES and ANNOUNCEMENTS

Thanksgiving—No holiday in all our calendar is comparable to Thanksgiving. There is no holiday quite like it anywhere in the world. It celebrates no battle, no fall of a Bastille, no bank or business holiday; the birthday of no great man, no political revolution, no church ritual. It is the great holiday of common people who have worked all the year and now thank God humbly for good harvests. We are not celebrating Washington or Columbus or the Declaration of Independence, but just the true, good things, the simple blessings of the soil and the common life. Most holidays are somewhat pagan, and if traced back are rooted in the dull and bloody stories of some old war; but Thanksgiving is the holiday of peace, the celebration of work and the simple life. You must go back to the old Greeks for anything to compare with it—a true folk festival that speaks the poetry of the turn of the seasons, the beauty of the harvests, the ripe product of the year and the deep, deep connection of all these things with God.—David Grayson.

Saving the schools—Indiana gives an example of what organized effort among teachers can do. It looked as if the tax leagues would control the action of the legislature and secure changes in the law which would cripple the schools for decades ahead. All at once the teachers as individuals and as an organization became aroused and went to the people as well as to members of the legislature in defense of the rights of the children of the state, overcoming the destructive designs of the league, not only saving the laws which had been attacked but planting a public sentiment which will safeguard education in the state against frenzied groups in the future.—Secretary J. W. Crabtree in a letter to Kansas superintendents.

Hang to the rigging—When a ship is caught in a storm at sea, the shout, "Hang to the rigging," is heard in every quarter of the ship. Weathered seamen have learned that in time of storm the help of every man aboard is needed. No matter how hard the winds blow or the

waves roll, each sailor takes his place and hangs on with might and main. To do otherwise is to be a deserter.

The good ship "Education" is having a rough time in the present economic storm. To date it has weathered the winds and waves without foundering. Its seams have cracked in a few places and it is leaking here and there, but it has not collapsed completely. It still gives promise of riding out the storm if every member of the profession stands by and hangs to the rigging.

Local, state, and national associations of teachers are rendering valiant service in this time of distress, but they need the support of every teacher—not just a loyal few. This year of all years every one in the profession should join all three organizations thus giving stability and strength to the programs of service which these associations sponsor. *Let's hang to the rigging!*

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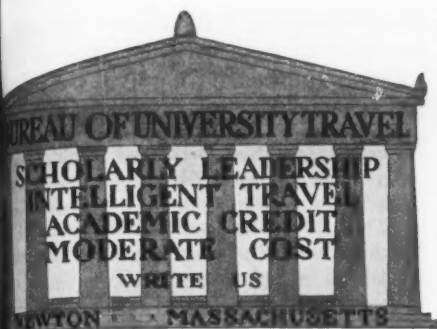
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upon the National Education Association and other active teachers organizations. In order to let you know that we are solidly behind the NEA we are enrolling 100 percent this year and enrolling early.—L. G. Osborn, principal, Rock Jr. High School, East St. Louis, Illinois.

President Rosier honored by West Virginia State Board of Education—The following resolution was voted by the State Board of Education:

Resolved, That the members of the State Board of Education, in meeting assembled, do hereby extend to President Joseph Rosier their warmest and sincerest congratulations upon the great honor which has recently come to him and to the state of West Virginia in the form of the presidency of the National Education Association; that we further congratulate him because we appreciate the fact that it is a reward of merit for long and faithful service and devotion to the schools of West Virginia and the nation; that we recognize in these times of stress and strain, when education has been forced to take the defensive along every front, the great opportunity offered by the presidency of the National Education Association for Joseph Rosier to make an invaluable educational contribution in service to the nation because of his great leadership, his broad vision, his fine training and wide experience, and his safety and wisdom in council; and that furthermore, we desire that he avail himself of the privilege of every opportunity to make educational contacts in other states, and urge him so to do, in order that he may contribute of his great ability to the whole country, and may bring to West Virginia the best educational thought and practices of the nation.

Florence Hale, president of the National Education Association 1931-32, will hereafter devote her entire time to the editorship of the *Grade Teacher*. Miss Hale became editor of this magazine in 1927 when it was being published under its former title of *Primary Education-Popular Educator*.

Life members of the NEA will this year give special attention to the movement for acquainting the public with the importance of education from the standpoint of vocational efficiency, social betterment, and improved citizenship. Each life member will look at these problems in his own way and will inspire others to be active in the interest of childhood.

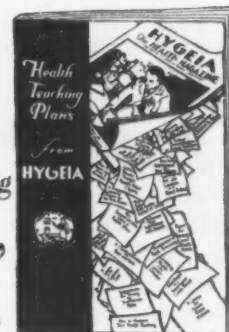
American Education Week—We are trying to do our bit to hook up with the national movement on American Education Week. It now seems quite certain that our school people generally will give more recognition to the opportunities provided by American Education Week than ever before. We are trying more than ever to encourage the organizing of parent-teacher associations thruout the state, for we feel that these provide the best sort of avenues thru which

[Continued on page A-136]

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[Continued from page A-135]

school problems can be carried to the public at large, and at the same time they bring into active operation a fine lot of people who are vitally concerned with matters of education.—D. W. Parratt, executive secretary, Utah Education Association.

Note the National Education Association's offering for Education Week—It is the fullest, most practical aid the organization has yet offered for this celebration. For a dollar it sends a packet of suggestions, posters, cartoons, programs, and messages, at cost.—William McAndrew.

A remarkable showing—More than a dozen states, the Territory of Hawaii, and the District of Columbia are represented by the authors in this number of *THE JOURNAL*. Each author is an authority by virtue of study and experience. Compare this with any other periodical you use. Note how the material is balanced to appeal to all interests in the profession. A trained staff is constantly searching for the best material for *THE JOURNAL*. This is one of many Association services to its growing membership.

Copies of the booklet, "Your Mind

in the Making," [see page 263] folded and stapled for distribution to students, may be had from the Division of Publications of the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. Prices: 20 for \$1; \$4 per 100; \$30 per 1000.

Help that high-school graduate!—Are some of your graduates without employment? What are they to do? Read the article on page 243 for a fine exposition of the possibilities for personal growth on the part of the unemployed high-school graduate. Why not place a copy of this article in the hands of your students who are out of school and out of work? The Division of Publications will furnish reprints of this article at the following prices: 20 for \$1; \$4 per 100; \$30 per 1000.

A Superintendent Looks at the Kindergarten [see page 245] is especially timely during this period when people who think more of taxes than of children are often striking at the kindergarten as one of the "fads and frills." Call the attention of influential citizens to this statement.

Editorial project—Announcing the third annual nationwide editorial project,

the Division of Publications commends for their unusual merit, educational editorials published during 1932-33 in the following high-school newspapers:

The Beacon, Newport News High School, Newport News, Va.; *The Easterner*, Eastern High School, Washington, D. C.; *The McKinley Trail*, McKinley Junior High School, Los Angeles, Calif.; *Beaumont School News*, Beaumont High School, Beaumont, Tex.

The purpose of this project is to stimulate the writing of student editorials based upon accurate information of school needs and achievements. The project is an important feature of an educational interpretation program designed to lay the basis for appreciation of the American school system by tomorrow's voting citizens.

Some of the excellent editorials published in 1931-32 will appear in later issues of *THE JOURNAL* of the NEA and in other educational periodicals.

Enrolment blanks and complete instructions may be secured from the Division of Publications of the NEA, 1201 Sixteenth Street N. W., Washington, D. C.

NEA cartoon project—Among high schools which submitted outstanding car-

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To maintain a good supply of up-to-date textbooks is economy.

Trends in American Education

1910-1930—Enrolment in American high schools increased 99.9 percent between 1920 and 1930. The percent of children five to seventeen years of age enrolled in the public schools rose from 31 percent in 1920 to 81.3 percent in 1930. Of every one hundred children enrolled in 1920 only seventy-five were in daily attendance; in 1930 there were eighty-three of every one hundred attending daily. While high-school enrolment was increasing nearly 100 percent during the decade, elementary-school enrolment was increasing only 10 percent. The increase in enrolment in the first decade, however, was only 3.9 percent. The average child in the United States attends public schools 10.8 days more in 1930 than did a child in 1920. The average school term stood in 1920 at 172 days. [The figures are from the Office of Education.]

Adult education, especially in our public-school systems, is being curtailed in many cities and towns to a much greater extent than other types of education. In times when large numbers of men and women are unemployed, the public education activities of a city or town should be functioning for the greatest possible good of those in difficult economic situations.—James A. Moyer, President, National Commission on the Advancement of Adult Life.

The school situation in many localities is exceedingly grave, particularly in rural schools. In some states whole communities were unable to open their schools or were obliged to close after a period of a few weeks. Under such conditions, professional organizations are an imperative necessity.

What can you do?—In spite of a common impression to the contrary, the individual today probably has more power to determine social policy than ever before. You can be a militant and aggressive voter, determined that wise,

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\$50 a Month (and up) when you are totally disabled by accident or confining sickness.

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T. C. U. Umbrella Always Ready

Eva M. Langdon, of Mt. Pleasant, Utah, and her roommate were in the same accident. Miss Langdon writes us: "Although I can't say it was 'fun' being disabled a month, I know I felt better than my roommate, who was injured in the same accident and was not a T. C. U. member. You may be next to need T. C. U. protection. That's why we urge you to send the coupon today."

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628 T. C. U. Bldg.

Lincoln, Nebr.

WHAT WOULD I DO IF I SHOULD GET SICK LIKE MARY OR HAVE AN OPERATION LIKE SUE... OR GET HURT LIKE JUNE... I JUST COULDN'T PAY ALL THOSE BILLS

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We list here a few T. C. U. checks recently mailed:

\$257.00	Elizabeth F. Evrard, Marshall, Mo. Diabetes.
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\$50.00	Nell C. Field, Milwaukee, Wis. Fractured arm. Slipped on steps.

\$333 to \$1,000 (and up) for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

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honest, and devoted leaders shall be elected to public service. You can be a selective buyer, giving support only to those firms and industries which you believe worthy of support. Foolish buyers make foolish industries. You can exert the influence of an informed and wholesome public opinion, taking right attitudes even tho they may not be popular. Above all, as a teacher, you can weave discussion of economic and social problems into every phase of the course of study so that students will learn to distinguish facts from misrepresentation and to be critical of the sources of the data on which they base conclusions.

School savings—The following letter from a JOURNAL reader raises an important question. THE JOURNAL will welcome suggestions and experiences from other readers.

Don't you think school savings in banks should be specially protected if any such plan is feasible? A young nephew of mine had a small amount tied up in a closed bank. He told me later: "I am never going to save any money any more." Thus the harm done is disproportionately great. No state specially protects such school savings. Won't you please start an investigation of the subject? About 5,000,000 school children have had as much as \$25,000,000 saved any one year. With the carry-over from

[Continued on page A-138]

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[Continued from page A-137]

previous seasons I believe it is about \$65,000,000 at any one time.

Church attendance—For churches to close now or to "let up" is like hospitals' closing during an epidemic. We say this because an epidemic of fear, such as is raging today, is as dangerous as an epidemic of "flu" such as raged in 1918. The need of the hour is not more money, more real estate, or more stocks and bonds, but rather more selfcontrol, unselfishness, faith, and courage. Selfcontrol, unselfishness, faith, and courage are spiritual qualities which cannot be secured from bankers or stores, but from ministers and churches.—Roger W. Babson.

The American way—Soon after this JOURNAL reaches you, the national election will be held. Each of our citizens will take such part as he is moved by his intelligence and conscience to do. When the election is over and the successful candidate has been sworn in as President it then becomes the duty and privilege of every citizen to give wholehearted constructive support to the man who assumes this colossal responsibility.

A workable plan—Philadelphia has

found a way to reduce foreclosures on homes. A welfare committee gives the public free advice on real estate problems, and cooperates both with home owners and home financing agencies. Civic and business organizations in other communities may find the plan applicable to their local situation. Details may be secured without charge from the Division of Building and Housing, Bureau of Standards, U. S. Department of Commerce, Washington, D. C.

Does your state have this problem?—The Children's Bureau of the Department of Labor found, in a recent survey, that thousands of boys between the ages of twelve and twenty are roving the country, not knowing from day to day where they will obtain their next meal. To deal with this present problem and to check a future movement of this character, the Bureau asks for state assistance.

Toward international peace—It seems that the only effective way to bring about a peaceful settlement of international disputes, and this now seems more than ever important to us, is that we teach the Paris pact in the American high schools. At the present time this can be

done entirely voluntarily. This may be accomplished by the rudimentary study of international relations in history and other social science classes, the annual essay contest on some aspect of the Paris peace pact being a helpful optional feature. I urge each state superintendent to offer this work to his students.—William John Cooper, United States Commissioner of Education.

The Committee on World Friendship among Children announces its fourth friendship project, designed to promote mutual understanding, appreciation, and goodwill between our children and those of other lands. Information may be secured from the Committee at 287 Fourth Avenue, New York.

For schools and libraries this year, the World Peace Foundation is making available its books on international affairs on a "capacity to pay" basis. Each institution is to select the books it can use and pay only what resources will permit. Application blanks may be procured by writing the Foundation at 40 Mt. Vernon St., Boston, Mass.

Professor William S. Gray, of the University of Chicago, advocates that reading be included in college curriculum.

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Some departments of the National Education Association have separate memberships and issue publications which are especially helpful in the branch of the teaching profession in which you are interested. Keep in close touch with the progress in your field.

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He points out that the relation between reading efficiency and academic progress is significant.

Book Week 1932, November 13-

"Books for Young America" is the suggested theme for Book Week this year. The idea will be interpreted to include not only the many books about our own country, but all the many books which give young Americans an understanding of the world in which we live today. For further information, write to the National Association of Book Publishers, 347 Fifth Avenue, New York.

Notice the Book Week poster, page 248.

National Child Labor Day, 1933, will be observed Saturday, January 28, in synagogues; Sunday, January 29, in churches and church schools; and Monday, January 30, in schools, clubs, and other organizations. Plans for programs may be secured from the National Child Labor Committee, 331 Fourth Avenue, New York.

The American Red Cross will conduct its Annual Roll Call, to enrol members for 1933, from Armistice Day to Thanksgiving, November 11 to 24.

Colds are dangerous—If you learn to detect cold symptoms quickly and resort to some simple treatment promptly, you can save yourself from dangerous consequences. How to keep from having colds:

- [1] Keep your body built up by nourishing food, plenty of sleep, sufficient exercise in the open air.
- [2] Train your skin to stand changes in temperature by bathing and outdoor walks.
- [3] Wear sensible winter clothing.
- [4] Keep your feet dry and warm.
- [5] Breathe thru your nose.
- [6] Have diseased tonsils, adenoids, and bad teeth removed.
- [7] Wash your hands often.
- [8] Accustom yourself to a temperature of from 68 to 70 degrees. Overheat causes more colds than lower temperature.
- [9] Breathe deep breaths of outdoor air occasionally so as to sweep out your lungs.

A problem for arithmetic classes

Can you own and operate an automobile for \$1 a day, calculating interest on investment, taxes, insurance, depreciation, and operating cost? What would this sum amount to in ten years if invested in building and loan at 5 percent?

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