

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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What Are We To Do With Our Lives?

THE CHRISTMAS SEASON is a good time to give attention to the higher values even as we prepare for the new year by an inventory of our financial affairs.

The Christmas season suggests a perspective of more than nineteen hundred years during which the race has survived and moved forward, which creates a fair presumption that it will do so in the future. A hundred years from now the fears and confusions of today will seem small indeed. Our republic has survived many tests of courage and endurance. 1857 was a year of terrible panic. To the people then struggling with affairs, the end must have seemed near. Even the Union with its hopes of a new order of government seemed to be dissolving. Hardship was everywhere, and yet looking back to 1857 from this distance we can see that it was a time of seed sowings. The *Atlantic Monthly*, established in that year, began setting new literary standards for the nation. The National Education Association was organized. The foundations were laid at that time for preserving the Union.

Viewed against the perspective of the centuries, it is plain that the condition of our minds and spirits has more to do with our progress than the condition of our pocketbooks. The first step must be in our thinking. Our performance cannot rise above what we are able to think and to plan.

Time was when the race literally lived from hour to hour. As memory and imagination were quickened man was able to take advantage of the seasons. Then came the conquest of famine, the effort to plan over a span of years. The time has come for a still broader outlook on the needs and possibilities of the human race.

Have we not in the White House Conference on Child Health and Protection a suggestion of what this broader outlook might be? Is it not easy to visualize this system of fact-finding, discussion, coordination, statement of principles, and planning extended until our entire American civilization would be leavened with a new motive? Is it not easy to imagine these conferences held not once in a decade but once every two or three years, and to think of summaries, such as the *Children's Charter*, which would cover almost every phase of American life?

The beginnings have already been made. The first step is to recognize the

simple fact of change. There is not a science or a social system that is not plainly faced with the necessity for new

Now, one thing is fairly plain to most of us who are waking up to the need of living our lives in a new way and that is that we have to put our own minds in order. Why have we only awakened now to the crisis in human affairs? The changes in progress have been going on with a steady acceleration for a couple of centuries. Clearly we must all have been very unobservant; our knowledge as it came to us must have been very badly arranged in our minds; and our way of dealing with it must have been cloudy and muddled, or else we should surely have awakened long ago to the immense necessities that now challenge us. And if that is so, if it has taken decades to rouse us, then quite probably we are not yet completely awake.—*What Are We To Do With Our Lives?* by H. G. Wells.

adaptations. People no longer expect to find security in a traditional system of life.

The rate of change just now is so great as to create for large numbers of people a paralyzing uncertainty and fear. The poisons of social fatigue have blurred our vision, but this period of inaction thru which we are passing should be followed by a new burst of energy and a new spirit of progress. The time has come to recognize that this uncertainty need not be, that there is stability in orderly progress. We shall find this stability by careful and systematic planning, by thinking far enough ahead—10, 25, 50, or 100 years—so that the major disasters may be avoided by constructive policies.

The greatest obstacle to progress is in our own minds. It is our inability to lay aside habits of thought that are no longer useful, that are actually harmful. The man who says that war can never be abolished is the slave of such a habit of thought. The man who thinks that selfishness is a more powerful motive than altruism is likewise a slave to a traditional past when there was not enough for all. Idealism has stood at the very heart of all the great historical religions—and religions have had a central place in the preservation and advance of civilization. We all feel the need to get away from ourselves—to lose our lives in great enterprises that give us a sense of signifi-

cance, direction, and achievement. The challenge of this hour is for ideals, vigorously applied to the everyday needs and opportunities around us. The life of the Great Teacher is an eternal reminder that true teachers always radiate ideals. They are not afraid to stand for the best.

Teachers as the largest body of trained public servants in the nation are in a position to lead in a new advance. This they can do only by becoming students of civilization thru close observation and broad study. When teachers from kindergarten thru the university become students of civilization in its mighty onward sweep; when teachers have a deep conviction of their own part in affairs; when they are willing to take hold and teach as tho the very survival of civilization rested upon their teaching, the world will move on to a human order founded upon intelligence, motivated by high purpose, and fortified by scientific truth.

This struggle for a new human system that shall be broader than government, broader than industry, wider than continents, H. G. Wells has described as "The Open Conspiracy." He believes that this new order can be brought about without revolution in the violent sense, if the people of intelligence and goodwill, each in his own sphere, will catch the spirit of the new civilization and do his part to "mobilize the conscious commonsense of mankind."

The world has only begun to use its motive forces. Consider, for example, the vast amount of moral force that is wasted all about you in needless antagonisms between individuals; between this party and that; between greed and public interest; between nation and nation. By simply using this moral force constructively, there could be provided for all by scientific method more than the most greedy could now use.

There are many things that teachers can do individually. Each will think out his own objectives. Here are two suggestions: *first*, inform yourself in the field of economics where the machinery has broken down; *second*, give to your community a leadership broader than just classroom teaching, however important that may be. An inspiring example of such leadership is described in a recent book by Mary Mims entitled *The Awakening Community*. Cannot we do in every state what Mary Mims has done in Louisiana?—Joy Elmer Morgan.

The Choice of Tycho Brahe

BENJAMIN CARDOZO

Associate Justice of the United States Supreme Court

WHAT VALUES shall we choose—those of today, or of tomorrow, or of a future that is close at hand, or of the unplumbed future, trackless as the sea? Every one of them is a good one. Let us not make the blunder of decrying any of them. If we could have them all, it would be well, but seldom can we have them all. There is need to make a choice. How shall it be guided? Not all of us will make the same choice; not all of us ought to make the same. What choice is it worthwhile to make if one feels the mystery of the universe more deeply than one's fellows? What choice will be made by you? Before that question is answered, let me tell you an anecdote. Let me tell you of the choice that about four centuries ago was made by someone else. Let me tell you of the choice that was made by Tycho Brahe.

Tycho Brahe was born in Denmark of goodly lineage, and educated in youth at the University of Copenhagen. While yet a young man he discovered a new star, and the discovery brought him fame at home and in many distant lands. Denmark had a king then who was a patron of learning, and the king built an observatory for Tycho at the center of a little island, and Tycho called the place Uraniborg, the "city of the heavens." Here for years and years Tycho worked by day and night, watching the heavens by night, and figuring his observations by day, till star after star with exquisite precision had been set down upon his chart. But Frederick, the king, died, and young Prince Christian came upon the throne with a host of flippant courtiers who grudged the treasure that had been lavished upon the upkeep of the observatory and this feckless charting of the stars. They could not see the value of it all, and so at last messengers—in the name of the new king—went to visit Tycho Brahe, to learn, if they could, the use of all his labor, to quiz him about it, and to pit their values against his.

Laughing at the seers—You will find the tale set forth with moving eloquence and beauty in Alfred Noyes' noble and inspiring poem, the "Watcher of the Skies." The messengers asked what Tycho had been doing these five and twenty years. He showed them tables of the stars, seven hundred set down, each

in its proper place. "And is this all?" they said. "Not all, I hope," said Tycho, "for I think before I die I shall have marked a thousand." You can almost hear their laughter, can you not? All the prophets and the seers have listened to the like. "To what end," said the messengers, "to what end the travail and the waste? Show it to us now; show them now before we go." Resounding thru the centuries I hear familiar echoes. Never a philosopher has lived, nor a saint nor a scientist nor an artist, but has been summoned to a like proof—to show the value for today—not the value for the unplumbed future, but the value for today. I will read you Tycho Brahe's answer as I find it in the poem:

"In the time to come,"

Said Tycho Brahe, "Perhaps a hundred years,
Perhaps a thousand, when our own poor names
Are quite forgotten, and our kingdom's dust,
On one sure certain day, the torch bearers
Will, at some point of contact, see a light
Moving upon this chaos. Tho our eyes
Be shut forever in an iron sleep,
Their eyes shall see the kingdom of the law,
Our undiscovered cosmos. They shall see it—
A new creation rising from the deep,
Beautiful, whole.
We are like men that hear
Disjointed notes of some supernal choir.
Year after year we patiently record
All we can gather. In that far off time
A people that we have not known shall hear them
Moving like music to a single end."

They could not understand—the messengers who had come to appraise the values and report. They went back to the king, their master, and they said that Tycho Brahe's dreams were fruitless, and worse than fruitless, perilous, since "any fruit they bore would fall in distant years to alien hands." Tycho went forth to exile; Uraniborg went down into the dust. Alfred Noyes gives it to us thus:

"Yes, I still hope in some more generous land
To make my thousand up before I die.
Little enough, I know—a midget's work.
The men that follow me with more delicate art
May add their tens of thousands; yet my sum
Will save them just that five and twenty years
Of patience, bring them sooner to their goal,
That Kingdom of the law I shall not see.
We are on the verge of great discoveries.
I feel them as a dreamer feels the dawn
Before his eyes are opened. Many of you
Will see them. In that day you will recall
This, our last meeting at Uraniborg,
And how I told you that this work of ours
Would lead to victories for the coming age.

The victors may forget us. What of that?
Theirs be the palms, the shouting and the praise,
Ours be the fathers' glory in the sons."

That was Tycho Brahe's choice of values. . . .

I have spoken of a man who was one of the famous of the earth, whose name has re-echoed thru the corridors of time. Let us not make the blunder of supposing that to live in communion with these ineffable values of the spirit, to spend oneself utterly in sacrifice and devotion, is a lot reserved for a chosen few, for an aristocracy of genius, for those that will be ranked in history among the mighty or the great. To the glory of our humanity, the lowly equally with the mighty may be partakers in this bliss. Along the common ways I have walked with men and women—you would not know them from the crowd—men and women who had made the choice of Tycho Brahe. They had made it in humbler forms, by love, by gentleness, by sweetness, by devotion, by sacrifice of self within the narrow circle of the home; but, be it said to their undying glory, they had made it, none the less. We know it when death takes them, if in hours of pride and darkness we have been blind to it before. The life seemed simple while it lasted. We may not always have been conscious of its beauty. The end comes, and, behold, it is illuminated with the white and piercing light of the divinity within it.

The values of the spirit—These are the values that by your witness shall prevail. I have been reminded of the noble words of Huxley in celebrating the opening of Johns Hopkins University. "I cannot say," said Huxley, "that I am in the slightest degree impressed by your bigness [i. e., the bigness of America], or your material resources as such. Size is not grandeur, and territory does not make a nation. The great issue about which hangs a true sublimity, and the terror of overhanging fate, is what are you going to do with all these things? What is to be the end to which these are to be the means?" So it is, my friends, with all the teachings of universities and schools. . . . It is wasted unless it strengthens youth to the choice of Tycho Brahe.—From an address at the Jewish Institute of Religion.

The Kindergarten and Nursery School

FOR YOUNGER CHILDREN, *nursery schools and kindergartens to supplement home care.*"—*Children's Charter of the White House Conference on Child Health and Protection.*

THE eleven words quoted above from the official recommendations of the recent White House Conference constitute one of the most revolutionary proposals in American education. Translated into actuality in terms of buildings, equipment, staff, and training facilities, it amounts to a proposal to spend at least a half billion dollars per year on the education of more than five million children thus far completely out of contact with our educational program. For the truth is that there are less than five hundred nursery schools in existence in the whole United States, while kindergarten facilities are available for only one child out of four.

What shall we expect of the nursery-school idea whereby children are taken from the home for at least a half day at the age of two or three years and placed under the educational guidance of outsiders? The aim of the nursery school can be made clear by a brief description of the activities and opportunities which it ordinarily provides. Stated briefly, it is to assist parents in bringing their young children to the highest level along lines of physical, mental, social, and esthetic development. These children are visualized as playful, imitative, social creatures able to learn things essential to an effective and happy life at their own level of ma-

turity, and to learn without the usual heavy mechanics of instruction. That tremendous strides in selfreliance, socialization, and maturation of habit and behavior patterns can be made in this way is clear to anyone who has observed the remarkable growth characteristics of this age range.

Do the nursery school and kindergarten offer peculiar advantages in these accomplishments? What is it that school people have learned and how do they apply it? The offerings of the modern nursery school and kindergarten will be listed under ten headings. It will be possible to say only a few words about each, but back of these simple statements is a large accumulation of research and experience.

Play facilities—The nursery school [this term will be taken to include the kindergarten activities for the five-year-olds] offers play facilities not ordinarily available to children in the home. The playground is sure to include grassy sections, hard-surfaced runways for wheeled toys, and a sandbox. A large choice of outdoor apparatus is provided. While this is not excessive from the standpoint of the amount per child, it does permit a considerable amount of varying experience for the children. The indoor playrooms are fitted up with furniture and fixtures appropriate to child needs and child interests. The whole situation is under expert supervision.

Assistance in habit formation—There are numerous motor skills which are developed at this period in a child's

life but which tend to be delayed unless facilities and supervision are available. For example, the average two-year-old learns to use hammer and nails rather effectively. This not only provides useful exercise but gives the child a sense of accomplishment. Similarly selfreliance in running, jumping, climbing, playing games, eating, and toilet routine is definitely built up. Language has suddenly become an activity of great importance to the child and the preschool situation provides him rich opportunities in this respect.

Assistance in problems of nutrition and health—The teachers are trained to understand diets and to provide an adequate noon meal in case of the full-day session and supplementary nourishment in other sessions. Basic health measures such as vaccination, diphtheria immunization, medical and dental examinations are recommended as a matter of course and in many nursery schools are mandatory. We are accustomed to think that parents would very likely take care of these things without the stimulation and supervision of nursery-school people but we now know that such is not the case. The White House Conference, on the basis of a large sampling, showed that 50 percent of our preschool children have had no health examination of any kind, 87 percent no dental examination, 83 percent no smallpox vaccination, and 80 percent no diphtheria immunization.

Provisions for social development—Perhaps the most striking feature of the nursery school is the presence in one





Kindergartners in their own house which they built of blocks

group of a relatively large number of children of the same age. This is particularly difficult to arrange in the modern family or even in the modern neighborhood. We have strong evidence that this arrangement provides good opportunity for social development. Children of approximately the same age can build up companionships not possible between the child and the adult.

Assistance in preventing and eliminating behavior maladjustments—Tantrums, fears, food refusals, bullyings, and timidities are familiar accompaniments to child rearing. Just as we used to think that every child had to run a certain gamut of diseases, many parents still feel there is no escaping a large number of these maladjustments. Nursery-school people, on the other hand, know that the number is much greater than "nature" ever intended and that our own conditions of living are often directly responsible for them. By reducing tension and the extremes of affection and coldness to a relatively temperate middle ground and by calling upon the resources of a person welltrained in child psychology and behavior, the nursery school is able to reduce these difficulties to a minimum and to indicate how good results in the school may be transferred to the home situation.

Esthetic factors—We know that early beginnings in graphic and plastic art, music, and literary composition are natural and easy to the child. Very possibly they represent fundamental expressions of personality drives. In any case all nursery schools provide encourage-

ment to the child, along these lines.

An advancing program—The working out of the complete nursery-school program leads to a gradual introduction of responsibility and academic activity. Thus by the kindergarten age the child is well along in his verbal maturity and takes on the additional stress of the more formal subjects with considerable ease. This is something much different from a sudden substitution of a conventional and harsh curriculum for the liberalized

and imaginative events of preschool days.

Transfer to the home—Fundamental behavior patterns in play, eating and sleeping situations, for example, can be built up in a child in such fashion that the good effects are available for parents in the home situation. This calls for close rapport between preschool teacher and parent and, also, in many cases, for home visitation.

Parent education—By means of observations of child behavior in the group and of conferences with the teachers, parents themselves obtain a more adequate concept of child needs and behavior. In many nursery schools regular study groups are organized for parents. These call for a systematic reading of literature on child development and family life and for supervised observation of the children. New findings in nutrition, child psychology, and mental hygiene are now available in popular terms which every parent can understand. It is no longer socially permissible to be ignorant of these fundamental facts. However, the facts alone do not suffice. Actual practise is a full step removed from knowledge about what to do, while beyond practise is the subtle question of attitude.

Parent freedom—It is to be remembered that the halfday nursery school simply supplies three hours of this "extra-familial" guidance and stimulation. The parents [especially the mother] are left with considerable contact with the child's



The sandbox is a child's treasured possession

daily activities. Even the full-day session ends early in the afternoon. Much of the child's day is still in the home. Since these schools are not open on Saturday and Sunday, neither parent nor child is deprived of essential relationships. In a very real sense of the word, we have a supplementing of home care rather than a replacement of it. At the same time freeing of the mother during a certain portion of the day permits her to carry on work for pay and recreational or cultural activities.

Parents and teachers are sure to remark that these ten points are all very well, but even if they could be established as representative of ordinary practice, nursery schools would still be financially impossible for most communities. But improvement in taxing systems along with a change in people's attitudes toward the value of the work would alter this. An illustration will serve to show what I mean. We have become accustomed to having parents earn and scrimp to put their children thru college. This has become so common that the parents receive scarcely any credit for it either among their friends or from the children themselves. It is simply the thing to do, assuming an average mental and social level in the family. But does anyone ever hear of a family scrimping to put Johnnie thru the preschool? What evidence do we have that four college years for the average child is more valuable to him than

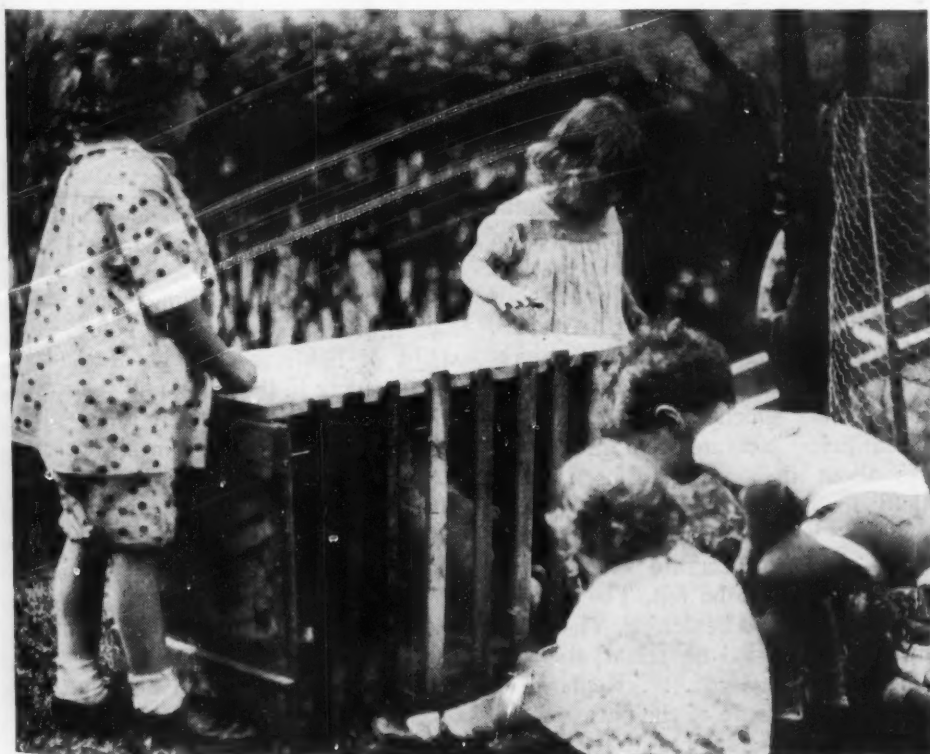


"Cleaning up" after the first experience in painting

four years of special education as a preschool child? We know that habits begin early, that learning is well along in the preschool child, that the general outline of his behavior patterns and adjustments are clearly observable. We know too that many of the maladjustments which plague children and adults have their beginnings in the preschool years. Yet we assume that parents who rarely have had any special training in child behavior are fitted to tide children over these difficult years.

First-hand contacts with thousands of parents have convinced many of us in this field that parents really welcome the assistance which the nursery school can give. The inertia is one of economic and social structure rather than of individual choice. On the basis of some preliminary evidence it seems clear that communities could have full-day nursery schools at a cost of \$100 per year per child and half-day nursery schools at about half this cost. Or it is possible for families to support a private school at a cost somewhat above these figures. In normal times a genuine, well-organized community demand should easily surmount this financial barrier.—George D. Stoddard, director of the Iowa Child Welfare Research Station, University of Iowa, Iowa City.

[This is the second of a series of articles dealing with the kindergarten to appear in *THE JOURNAL* this year. The kindergarten is the best part of the school. It lays foundations; it establishes basic habits; it makes the transition from homelife to classroom activity. It probably yields a larger return for every dollar spent than any other unit of the school. Are you, as a teacher, helping parents and citizens to understand that in the choice between the dollar and the child, it is not good economy to abolish the kindergarten? Do you demand a right attitude toward the child as a first and last requisite of every candidate for public office—whether his ambition is for the city council, the governorship, or the presidency?]



Learning the mysteries of life and growth

Achievements of Civilization

THE STORY of mankind should mean to the child something vastly more than a history of wars and conquests. What he learns about earlier cooperative human efforts and their contribution to presentday society has a profound effect on his own motives, ambitions, and ideals. Particularly in times of panic and depression we are inclined to think of values in terms of bank balances, gold supply, stocks and bonds. Back of those things and far more fundamental, giving civilization its stability, are resources such as writing, numbers, measurements—the tools of civilization, and the universal heritage of the race.

The material on this page is taken from a series of booklets on the *Achievements of Civilization*, prepared by the American Council on Education with the cooperation of the American Political Science Association. Each booklet describes in terms that pupils can readily understand an intellectual invention which the race has made as a contribution to civilized life. As the tools of learning are still further perfected, the race will rise to greater heights of intellectual performance and achievement. These booklets are designed as an inexpensive source of concrete material for use in school classes. For further information about the series, address the Council at 5853 Kimbark Avenue, Chicago.

Seirite-Sinaitic	Canaanite-Phoenician-Aramaic	Greek	Latin
𐤀. 𐤁	𐤁 𐤂	A	A
𐤃 𐤄 𐤅	𐤆 𐤇	B	B
𐤈	𐤉	Γ C	CG
𐤊 𐤋 𐤌	𐤍 𐤎	Δ D	D
𐤏	𐤐 𐤑	Ε E	E
𐤒 𐤓	𐤔	Ϝ ϝ	FVWY
=	𐤖 𐤗	I	Z
𐤙 𐤚	𐤛 𐤜	H	H
𐤞 𐤟	𐤠	I	IJ
+	𐤢 𐤣	K	K
𐤥 𐤦	𐤧	Λ L	L
𐤨	𐤩	M	M
𐤫	𐤬	N	N
𐤭 𐤮	𐤯 𐤰	+Ξ	X
𐤲 𐤳	𐤴	O	O
𐤶	𐤷	Π Γ	P
𐤹 𐤺	𐤻 𐤼	Q	Q
𐤽 𐤾	𐤿	PR	R
𐥀	𐥁	Σ Z	S
+	X	T	T

The story of writing—The figure at the left reviews very simply the story of our alphabet. It shows that the forms of some of the letters have not changed very greatly from the earliest forms invented on Sinai nearly four thousand years ago.

So began, so gradually was perfected, so slowly was learned the use of one of man's greatest inventions. Without it, learning would have remained so difficult that the typewriter, the printing press, the automobile, the airplane, and most of the other inventions which make life easier for us than it was for the ancients would never have been worked out.

As we think over the story of writing and glance at the illustration which tells very briefly the history of the alphabet, we can see that our forefathers made important improvements in the art of writing. Who of us will see a way to improve still further, however little, this simplest and perhaps greatest tool which the human race ever invented in its search for a better life?

The story of numbers—We owe our mathematical sciences to the cooperation of many minds. Probably many people think of arithmetic as merely a collection of examples and problems with a few directions as to how they are to be worked. Arithmetic should mean much more than that; it should mean a bringing-together of the results of a long series of inventions and discoveries. We do not have to begin where the race began—without knowledge and without clever devices. We start far along the road of mathematical efficiency because ancient peoples learned to count and because the Hindus and the Arabs and a host of other inventors worked out our system of numerals and devised useful methods of making calculations with this system.

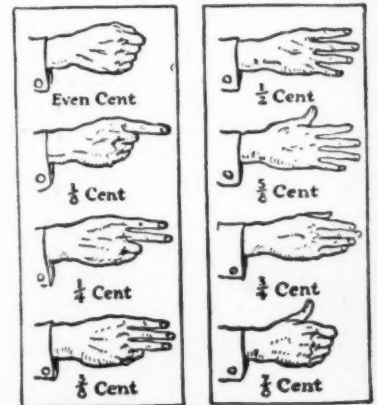
The story of weights and measures—Up thru the seventeenth century all the effort which had been spent in standardizing measures and in making laws about their use had been spent chiefly for one purpose—to help trade. Beginning with the eighteenth century, a new need for accurate weights and measures began to be felt. The modern age of science was beginning. The great Galileo had carried on remarkable experiments in physics . . . Kepler had found out the shape of the paths of the planets . . . Newton was at the height of his power. Measures were the very



An Egyptian picture showing balances



Balances for which weights are needed



Finger signs used on the grain exchange

foundation of the work of these scientists. They were measuring things which had never been measured before—the speed of light, the weight of the air, the distances to the stars, and the forces which keep the planets in their paths. For measuring such things, accurate measures were needed. Moreover, every scientist wished scientists in other countries to be able to study his results. This was difficult, however, because of the imperfect measures of that time. If scientists had not demanded better measures, the metric system would probably never have been planned and put into effect, and the present International Bureau of Weights and Measures would perhaps never have been established.

Lizzie Moore Forgotten!

J. W. CRABTREE

Secretary, National Education Association

MY SUBJECT is announced as "Lizzie Moore Forgotten." Lizzie Moore was one of my first teachers. Her high ideals impressed themselves indelibly on my mind. I have felt the uplift of her personality thru all the years. But I first want to pay tribute to presentday teachers and to discuss with you the perilous situation which the profession is facing. I want to set forth, as far as I am able, the teacher's responsibility in this, the worst crisis in the history of modern times. I want to point out our obligations as individuals and as members of the organized profession.

Before beginning the discussion I want you to know that I have looked forward to this visit. I have looked forward because of my great admiration for the pioneer spirit that has made Kansas and because of outstanding achievements of the state. But there is another deep-seated reason why I am glad to set foot once again on Kansas soil. It is sacred soil to me. Kansas was the home of my parents. They settled in Cheyenne County on a homestead in the eighties, lived in a sod house, and sent my younger brothers and sisters to school. My own work was mainly in the state to the north but I visited many times at that Kansas home and elsewhere in the state. In 1892 I attended the summer institute at St. Francis, the county seat, and assisted in the work. In 1893 I had the honor of conducting the institute under the direction of County Superintendent Rhoades. The present County Superintendent, Miss Sapp, has sent me a list of the names of those who taught in the county at that time, which revives many pleasant memories. That was in the nineties during the worst drought the western part of the state has ever experienced. It was perhaps much worse for that section of the state than even the present depression. Whether the unselfish, courageous spirit was already so fine that even a drought could not destroy it or whether it was much improved by the drought is worthy of attention. One thing I do know—that not only teachers, but ragged citizens showed the most marvelous courage, loyalty, and patriotism I had ever witnessed. It was not unusual to see a five- or ten-cent flag waving above the door of these

sod-house homes. Even the swearing I heard often had a worthy purpose. I heard a man curse another for laughing

THIS STATEMENT is an address by the secretary of the National Education Association before the Kansas State Teachers Association at its meeting in November. It emphasizes the imperative need for a new sense of values attaching importance to the child, the home, and the school, and the need for a more vigorous leadership on the part of teachers in defense of sound values. Teachers are closer to human need and community welfare than any other group. This address also suggests the tremendous work which the National Education Association is doing to safeguard education during the crisis. Without the farsighted and unremitting efforts of our local, state, and national associations, the schools today would be utterly cut to pieces.

when a barefoot child cried from having stepped on a cactus plant. He told him if he heard anything more out of him he would tear his old shoes off of him and shove him in that same patch of cactus. I heard a hard-fisted settler curse another man roundly for making fun of devout citizens who had been praying for much-needed rain. He declared that "all of us are cleaner because of this praying whether rain comes or not."

It is almost certain that the privations of that day served as refining forces. I am sure we all believe that the marvelous integrity of the people of Kansas at the present time is due largely to the winning fight made by parents and grandparents thruout the state against droughts and other handicaps. I can now see in this state and in other states, as we face new ordeals, some of that prized spirit of the early day and I wonder whether after all we may not expect now a new growth in mental and moral cour-

age and another generation of stalwarts in politics, religion, and education. I wonder whether these distressing conditions may not serve to make men and women more honest, more faithful, more religious, and more devoted to home, state, and country.

In Kansas your schools are in jeopardy. In all states education is in the balance. Dr. Winship believes that the civilization of the world is itself in jeopardy and that disaster can be averted only by the courage and vision of the teachers and schools of America.

The supreme test has just come to you as individuals and to you as an organized body. You are faced with a shortsighted and poorly advised amendment. What have you done to prevent that dangerous amendment from passing? If called upon to report at this meeting what would you say? If called on to report on November 8, would you be able to make a better report than you could make today? To how many voters have you made the education appeal? Should the amendment carry, I am told that it would be impossible, even in prosperous times, to lift education back to where it was when the depression came upon us. You will not let it carry. Have you invited the help of other community agencies?

I wonder whether you have called on the American Legion. If not, try it. Did you know that the American Legion has the honor of taking the first steps leading to American Education Week? I want to tell you about it. Its Americanism Commission being duly authorized by the Legion appeared before the board of directors of the National Education Association at the annual convention at Des Moines in 1921 and presented a definite program including arrangements for the observation of American Education Week. The following were among the points presented and jointly agreed upon: longer pupil attendance, higher qualifications for teachers, use of only the English language as the basic language of instruction in all schools, displaying the flag during school hours, and arranging for American Education Week to be observed annually.

The American Legion is therefore pledged to this educational program and to the support of the public schools. It

has, we believe, responded to every call. You must remember that in the past the opposition to the schools has been scattered. It is now strongly organized and wellfinanced. It refuses to take the needs of children into account. It brazenly charges teachers with selfish motives. Teachers very properly reply with information and peaceful persuasion. They now need real fighting help. Twenty-five years ago we went to the members of the Grand Army of the Republic in Nebraska, who never failed us. Local superintendents, principals, and teachers will easily secure help from the American Legion as we got it in early days from the G. A. R. Be sure to call on these fighters for help between now and November 8.

The whole nation is going thru ordeals as grave and as depressing as those faced by our forefathers in Western Kansas in the nineties. In fact, the whole world is suffering from the effects of the worst depression in all history. To whom shall we look for leadership to get us out of the pit? Will it be a one-man leadership or will it be group leadership? Or will it be still more general and come as a result of combined thinking? One trouble is that we have not paid attention to the thinking of real economists. We have listened to economists employed by powerful trusts who, like the alienists in criminal trials, see that their reports are satisfactory to those who pay for their services. We have let the propagandists and high pressure salesmen lead us their way. We have had unlimited confidence in directions coming from those who control finance. We have not done enough thinking ourselves. During the last two

years many teacher groups have begun to give special attention to taxation and to economic problems. Their thinking has already attracted attention. It has been commended. Having confidence in it, the Governor of New Hampshire said at a recent meeting of the educational leaders of the state: "It would be most helpful indeed if each of you school men would study the finance of your community—not only its school finance, but all its expenditures—so that you would be turned to as the best informed person in the community on such matters. That is entirely possible." He gives this advice to every superintendent. Why not to every teacher also?

We have received the information from many cities where schools were short on funds that bankers proposed a heavy cut in salaries and other expenditures as the first condition for advancing funds. Even with that they have not made a definite promise to cash warrants. There has been so much of this that it would seem that the word had come down from above. It is often demanded that salaries be cut, free textbooks eliminated, and that welfare activities—including health education, music, art, recreation, and vocational education—be cut from the course of study. This is an influence which is not new but it is in a new form. It is due to the old aristocratic feeling that the people themselves are not capable of determining what is best. It strikes at the very roots of our American system of education. The best is not handed down from above. It grows up out of the ground. These bankers themselves know that

their institutions are at the mercy of those above. Why should they aid in putting the teacher and education into the same helpless situation?

We have in the past depended upon the leaders in finance and industry. Other nations have also depended upon these same groups. But such leadership has broken down. These leaders were not big enough to look out for their own selfish interests and for the good of all the people at the same time. The outlook on life of leaders in finance and industry seems to go up and down with the markets. Let us thank God that teachers can take the broader view. Their faith does not drop with prices. It continues to look up and ahead thru the eyes of the children. It inspires youth with ideals in time of famine as in time of plenty. It is this faith that holds the line when other forces drop back. The teacher is the savior of the people. As long as we have this leadership for youth, our American government and our democratic institutions are safe.

A beautiful philosophy of life is that of looking upon a situation which appears to be a liability as one that should be turned into an asset. On the surface it looks as tho education were in the midst of disaster because it is losing ground temporarily. But when we recall that American society has its ups and downs, we can see that education, its chief sustaining factor and also dependent upon it, must show similar fluctuations. Our efforts must still be directed to saving as much as possible of what has been gained during recent years, but from now on, more and more, let us give attention



ON THE LEFT: Sod-house home. On the right: Sod schoolhouse of the Kansas frontier. These were built by laying blocks of sod on top of each other and on top of the roof. Such houses were warm in winter and cool in summer.

to constructive work. Let us build better than before. Let this be the opportunity for turning near defeat into victory. But to do so will require better organization and effort than ever before. Shortsighted forces are at work in this nation, as in this state, to reduce the financial support accorded public education at any cost. These forces are not concerned with the welfare of children or with the maintenance of the public-school system. They are concerned with a form of anti-social tax-reduction to which they misapply the term "economy." The effort to destroy will continue. It will require the devoted services of every member of the profession and of every friend of the schools to prevent the devastation from spreading and becoming still more desperate.

Just two other matters and these are to serve as a conclusion. First let me give a brief review of economic and educational conditions. We have at the National Education Association headquarters in Washington, information on conditions in almost every community in the United States. Our information has come from county and city superintendents. No other agency in Washington has any such up-to-date records. It shows only a very few instances where unemployment has decreased or where conditions have perceptibly improved. There are few places where salary levels have been held and few places where the teacher load has not been increased. Salaries have been cut all the way from 5 to 50 percent. Many schools do not have funds. School warrants are often discounted 20 and 25 percent. In places the warrant is paid only in groceries and goods and without a chance of getting even part in cash. Our information gives a dark picture but it does not show half the despondency one would expect. The encouraging feature is the expression of confidence and hope in many reports following the statement of actual conditions. One closes by saying: "Nevertheless, better days are ahead." Another says, "While I don't yet see prosperity, I know it'll come at least for the coming generation."

Conditions in Alabama are not much worse than in eight or ten other states. Let us take it, however, as an example. Our information shows that all of the schools in a number of counties have closed. It indicates that nearly all the schools in the state will close before the end of the year unless immediate aid is secured. It shows that citizens have become aroused fearing a complete breakdown in public education, and that they

are threatening to march 30,000 strong on the state capital to urge the legislature, which has listened attentively to the

MILLIONS of children and young people follow the old worn way to the schoolhouse. There they must find at least the opportunities offered so freely to their predecessors. If there must be a choice, build a schoolhouse, and leave a road unbuilt, some streets unpaved. We must have education; it is America's boast. While other things are crumbling, our schools must be maintained. — *William Frederick Bigelow, Editor, Good Housekeeping.*

wails of the Tax League, to listen a moment to the voice of the children and to hold up before the lawmakers the need of continuing to carry out the principle that every child is entitled to an education and to a fair start in life.

A year ago conditions were exceedingly bad in Mississippi but last spring the governor of the state, supported by the state superintendent and other educational leaders, successfully secured the adoption of the Retail Sales Tax and now Superintendent Bond says we can take his state off the worst bloc of states. Had it not been for this tax he said all schools in the state would have been closed by this time. He does not minimize, however, the economic situation in the state.

The nation ought to admire the fights made in Kansas, Michigan, Indiana, and other states by state associations and teachers. It ought to admire the effort being made in hundreds of localities by the organized teaching force, by the parent-teacher association, by the American Legion, and by other civic agencies to protect the children from the cruel drives of unfeeling tax leagues. The Chicago situation is well known. There are other places in Illinois and in other states where conditions are equally bad. Reports indicate that New York City is about to trail Chicago in taxation and political mix-ups. Yet surely in view of what has happened in Chicago, New York will not

allow herself to go so far. ❧ ❧ ❧

Many a leader has gone down under the weight of local responsibility during the year 1932. Let us increase the services of the organized profession in such a way as to share the local load. Not only superintendents but teachers are breaking. It would bring tears to your eyes to learn what I have learned about the actual situation in Chicago and in other places. The load, the loss of pay, the loss of homes, the effort to save children, and other depression distractions result in sickness and death, and still worse—in a few cases, in the destruction of the mind itself. Hundreds of teachers can never again be themselves. The children also suffer irreparable injury. The situation is worse than has been reported in the press. Teachers are bearing it all remarkably well. They look ahead to better days. They continue to inspire children with ambition to become useful citizens. Did you ever dream that such consecration was possible?

I have given praise to present-day teachers, who deserve all the credit that can come to them. I now wish to pay special tribute to that teacher who gave me my early inspiration. I was seven or eight years old when Lizzie Moore became my teacher. She had a delightful personality. Kindness showed in her face, in everything she said or did. She found it necessary on one occasion to keep me after school and to use the switch on me for disobedience. I withstood the tinge of pain bravely enough, but the real punishment came when she laid the switch on the desk and with tears in her eyes said, "You are not a bad boy. You are a good boy. I don't want you to act that way any more. Won't you please promise me? I just can't stand it to whip. I am almost sick now."

I then joined in the crying act myself, made promises, swept the floor, and said, "Good-bye, Miss Moore," two or three times as I was leaving. After that I was at school early to help build the fire and to clean off the blackboard. Two of us gave a third boy a good trouncing later on for talking back to Miss Moore. When I read Bess Streeter Aldrich's, "The Woman Who Was Forgotten," I could not help thinking of beautiful Lizzie Moore. Recently and just fifty years after leaving the old school to go out West to Nebraska and Kansas, I returned to Scioto County, Ohio, to see the house in which I was born, the school in which I got my start, and the few relatives and friends yet to be found.

I inquired about Lizzie Moore. No one

knew what had become of her. It is true that she had taught the school only one year but she had given a score of boys and girls in that neighborhood higher ideals. She had filled them with worthy ambitions. She had given a wholesome touch to community life. A wonderful woman—but forgotten.

I wonder whether she ever knew how much her pupils in that district owed to her. I wonder whether she ever knew of anything beyond their devotion to her at the time. She must have known of the appreciation of parents. But I fear she never realized how much she put into the lives of children in that school and in the other schools in which she taught.

Next to the help which came from my

parents was that which I received from Lizzie Moore. Perhaps next to that was what I received from Jim Blackburn when I was fourteen and from J. M. McKenzie when I was eighteen. These were classroom teachers. I owe very, very much to other friends along the way, but these names stand out. In relating my experience, I have given essentially your own experience and that of leading citizens everywhere. My own children have had a Lizzie Moore as their teacher. I am sure there is many a Lizzie Moore in Kansas. There never has been a better type of devotion among teachers than at the present time. We had forgotten Lizzie Moore as far as keeping track of her was concerned, but we had not forgotten

her in our hearts. Since that experience I have written other favorite teachers. How happy it made them to receive expressions of appreciation from a former pupil. I regret down deep that I failed to let Lizzie Moore know in later life what I owed to her.

It is great to supervise the work of teachers, or to administer a system of schools, but it is greater still to deal directly with youth, inspiring children with ideals and putting into their lives the desire to become useful men and women. You are a Lizzie Moore to many a boy or girl and you will live in their hearts whether they tell you about it or not. Teaching may not pay so well, but it is the highest type of service in the world.

Pioneers Who Believed in Children First

THERE IS no better way to visualize the significance of schools and teachers in the lives of children than to form some estimate of what schools have done in particular communities and for specific people who can be named and who are known. Such a practise dramatizes the school and helps all citizens to appreciate better what the school has meant to them individually. The following statement by W. H. Morton of the University of Nebraska appeared in the Nebraska Educational Journal.

IN THE period of the "hard times" during the nineties when schoolboards everywhere were reducing teachers' salaries and trying to run just as cheap a school as possible, there was one rural schoolboard in Jefferson County, Nebraska, with vision of another kind.

This board composed of three farmers decided that there were no "hard times" in the educational needs of their community and proposed that they make their school the very best school in their county. They offered one of the best, if not the very best, salaries in the county and employed teachers of the highest type. No cheap teacher would suit them. For a period of four or five years when money was scarce, prices low, and crops almost a failure, the boys and girls of this school had three different men-teachers. These men were welleducated, had high ideals, and proved a genuine inspiration to the fifty or sixty pupils.

"Children first" tells its story—It is now from thirty-five to forty years since these boys and girls went to this rural school. They have gone out into life in many different activities. A casual

check on what they are now doing may throw some light on the wisdom or folly of the vision of the school. Here is the story showing what these boys and girls of the nineties have accomplished:

Eleven graduated from college. Three graduated from a conservatory of music.

Twelve or more taught school. Today two of them are on the faculty of one of the largest high schools in the Middle-west. Another is a professor of education in a state university.

One finished a law course and became an attorney for one of the railroads of the South. One completed the civil engineering course of the University of Nebraska and entered the employ of the Union Pacific Railroad.

One entered the Department of Personnel of the Studebaker Corporation, and being a musician, was also a member of the company's musical organization.

One who is now teaching is also a composer of band music. His compositions are sold everywhere. One other, who is also teaching, is a musician of note, is often heard over the radio, has composed some music, and is an accomplished director of bands and orchestras.

One who holds his A. B. degree is a successful business man. He is at the head

of one of the largest banks in western Nebraska and is a member of the Board of Education in his city. His son was the honor student of the local senior class of over one hundred last year and is this year carrying off all freshman honors in the college from which his father graduated.

One is an accomplished artist, especially of bird life. She is the joint author with her husband of "Birds of South Dakota." She is also the author of a supplementary reader.

One is a successful eye specialist practising his profession in one of the cities of Kansas.

One is a barber.

Several of them are successful farmers, one of whom was given special recognition by the Nebraska College of Agriculture two years ago for having produced over one hundred bushels of corn per acre.

Another of these farmers is not only successful in his business but his son, who is a student at the University of Nebraska, was given special recognition this spring for his high scholarship. This same recognition came to a daughter of one of those who is now teaching.

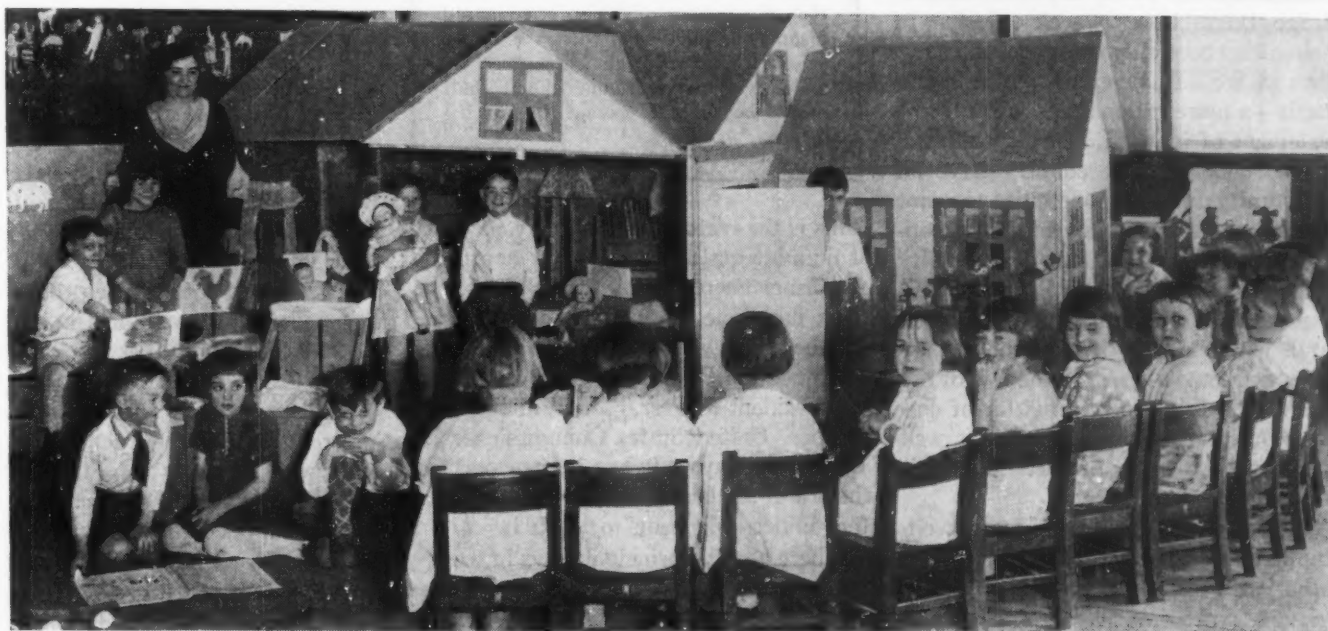
Some of the students from this rural school of forty years ago are housewives. Some have moved away.

So far as the writer is able to learn, not one of these boys and girls who were his former schoolmates has ever served a term in prison or been mixed up in crime of any sort.

The record of pupils from this rural school, as written by their lives forty years later, is a living testimony to the value of the leadership of strong teachers.

WHAT are you doing to interpret the services of your school to the people who pay for that school? Do they understand its importance as a part of the city's housing? As an institution that safeguards and promotes health? As a stabilizing force in times of stress? Have you let them feel your own direct interest in their individual children?

THESE PICTURES from the York, Pennsylvania, schools reveal what one system is doing toward interpreting, supplementing, and humanizing modern life. The children learn—thoroughly and permanently because happily and concretely—the contributions of the past, the needs of the present, and the possibilities of the future. In the picture to the right, first graders are being initiated into the mysteries of the farm—notice the boy who impersonates the farm hand at his milking! Center: appreciation and love of home are accentuated in this classroom project. Lower left: the days of chivalry are relived in this dramatization of King Arthur and his court. Lower right: this brave chieftain, these young Indian mothers with papooses on their backs will retain vivid impressions of a realistic history lesson.



The Pact of Paris

PEACE on earth goodwill toward men

What better time is there than the Christmas season to turn our thoughts to those matters that concern the entire brotherhood of mankind? Peace is no longer merely desirable. It is necessary for the growth of civilization. The one agency best qualified to further goodwill among nations is the school.

The school, therefore, should consider the Pact of Paris, along with the Magna Charta and the Declaration of Independence, as the vital concern of every American child.

This treaty renounces war as an instrument of national policy. By it the nations pledge themselves to seek solution of their differences only by peaceful means. Thus we see a tremendous change in emphasis—a more rational approach to the settlement of international difficulties.

The schools of the country have an opportunity and a responsibility to point out the importance of international cooperation and the aspirations of humanity which brought about the Pact of Paris. As a ratified and proclaimed treaty, it stands with the Constitution and legislative enactments as part of the law of the land. Patriotism is now a matter of emphasis on international goodwill, as well as a knowledge and appreciation of one's own country.

The following pertinent facts were compiled by the National Student Forum on the Paris Pact: "In Paris, on August 27, 1928, representatives of the United States and fourteen other nations signed a treaty which renounced war as an instrument of national policy and pledged the signatories not to seek the settlement of international differences except by pacific means. All of these fifteen nations having duly ratified the treaty, it was promulgated by President Hoover in Washington, July 24, 1929, as being in full force. Up to August 1932, forty-seven more nations had officially 'adhered,' making a total of sixty-two parties to this treaty, and an additional three had signified their intention to adhere. Only two of all the nations of the world have not as yet replied favorably. Steps are being taken to bring the Pact and the Covenant of the League of Nations into harmony."

In making this solemn pledge to settle all their differences by pacific means

only, the governments acted "in the names of their respective peoples." Secretary Kellogg asserted that they acted in response to the demand of public opinion.

The Paris Pact

ARTICLE 1

The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE 2

The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

This is the reason, he says, why the Pact is no mere gesture. "Already," according to former Secretary of War Baker, "the Pact has done more than anything else for the preservation of peace."

"Since the Peace Pact was proclaimed by President Hoover," Dr. William John Cooper, United States Commissioner of Education, says, "it has been a part of the law of the land. Our schools are therefore under obligation to teach it."

There are five principal ways in which the Paris Pact may be integrated with the activities of the school.

First, it is recognized that the problems of international relations should be given consideration in the curriculum. Thru the various courses of study [English, science, geography, history, and other social studies] these problems may be studied and discussed.

Second, classroom activities may be supplemented by an international relations forum, the writing of essays, and by editorials and cartoons in the school paper.

Third, many secondary schools may wish to organize an "international relations" or a "cosmopolitan" club for the study of international problems and the promotion of better racial feeling among secondary-school students and in the community.

Fourth, there is a growing demand that the schools assert greater leadership in

giving information to adults in the community relative to social problems. An open forum for the benefit of the community may be conducted along much the same lines as the school-assembly forum. The program may provide fitting culminating activities for the year's study of international relations thruout the school. Such a program offers opportunities for giving accurate information and for bringing together various groups in the community.

Fifth, the Pact of Paris may be given a special emphasis in connection with World Goodwill Day on May 18. This observance, sponsored by the World Federation of Education Associations thruout the world, and by the National Education Association in this country, commemorates the opening of the first Peace Conference at The Hague in 1899.

The World Federation of Education Associations, 1201 Sixteenth Street N.W., Washington, D. C., will be glad to furnish additional information and suggestions to readers of THE JOURNAL. Large copies of the Pact may be procured from the Federal Council of Churches, 125 E. 22d St., New York, N. Y., or the World Peace Foundation, Boston, Mass.

Questions for discussion—What interpretation of the Pact was made recently by Secretary of State Stimson? Will the Pact aid disarmament? How was the Pact applied to the South American disputes? How does the Pact apply to the Sino-Japanese controversy? What is the Lytton report? What relationship does the Pact have to international law? Why does the observance of the Pact appear to be the special concern of the United States?

References—*Education for World Citizenship* [William G. Carr], Stanford University Press, Stanford University, Calif.; *Origin and Conclusion of the Pact of Paris* [Denys P. Myers], World Peace Foundation, Boston, Mass.; *The Turn toward Peace* [Florence Brewer Boeckel], National Council for the Prevention of War, 532 Seventeenth Street N. W., Washington, D. C.; *Must We Have War?* [Fred B. Smith], World Alliance for International Friendship, 70 Fifth Avenue, New York, N. Y.; *The Paris Pact in American Schools* [Arthur Charles Watkins], National Student Forum, 532 Seventeenth St. N. W., Washington, D. C.—E.R.B.

The Child's Own Library

THIS LIST of old and new favorite books for children was prepared by Nora Beust, assistant professor in the School of Library Science, University of North Carolina. Miss Beust is the compiler of *Graded List of Books for Children* [American Library Association, 1930]. Pass this list on to parents to aid them in selecting books for their children's Christmas and birthday presents.

For Children Under Ten Years of Age

ÆSOP'S FABLES, told anew and their history traced by Joseph Jacobs. Macmillan, \$1.75. Excellent in selection of fables with appropriate illustrations.

LITTLE BLACK SAMBO, by Helen Bannerman. Stokes, 75c. A classic of the nursery in the best loved edition.

PETER PAN AND WENDY, by James M. Barrie, with illustrations by Mabel L. Attwell. Scribner, \$2.50. All who have believed in fairies will turn again and again to Peter Pan and the tale of "the gay and innocent and fearless people who can fly to the Neverland."

PELLE'S NEW SUIT, by Elsa Beskov. Harper, \$1.25. Gay picture storybook of how Pelle's new suit was made from the wool on the sheep's back.

GOLDEN GOOSE BOOK, by L. L. Brooke. Warne, \$3. Amusing illustrations in black and white and excellent colored plates enliven the story of the golden goose, the three bears, the three pigs, and Tom Thumb.

IN THE DAYS OF GIANTS, by Abbie F. Brown. Houghton, \$1.50. The Norse myths of Odin, Thor, Loki, Idum, and Balder, told in a delightful manner.

HEY DIDDLE DIDDLE PICTURE BOOK, by Randolph Caldecott. Warne, \$2.25. One of the favorite titles of a famous illustrator of the English countryside.

ALICE'S ADVENTURES IN WONDERLAND, by Lewis Carroll, with illustrations by John Tenniel. Macmillan, \$1.75. Alice has never ceased to enchant all ages.

THE CHRIST CHILD, told by Matthew and Luke, with illustrations by Maud and Mishka Petersham. Doubleday, \$2. The illustrations kindle reverence in the supernatural and a kindly feeling of friendship for the human.

THE CAT WHO WENT TO HEAVEN, by Elizabeth Costworth, with pictures by Lynd Ward. Macmillan, \$2. A young artist finds himself the owner of "Good Fortune," a cat that is three colored, "like a white flower on which butterflies of two kinds have alighted." The opportunity to paint a picture of the Buddha is the theme into which is woven a range of human emotions and much beauty.

ADVENTURES OF PINOCCHIO, by C. Collodi, Children's classics, Macmillan, \$1. A famous Italian marionette.

SILVERHORN, by Hilda Conkling, illustrated by Dorothy P. Lathrop. Stokes, \$2.50. The poems reflect in exquisite forms the pictures of a child's imagination.

OLA, written and illustrated by Ingri and Edgar Parin D'Aulaire. Doubleday, \$2. Fanciful colored picture storybook that tells of the snows, the sports, and the occupations of Norway.

Book Houses

I ALWAYS think the cover of
A book is like a door
Which opens into some one's house
Where I've not been before.

A pirate or a fairy queen
May lift the latch for me;
I always wonder, when I knock,
What welcome there will be.

And when I find a house that's dull
I do not often stay,
But when I find one full of friends
I'm apt to spend the day.

I never know what sort of folks
Will be within, you see,
And that's why reading always is
So interesting to me.
—Annie Fellows Johnston.

PEACOCK PIE, by Walter De La Mare, with illustrations by Heath Robinson. Holt, \$2.50. The beauty of the imagery casts a spell that reaches beyond the years of childhood.

TREASURY OF VERSE FOR LITTLE CHILDREN, compiled by M. G. Edgar, illustrated by Willy Pogany. Crowell, \$1.50. Old favorites as well as new verse are included in this popular anthology.

A B C BOOK, designed and cut on wood, by C. B. Falls. Doubleday, \$2. A most attractive pictured alphabet whose artistic designs of animals are reproduced in colors.

ANGUS LOST, told and pictured by Marjorie Flack. Doubleday, \$1. Another amusing picture book of a curious Scottie.

MILLIONS OF CATS, written and illustrated by Wanda Gag. Coward-McCann, \$1.50. A simple tale with original pictures that are both humorous and imaginative.

WIND IN THE WILLOWS, by Kenneth Grahame, with illustrations by Nancy Bainhart. Scribner, \$2.50. The adventures of Mr. Toad, Water Rat, Mr. Mole, and the Badger are made doubly interesting thru the humor that leads the reader to chuckle about the commonplace practises of humans as they are enacted by this company of animals.

MEN AT WORK, photographic studies of modern men and machines, by Lewis W. Hine. Macmillan, \$1.75. Unusually clear, close-up pictures of workers and machines that give the sensation of reality.

ATLANTIC TREASURY OF CHILDHOOD STORIES, compiled by Mrs. M. D. Hodgkins. Atlantic, \$2.50. A carefully selected collection of folk and fairy tales, realistic and historical stories representative of various nations.

ENGLISH FAIRY TALES, edited by Joseph Jacobs. Putnam, \$1.75. More than one hundred old English fairy tales.

JUNGLE BOOK, by Rudyard Kipling. Doubleday, \$2. One of the most beloved of imaginative books, as is also the humorous **JUST-SO STORIES**, by Kipling. Doubleday, \$2.

WATER-BABIES; A FAIRY TALE FOR A LAND BABY, by Charles Kingsley, illustrated by J. W. Smith. Dodd, \$1.75. A fairy tale to read aloud.

STORY OF DOCTOR DOOLITTLE, written and illustrated by Hugh Lofting. Stokes, \$2. A highly imaginative nonsense story that tells of the peculiar actions of the doctor who "likes the animals better than the 'best people'."

THE PICTURE BOOK OF ANIMALS, selected and translated by Isabel E. Lord. Macmillan, \$2.50. 150 photographs of birds, beasts, fish, and other creatures taken in many parts of the world. There are brief comments on each page.

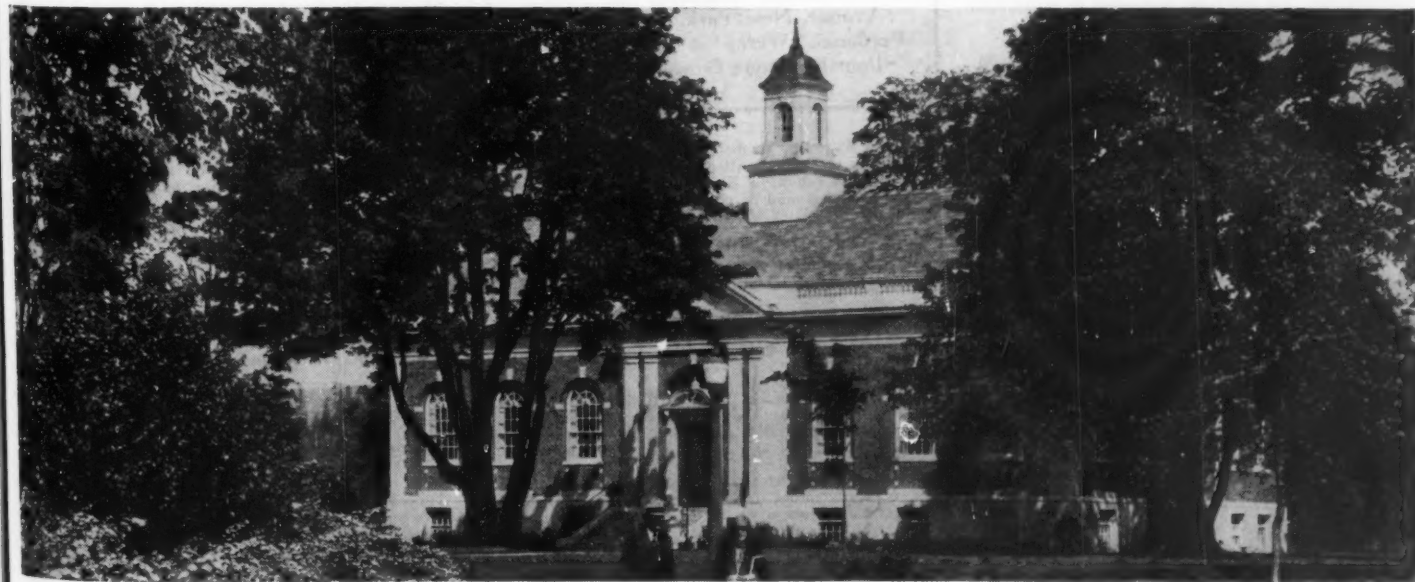
THE WILLOW WHISTLE, by Cornelia Meigs and illustrated by E. Boyd Smith. Macmillan, \$1.75. A story of the West and Indians in the pioneer days, told vividly and with regard to the fidelity of the place and people.

WINNIE-THE-POOH, by A. A. Milne, with illustrations by Ernest H. Shephard. Dutton, \$2. A thread of genial philosophy runs thru the delightful nonsense stories of Winnie-the-Pooh, Eeyore, Piglet, and Christopher Robin. Children will also want to read the author's engaging poems, **WHEN WE WERE VERY YOUNG**, and **NOW WE ARE SIX**. Dutton, \$2 each.

BOOK OF BIRDS, by O. T. Miller. Houghton, \$2. The habits of birds with illustrative anecdotes that are told from observation.

THE BOOK OF NAI-WEI, written and illustrated by Grace and Carl Moon. Doubleday, \$2. Indian child life told in picture and story.

'Twas THE NIGHT BEFORE CHRISTMAS, by C. C. Moore, illustrated by J. W. Smith. Houghton, \$1.50; the same, Little Library, Macmillan, \$1. Beloved American Christmas poem.



Lovely trees, beautiful architecture, sequestered nooks, and all the sweet serenity of books

MOTHER GOOSE, the following editions are recommended:

THE LITTLE MOTHER GOOSE, illustrated by J. W. Smith, Dodd, \$1.50.

MOTHER GOOSE IN SILHOUETTES, cut by Buffum, Houghton, \$1.

THE REAL MOTHER GOOSE, illustrated by Blanche F. Wright, Rand, \$2; the Junior edition, Rand, 75c.

DUTCH TWINS, written and illustrated by L. F. Perkins, Houghton, \$1.75. Simply told story of child life in Holland.

TALE OF PETER RABBIT, written and illustrated by Beatrix Potter, Warne, 75c. One of a series of favorite tales by an English artist of the Lake Country.

AIRPLANE RIDE, by H. S. Read. Social Science readers, Scribner, 60c. All of the volumes in this series are designed to meet the interests of little children in everyday life.

SING-SONG, A NURSERY RHYME BOOK, by Christina G. Rossetti, illustrated by Marguerite Davis, Macmillan, \$1. Fun and fancy in verse.

CHILD'S GARDEN OF VERSES, by R. L. Stevenson, Rand, 75c; other editions are Macmillan, \$1 and illustrated by J. W. Smith; Scribner, \$2.50.

For Children Over Ten Years of Age

LITTLE WOMEN, by Louisa M. Alcott, Little, \$2. A story beloved by all girls and most boys.

FAIRY TALES, by H. C. Andersen; translated by Mrs. E. Lucas, and illustrated by Thomas, Charles, and William Robinson, Dutton, \$2. The tales of a master storyteller.

ARABIAN NIGHTS; TALES OF WONDER AND MAGNIFICENCE, edited by Padraic Colum, illustrated by Eric Pape, Children's classics, Macmillan, \$1. Based on the Lane translation. An excellent introductory chapter by Mr. Colum, a distinguished editor and author of folk literature.

WATERLESS MOUNTAIN, by Laura A. Armer, with illustrations by Sidney and Laura A. Armer, Longmans, \$3. A story of the Navahos written in a simple style, well-suited to reveal the beauty and mysticism of Younger Brother and his priestly Uncle.

WINGED HORSE: THE STORY OF THE POETS AND THEIR POETRY, by Joseph Auslander and Frank E. Hill, with illustrations by Paul Honoré and a bibliography by Theresa W. Elemendorf, Doubleday, \$3.50. An excellent introduction into the "world of rhythmic delight."

UNDER TWENTY, edited by May L. Becker, Harcourt, \$2.50. An excellent selection of stories that are true to the life of girls in their teens.

CHILDREN'S BIBLE, translated and arranged by Henry A. Sherman and Charles Foster Kent, Scribner, \$3.50; smaller with few pictures, Scribner, \$1.75. Selections from both the Old and New Testament in easily read dignified prose.

JOAN OF ARC, told and illustrated by Louis M. Boutet de Monvel, Century, \$4. What satisfaction to return to a favorite book after many years to find it even more beautiful than the image stamped on the memory. The technique, the coloring, the careful attention to historical accuracy, a high type of imagination all combine to produce this reaction when the reader opens "Joan of Arc."

ADVENTURES OF TOM SAWYER, by Samuel Clemens, Harper, \$2.50. Full of fun and incidents from the author's boyhood.

ADVENTURES OF ODYSSEUS AND THE TALE OF TROY, by Padraic Colum, illustrated by Willy Pogany, Macmillan, \$1. Written in the spirit of the original Greek.

MAKING AN ORCHESTRA, by Dorothy B. Commins, Macmillan, \$1.50. The book will be enjoyed by children who hear symphony orchestras directly from the stage or over the radio. The instruments are explained by families. Clear illustrations, also a chart with cutouts, to set up a small orchestra on paper.

TWO YEARS BEFORE THE MAST, by R. H. Dana, illustrated by E. Boyd Smith, Houghton, \$2. A classic of the sea.

ROBINSON CRUSOE, by Daniel Defoe, illustrated by E. Boyd Smith, Houghton, \$2. A book for every boy and girl.

CHRISTMAS CAROL, by Charles Dickens, illustrated by C. E. Brock, Dutton, \$1.50. A ghost story of Christmas.

HANS BRINKER, by Mary M. Dodge, illustrated by Louis Rhead, Harper, \$1.75. An accurate picture of Dutch life.

Publishers Mentioned in This List

D. APPLETON & Company, 35 W. 32nd Street, New York, N. Y.
Atlantic Monthly Press, 8 Arlington Street, Boston, Mass.

Century Company, 353 Fourth Avenue, New York, N. Y.

Coward-McCann, Inc., 425 Fourth Avenue, New York, N. Y.

Thomas Y. Crowell Company, 393 Fourth Avenue, New York, N. Y.

Dodd, Mead & Company, 443 Fourth Avenue, New York, N. Y.

Doubleday, Doran & Company, Garden City, N. Y.

E. P. Dutton & Company, 300 Fourth Avenue, New York, N. Y.

Ginn & Company, 15 Ashburton Place, Boston, Mass.

Harcourt, Brace & Company, 383 Madison Avenue, New York, N. Y.

Harper & Bros., 49 E. 33rd Street, New York, N. Y.

Henry Holt & Company, 1 Park Avenue, New York, N. Y.

Houghton Mifflin Company, 2 Park Street, Boston, Mass.

Little, Brown & Company, 34 Beacon Street, Boston, Mass.

Longmans, Green & Company, 55 Fifth Avenue, New York, N. Y.

Macmillan Company, 60 Fifth Avenue, New York, N. Y.

David McKay Company, 604 S. Washington Square, Philadelphia, Pa.

G. P. Putnam's Sons, 2 W. 45th Street, New York, N. Y.

Rand, McNally Company, 536 S. Clark Street, Chicago, Ill.

Fleming H. Revell Company, 158 Fifth Avenue, New York, N. Y.

Charles Scribner's Sons, 597 Fifth Avenue, New York, N. Y.

F. A. Stokes Company, 443 Fourth Avenue, New York, N. Y.

Frederick Warne & Company, 381 Fourth Avenue, New York, N. Y.

CALICO BUSH, by Rachel Field, engravings on wood by Allen Lewis, Macmillan, \$2.50. The character of Marguerite Ledoux, a bound-out girl, is developed against a background of rigorous pioneer days in the Maine of 1743.

HITTY, HER FIRST HUNDRED YEARS, by Rachel Field, illustrated by Dorothy P. Lathrop, Macmillan, \$2.50. A delightful story of early American life.

TALES FROM SILVER LANDS, by C. J. Finger, woodcuts by Paul Honoré, Doubleday, \$2.50. Folk tales of South America gathered from the native storytellers.

MAGIC PORTHOLES, by Hellen Follett, Macmillan, \$2.50. Adventure on the islands of the South Seas with information about schooners, cargo boats, and liners.

GOLDSMITH OF FLORENCE, A BOOK OF GREAT CRAFTSMEN, by Katharine Gibson, with decorations by Kalman Kubinyi, Macmillan, \$5. Stories of the arts and crafts, exemplified by such artists as Della Robbia, Cellini, and Paul Revere, told in simple dignified prose. The rich text is embellished with illustrations and photographic reproductions of unusual beauty and significance.

HOUSEHOLD STORIES, by J. L. and W. K. Grimm, translated by Lucy Crane, and illustrated by Walter Crane, Macmillan, \$1. A careful selection of stories.

UNCLE REMUS; HIS SONGS AND SAYINGS, by Joel C. Harris, with illustrations by A. B. Frost, Appleton, \$2. The famous Tar Baby, together with the other stories of Br'er Fox, Br'er Rabbit, Miss Meadows, and de gals, are wonder tales that always produce a smile.

THE WORLD WE LIVE IN AND HOW IT CAME TO BE, by Gertrude Hartman, with many illustrations from contemporary sources, Macmillan, \$5. An authoritative interesting account of how the world began and how man progressed thru his ability to use the resources of his environment. Excellent bibliographies. A later volume by the same author, on THESE UNITED STATES, seems to be equally vital.

DARK FRIGATE, by C. B. Hawes, Little, \$2. Adventures on the seas in the days of Charles the First.

WONDER BOOK FOR GIRLS AND BOYS AND TANGLEWOOD TALES, by Nathaniel Hawthorne, Houghton, \$2. Myths from the Greek that belong to every child.

A CHILD'S HISTORY OF THE WORLD, by V. M. Hillier, illustrated by C. M. Boré and M. S. Wright, Century, \$2. History told century by century, and epoch by epoch, not by nations, in a simple and colloquial style. The author's A CHILD'S GEOGRAPHY is equally excellent.

SMOKY, THE COWHORSE, written and illustrated by Will James, Scribner, \$2. A mouse-colored cow pony's experiences on the western plains is told in cowboy vernacular.

TRUMPETER OF KRAKOW, A TALE OF THE FIFTEENTH CENTURY, by Eric P. Kelly, with illustrations by Angela Pruszyńska, Macmillan, \$2.50. An illustration of Poland in the fifteenth century is constantly maintained in the stirring account of the faithfulness of a family that had taken the oath to guard a precious jewel for the King of Poland.

TALES FROM SHAKESPEARE, by Charles and Mary Lamb, illustrated by Rhead, Harper, \$1.75. These tales have taken their place as an English classic.

BOY'S KING ARTHUR, edited by Sidney Lanier, illustrated by N. C. Wyeth, Scribner, \$3.50. Stories that follow closely the telling of Malory, more than four hundred years ago.

THE WHITE HOUSE GANG, by Earle Looker, Revell, \$3. The spirit of Roosevelt lives in this jolly account of the gang.

BOY'S LIFE OF ABRAHAM LINCOLN, by Helen Nicolay, Century, \$1.75. A well-written biography, based upon the standard life of Lincoln.

GAY-NECK; THE STORY OF A PIGEON, by D. G. Mukerji, illustrated by Boris Artzybasheff, Dutton, \$1.25. The story of a carrier pigeon that takes the reader into the life of India.

THE ODYSSEY, by Homer, translated by G. H. Palmer, illustrated by N. C. Wyeth, Houghton, \$5. Probably the best prose translation.

OREGON TRAIL, by Francis Parkman, illustrated by N. C. Wyeth, Little, \$2. One of the old histories of the West that continues to interest.

MERRY ADVENTURES OF ROBIN HOOD, written and illustrated by Howard Pyle, Scribner, \$3.50. An excellent prose telling of the famous ballads.

STARS FOR SAM, by W. M. Reed, Harcourt, \$3.50. Clear and simple explanations of topics such as the sun, origin of the earth, mercury, Einstein, space, and time.

WILD ANIMALS I HAVE KNOWN, written and illustrated by E. T. Seton, Scribner, \$2.50. Animal stories that never grow old.

HEIDI, by Johanna Spyri, illustrated by J. W. Smith, McKay, \$3.50. An excellent inexpensive edition illustrated by Marguerite Davis, Ginn, 88c. Child life on the mountains of Switzerland.

HOME BOOK OF VERSE FOR YOUNG FOLKS, compiled by B. E. Stevenson, Holt, \$2.75. An excellent anthology of about five hundred poems both standard and modern.

TREASURE ISLAND, by R. L. Stevenson, with illustrations by N. C. Wyeth, Scribner, \$2.50. Hidden treasure, storm and adventure, pirates and buccaneers are still synonymous with "Treasure Island."

DONKEY OF GOD, by Louis Untermeyer, illustrated by James MacDonald, Harcourt, \$2.50. A poet tells new legends that Italian scenes inspired.

STORY OF MANKIND, by H. W. Van Loon, Macmillan, \$2. An unusual combination of picturesque text and inimitable illustrations.

A Public Servant and Friend

ALICE RICHARDS SORBO

IN THE February 1932 JOURNAL appeared "Character Building, a Community Enterprise" by Francis C. Rosecrance. This article described the recreation program of Milwaukee, mentioned by the National Recreation Association as having the best community recreation program among large cities of the United States.

The article beginning on this page tells how a much smaller city has made possible wholesome recreation thru the fine arts, aided home building, encouraged city planning, and added to the beauty of the community. Are not these powerful influences for character growth and citizenship?

THE TITLE is scarcely adequate to describe the Community Arts Association of Santa Barbara, California, an invaluable factor in promoting the welfare, beauty, and recreation that abounds in that city of only 35,000 people. Founded nearly twelve years ago, the Association now has four branches, affects more than 25,000 people thru more than 150,000 individual contacts annually, has assets of over \$200,000, and has done an annual business of approximately the same figure.

A distinctly local, privately-supported body, the Association has earned praise and recognition thruout the United States. For eight years, from 1922 to 1930, it received an annual grant of \$25,000 a year from the Carnegie Corporation to further facilitate its efforts. As a direct result of the tireless labors of the plans and planting branch toward the erection of more beautiful homes, the city and county of Santa Barbara have seven times won first award in the "Better Homes in America" competition, embracing over 8300 communities thruout the country in 1931.

There are four branches in the Association, of which the drama branch, begun in 1920, was the original body. This branch has provided for the community a producing theater which has enabled its citizens to enjoy worthwhile productions in a modern metropolitan theater building. It has not only nurtured a discriminating taste in the drama lovers of Santa Barbara, but has recruited over a thousand gifted players. It has operated entirely on a non-profit-

making basis. On the stage of the fine Lobero theater, the plays of the drama branch are presented, and visiting pro-



A GOOD EXAMPLE of civic and commercial architecture—the Fox Arlington theater

ductions with wellknown stars make a stop otherwise impossible to Santa Barbara. Here the concerts and recitals of the music branch are given. Without the drama branch of the Association, the city would be arid of artistic productions of high standard as are most other American cities of like size.

The music branch sponsored this year the twelfth season of symphony concerts by the Los Angeles Philharmonic Orchestra and the seventh season of the artists' series, which brings to Santa Barbara musicians and singers of the first rank. This cultural service to the city is carried on by the music branch at an annual deficit. The cost of an eight-week summer season by a 28-piece Santa Barbara band is defrayed by the generosity of one of the city's philanthropists. Instruction in music, without charge, to a group of scholarship students is another service rendered by members of the music branch.

At the Santa Barbara school of the arts, owned by the Community Arts Association, teachers of established reputation offer classes in life drawing and

painting, portrait painting, landscape painting and sketching, color theory, design and handicrafts, etching, modeling, bronze casting, and block printing. Elementary, intermediate, and advanced classes are given and are limited in size, insuring valuable individual instruction.

The accomplishments of the plans and planting branch of the Association cannot be too highly lauded. Organized in 1922, the diverse activities of this branch are executed by two cooperating committees whose purposes are to encourage in Santa Barbara the development of city planning, good architecture, and the beauty of city and county alike. One of the most significant expressions of the work of plans and planting is the annual Better Homes Week, with awards for taste and charm in design of house and plan of garden. Prize-winning homes are thrown open to the public and achievements of excellence are thus given much notice and approbation.

The public garden tours conducted in Santa Barbara, Montecito, and Hope Ranch have a tremendous popular appeal and have been copied in other communities. Over a hundred beautiful gardens are shown annually. The plans and planting branch, with the cooperation of other garden-minded organizations, arranges these tours. Residents are given the opportunity to enjoy and receive inspiration from these exceptional estates, while tourists from nearly every state in the Union and from foreign countries write of their appreciation of the tours.

The plans and planting branch operates a year-round program of educational activities for adults and children, including the presentation of exhibits, lectures, classes, and conferences. This branch conducts stimulating competitions related to gardening and architecture, distributes free literature, and encourages participation in "Old Spanish Days," community Christmas, and other festivals. It aids in the direction of programs furthering the conservation of natural resources and the protection of roadside beauty.

The most important service of the plans and planting branch to the individual is its assistance to hundreds who are struggling with house and garden problems. It sponsors a unique small house and garden clinic for advice on individ-

ual problems connected with house design and furnishing as well as gardening. The three talented women who give their time and skill study with sympathetic insight the questions of each individual attending the clinic; visits are made to various homes; and helpful solutions are cheerfully given, at no cost whatever, to those who need assistance.

The 1931 competition for improvement in appearance of service stations was conducted by the plans and planting branch of the Association. Ninety stations from three districts were entered, and their staffs labored from March 16 to December 31 toward improvement in appearance of grounds, in color treatment, and the control of signs. Cash prizes were given. Unsightly service stations, invariably eyesores to travelers, were made neat and attractive, their natural settings intelligently landscaped.

The most recent contribution to the welfare of the Santa Barbara home builder is the founding of the small house plan bureau. With offices in the business

district, this bureau is conducted with the cooperation of leading Santa Barbara architects, contractors, and lumber and mill dealers. The purpose of the bureau is to furnish the individual user accurate architectural service at a minimum cost. The associated architects of Santa Barbara give their services to the bureau and furnish expert criticism and inspiration. The prospective builder of a small home calls at the bureau and signs a contract for its services. The manager then visits the property, surveys the location, noting its peculiarities and characteristics, and confers with the client upon the exact requirements of the house desired, number of rooms, type and style of exterior, and the like. Sketches are shortly thereafter furnished for the client's examination and as soon as a satisfactory decision has been reached, the final complete working sets of blue prints are executed and delivered by the bureau. This service is rendered at a fixed and moderate charge. Should the client desire further service, the bureau will,

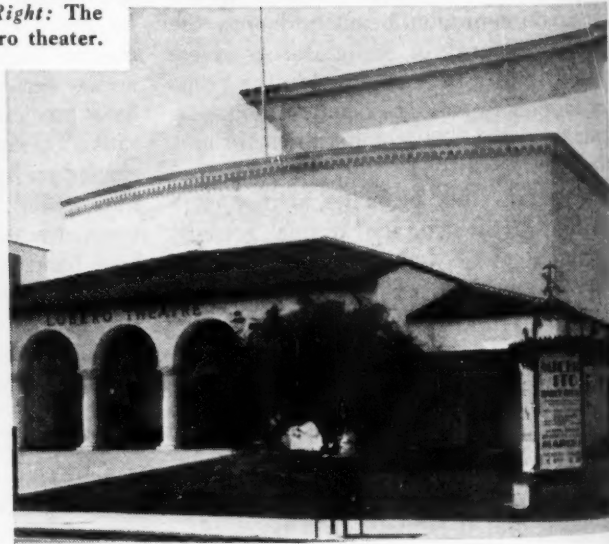
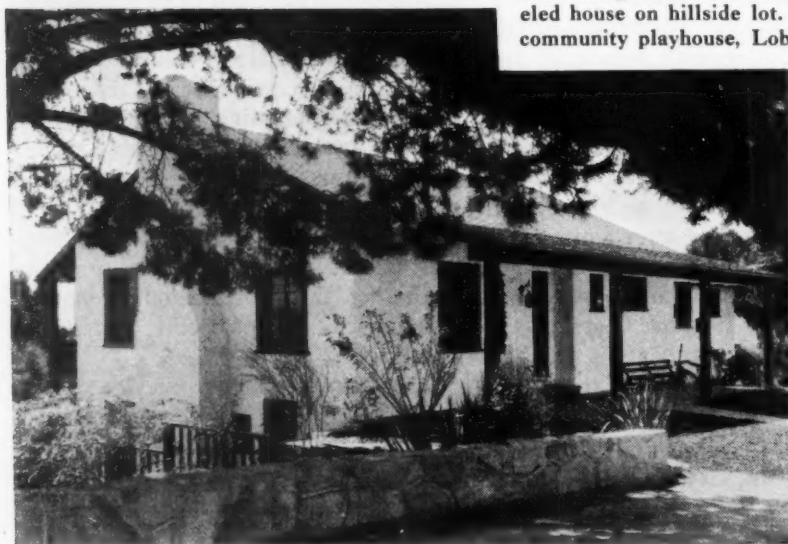
for a slight additional fee, take the contractors' competitive bids, prepare and record the contract documents, visit the house periodically during construction and finally, in accordance with state laws, record notice of completion thereof.

Thru this reasonable and excellent service, prospective home-builders may insure for themselves houses wellplanned and designed, and receive sound service at moderate rates from contractors and builders. It is hoped to enlist the building and loan companies in the management of the bureau, and thus eventually unite all the agents in Santa Barbara home-building toward beauty and harmony in the city as a whole.

It is hoped that the sustained work of the Community Arts Association of Santa Barbara may encourage public-minded citizens of other American towns to catch a bit of the spirit that has made Santa Barbara the center of recreation, culture, and appeal that it is today. Instead of "bigger and better," American communities may well seek for *quality*.



Upper left: "The best looking service station in the county." Right: An outdoor living-room. Lower left: Remodeled house on hillside lot. Right: The community playhouse, Lobero theater.



Reading in the Junior High School

STELLA S. CENTER

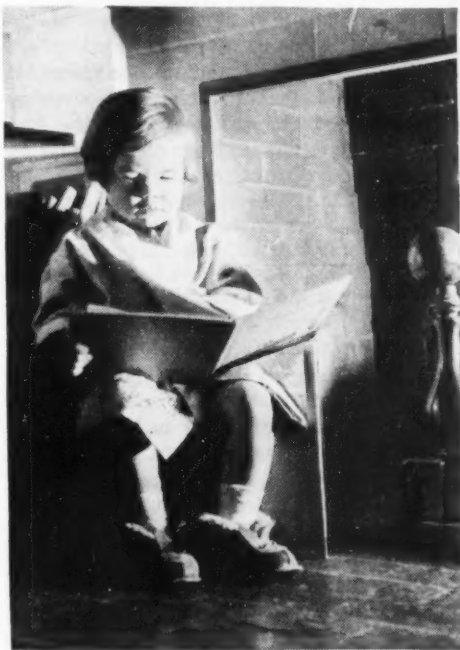
President, National Council of Teachers of English

ONE of the chief duties of the junior high school is to develop right reading habits and discriminating taste in adolescent boys and girls. The junior high school should [1] continue the instruction in how to read, begun so efficiently in the elementary school, [2] provide pupils with attractive and interesting reading materials of all kinds, and [3] present the reading materials in such a way as to improve the pupils' taste.

The elementary school teaches boys and girls some of the technics of reading but it cannot give a pupil by the end of the sixth grade sufficient practise in using all the reading technics that he as a mature adult will need. It is incumbent on the junior high-school teacher and at times even the senior high-school teacher to continue instruction in how to read. Many adults do not read because they do not know how to read. It is not always lack of interest that makes nonreaders; more probably it is primarily lack of reading ability. Junior high-school teachers provide boys and girls with rich reading materials, assuming that their pupils know how to read. Investigations by means of reading tests and scales have convinced us that we have often required pupils who cannot read *Robinson Crusoe* to understand and appreciate Shakespeare's plays. The result has been that boys and girls under such conditions frequently acquire a dislike for reading and grow up without developing the reading habit. It is folly to set before the pupil a rich program of reading and fail to teach him the art of reading. The result of our current educational practises is that we are today a nation of readers of tabloid newspapers, of cheap, sentimental magazines, of inferior novels, and devotees of the motion picture, while the art of discriminating reading is the resource of a limited group. Training in making wise use of leisure by means of recreational reading is one of the chief obligations of the teacher of English.

The logical procedure is to develop reading technics while using reading materials that make a strong appeal to boys and girls, taking the pupils exactly on the reading level where they happen to be. Teachers should follow the example of the wise doctor who diagnoses his pa-

tient and then applies remedies. He spends little time reproaching the patient for being in the state that he is. Diag-



Love of books is without age limit

nosis, remedial treatment, constructive building up—these are the three steps in making readers of boys and girls. It is imperative then that the junior high school continue the instruction in how to read, begun by the elementary school.

The adolescent age—At the junior high-school level, in the early adolescent stage of their development, boys and girls are easily susceptible to the influences that come from a rich body of reading materials. They are eager and alert to become acquainted with themselves and the world. They are full of curious interest, thinking about their future vocations, interested in scientific experiment and discovery, enthusiastic about recreations and hobbies, longing for adventure and romance, inarticulate yet appreciating every poetical expression. This complex being, the junior high-school boy or girl, wonderfully responsive to the right suggestion and treatment, is a challenge to the teacher of English.

Reading materials—What is suitable reading material for boys and girls between the ages of eleven and fourteen inclusive? The answer, briefly, is what-

ever is in harmony with their immediate interests and at the same time contributory to the improvement of their reading taste and judgment. If there is a gap between the pupils' interests and what is presented to them to read, little is accomplished. The objective is to develop such an interest in reading that boys and girls read voluntarily—and that means with pleasure.

Taking their cue from the traits of adolescence, teachers of English give junior high-school boys and girls reading materials in key with their physical and psychological development. To be specific, this means: [1] stories of adventure; [2] biographies of men and women whose achievements are significant; [3] plays; [4] poems; [5] books about science, nature, industry, vocations, travel, sports, hobbies; [6] certain books labeled classics, whose appeal is universal.

This list indicates two kinds of reading materials: work-type reading and literature. Both have their place in the junior high-school pupils' reading program. While a balanced reading program will include all literary types, it is advisable to plan the program with reference to the pupils' interests rather than with regard to literary types.

Relation of extensive to intensive reading—There is a close relation between intensive and extensive reading. In the classroom with the recitation group, teachers in giving instructions in how to read, help boys and girls to discover new meanings in what they read, to learn the characteristics of various literary types, to detect values in style, to become sensitive to shades of meaning in words, and to become acquainted with literary backgrounds. This is the work of intensive reading in class under the supervision of the teacher. But the course in reading must not stop at this stage. In fact, the test of successful intensive reading depends upon whether or not the pupil voluntarily reads extensively in those fields to which he has been introduced by intensive classroom study. A word of caution is needed with reference to intensive reading. It should never be so intensive as to make the pupil unable to see the forest for the trees. The author's dominant purpose, the central

idea, the general lines of structure are the points of greatest significance. Word study, details of style, figurative language, and the life of the author are incidental to the main issues.

Procedure—Teachers of English are indebted to the psychologists for efficient reading tests and scales. It is possible at the beginning of the term to determine rather accurately by means of reading scales on what reading level a pupil is. If the reading scale is supplemented by a test in vocabulary and another in sentence structure, teachers have definite data to enable them to plan a program of intensive and extensive reading that will go far in developing reading ability in their pupils and in establishing desirable reading habits. A few suggestions for procedure follow:

[1] Discover the reading ability of a particular group by means of a standardized reading scale. If possible, give a vocabulary test, and possibly a test in sentence structure. If the intelligence quotient is available, so much the better.

[2] After the study in class of a particular kind of reading material with the development of the appropriate reading technic, the pupil should have ample opportunity to read extensively in the field which he has just studied intensively. If, for example, a class has read a one-act play with the guidance of the teacher and has become acquainted with the characteristics of the one-act play, at this point class discussion might be suspended and the pupils given the opportunity to read in class as well as out of class as many one-act plays as they wish to read.

Group discussion of leisure reading is an essential step in securing the best results. The interchange of opinion, the phrasing of impressions, the recommendation of a book by another pupil constitute a valuable experience which boys and girls are entitled to have. The challenge, the stimulus of group opinion, and the desire to contribute to the discussion are useful factors in making readers of nonreaders, and making better readers of those who already read. This informal discussion is one of the best kinds of book reporting, and should not become routinized. Pupils in classroom discussion should deal with books much as groups of adults discuss their reading. The discussion may center on the chief idea or underlying philosophy, on the background of time and place, on characterization, or on a quality of style; interest may center on the author and his total literary accomplishment. The pupil's reaction to a work is the chief thing. He should be encouraged to give some supporting data for his attitude toward a work but reasons and minute analysis should not be insisted on. The wise teacher respects a pupil's reserve and reticence. Informal discussion and objective tests are good but no check should be used that is stereotyped and makes the pupil dislike reading. The classroom procedure and the content of the reading course should be as flexible as possible, in order that it may be adapted to the pupil. Without *adaptation*, progress is slight. To develop right reading habits in pupils it is necessary that the teacher begin on a level with the pupil, be sympathetic with his interests, and gradually lead him to higher reading levels.

Any classroom procedure is right if pupils enjoy what they read and voluntarily read more of the same kind of material. Any procedure seems wrong if it creates a dislike in the pupils for what they read in class and an unwillingness to read voluntarily more of the

same kind. This test of liking or disliking will help teachers to determine how far they may include in the study of literature such related studies as vocabulary building, dictionary study, investigation of allusions and references. In nearly all groups, there are gifted pupils who enjoy contributing the results of their special studies to the profit of the group and they should be given the opportunity of doing the additional work. Every pupil should do all that his ability permits him to do but he should not be required to do what is beyond his ability.

[3] At intervals, variants of the reading scale may be given, or the instructor may devise tests, to check the progress of the group in acquiring reading skill.

[4] A record of intensive reading should be kept by each pupil. If it is kept from term to term, it provides teachers with an accurate record of the pupil's reading experience in preceding terms. A study of a pupil's reading profile will show wherein his reading needs reinforcement to make it wellbalanced.

[5] Provide pupils with reading lists. A good reading list with titles classified and annotated is indispensable in acquainting boys and girls with books and in helping them to feel at home among books. There are many good reading lists available. Some teachers prefer compiling their own. Others have found the reading lists published by the National Council of Teachers of English very useful and attractive to young readers. They are illustrated in color and in black and white. *Books for Home Reading* [Senior Reading List] prepared by a committee, Max J. Herzberg and Stella S. Center, co-chairmen, and *Leisure Reading* [List for seventh, eighth, and ninth grades] prepared by a committee, Stella S. Center and Max J. Herzberg, co-chairmen, are published by the National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois.



John C. Christensen, architect

Manley Junior High School, Chicago

Robert



I HAD FAILED. I was sitting at my desk at an unusually late hour, for tomorrow school was closing and I was not to return next year. Pupils had long since left the stuffy building, and the teachers had embraced the opportunity of leaving early that afternoon. My office was silent except for the steady ticking of the great clock in the long hall. I gazed thoughtfully at my broken pencil sharpener and did not see it. For fifteen years I had been considered a successful elementary principal; I considered myself a failure—I was right.

My failure sat in the fourth-grade room; a little bundle of nerves and lawlessness, Robert, age twelve. For five years now he had been what every teacher had termed impossible.

He had daily wilfully neglected to prepare his lessons, loitered on the way to school, and come in tardy at least three times during the past week. Nothing was safe in his hands. He scratched his wellpolished desk, stole pencils, destroyed books, lied furiously, spilled ink, and scribbled on the tablets of other children. He was a most disturbing element in our wellordered system.

Neither kindness nor stern reprimands had squelched him. During his five years in school he had barely made passing marks, and when he had reached the fourth year he had failed and had become a repeater. As time passed his lawlessness became more evident. In desperation I experimented with him by locking him in a small but comfortable room away from the other children and had allowed him only a few minutes of freedom at the end of every hour. At noon I carried the warm school lunch to him and left it without a word. He always ate every morsel and often I filled his tray the second time. Day after day Robert came to school only to report at the office and be locked up. After a period of "prison life" I allowed him to return to his classroom where he promptly upset a chair, overturned a bottle of precious red ink on Mary's desk, pulled pudgy little Mollie's pigtails, and dropped down in his seat with an air of great satisfaction.

His teacher rushed into the office panic-stricken and red of face. "It's Robert again," she gasped. As I entered the fourth-grade room, supreme silence held sway; the scratching of pencils was the only sound. Robert was led out like a lamb to the slaughter. I did not speak. I merely opened my desk wherein rested a cruel strap. Then I whipped him. Yes, that had its effect. The effect on him lasted exactly forty-five minutes—I have never recovered from it. I then threatened him with a trip to the reform school; during my lecture he eyed me in a sort of selfsatisfied manner. Upon leaving the office, he slid down the long hall and banged the big glass front door as he ran.

The pupils dubbed him "just a plain nut." However, opinions differed among the "trained educators." At times he passed mental tests with surprising alacrity; at other times the tests were a total failure and he was considered an imbecile. An examination given him by the county doctor and health nurse disclosed nothing except a slight goiter and a little eye strain. The juvenile court matron was called in and gave him a sound talk on his general conduct. She left me with "He won't trouble you any more, I'm sure." That day at noon he disappeared from the school grounds and came sauntering back the next morning at 10:30. A thoro examination by a psychologist assured me that he was not subnormal. I was told that I was handling his case in the best possible manner. He was just a misfit. But he was my problem and I couldn't conscientiously leave his case for someone else. There must be a ray of hope somewhere.

Had I visited his home? Many times. I knew that his people lived in a filthy hovel and the timid mother had wept as she told me that Robert had always been most unruly; the father declared him to be "no good."

The next afternoon as the children crowded about to bid me goodbye, I singled Robert out from the group. "How would you like to go home with me for the summer, Robert?" I asked. One after another his books and pencils slipped to the floor. His tangled hair stood more erect than ever. "Who, me?" "Yes, you," I told him. For a moment I was undecided whether the child would turn and flee or fall on my neck and weep. "Any other kids goin'?" he finally

blurted. "No, Robert, you alone." He ventured no reply but sauntered down the long hall and thru the big glass door towards home.

The next day Robert's father came to the door of my city home. There by his side was my frowsy-topped, smudgy-faced, barefoot heathen. "You'll have to watch him closely," said the artful father. "He is no good at home; he is a thief, a liar, and a cheat." All of this I knew. "He is not our own son; we adopted him from the baby home." All of this I did *not* know.

During the dinner hour Robert was awed with the proceedings. His awe, however, did not affect his appetite. He scooped up piles of potatoes and slabs of frosted cake and devoured them with surprising deftness. When he drank from his cup I unconsciously winced in fear. What if the teaspoon should destroy the sight of his right eye? At the end of the hour he arose from the table rubbing his little flat stomach. "Gee, it seems funny to eat with folks. I've been eatin' out in the barn lately." I had secretly decided that he had been accustomed to having very close communion with the pig trough.

That evening Robert and I sat by the fireplace and toasted marshmallows. Robert did most of the toasting. I was studying the thin, sober face of the ragged child who sat before me in the flickering light. His wide eyes did not return my smiles; his pale face was strained and thoughtful. Across his forehead was a livid welt the origin of which I did not venture to inquire—not yet.

Days passed and we worked, visited, and played together. I secured a set of carpenter tools, and Robert worked at his bench in the basement, building me a cupboard. The result was not altogether disappointing, either. I took him with me to the city hall where he might look over the stuffed animals. He begged for a notebook so that he might take notes on what he saw and study about them that evening at home. We visited the airport and he talked with surprising intelligence about the planes. A trip to the harbor and his general knowledge of boats convinced me that the boy was superior in judgment. His philosophy of life amazed me. He walked with a queer hesitating step and spoke with a little nervous catch in his voice.

One evening he laughed a loud rollicking laugh such as I had never heard from him and that night he put his arms about me as he said goodnight. "Gee, but you're a regular guy. I didn't know you were really human until I came to live with you," he burst forth in his enthusiasm.

Next day in the cherry tree he ventured, "I'd like to know who I really am." Then he confided to me the unspeakable treatment which he had received at the hands of his adopted father. He showed me cruel scars on his little body which were the result of brutal blows. He pointed to the red scar on his forehead. "My dad struck me with his fist and made this." He told me how so often he had come to school hungry and that for many days the school lunch had been his only meal. "Robert, why didn't you tell me all this before?" His voice lowered and his little thin face paled. "'Cause I was afraid you'd jump on my father about it and then he'd kill me." I closed

my eyes; suddenly I appeared before myself, a cruel monster—I had whipped him too.

A visit to the baby home informed us of the facts concerning his parentage. His father had died a soldier in France. His mother had died of a broken heart. There was his hero—his father, a soldier. There was love—his mother had died because of the death of that hero. His self-esteem was established. "I'd like to take my own name if you don't mind," he ventured. Did I mind? That was just what I wanted.

Then there came a trip to a throat specialist, who told me that the child was suffering from an extreme nervous condition which was caused by a bad internal goiter. "If he were an adult he would be insane from the effects of it," she said. A visit to an eye specialist startled me with the verdict that Robert was three-fourths blind. He was still underweight. His goiter was treated and cured without an operation. He was fitted with glasses;

he was fed and properly clothed. I loved the little orphan and lavished affection upon him. He did not lie; he did not steal; he did not cheat.

Time passed all too rapidly and I was called to other fields. So one sad day I placed him in the hands of a competent, motherly woman and left him. She told me later that he was willing and obedient, and his reports showed that he was keeping up with the other children in his classes at school.

Robert is now a most desirable citizen and I have learned a valuable lesson. It is impossible for every teacher to take a child into her home and keep him as I kept Robert. But for the sake of humanity, live with him long enough to become acquainted with him. I have sworn that hereafter when a problem child is given to my care I shall become thoroly acquainted with him even tho I be forced to remove mountains in the process.—**Bessie Cunningham**, principal of elementary school, Lake Grove, Oregon.

Questions for Teachers

THE promotion of education is one of the government's activities with which few people are familiar. You can find out if you are an exception by testing yourself with the following questions on Uncle Sam's services to all education in the United States: [The answers are found on page A-149. In a few questions, more than one statement is right.]

A. The official title of U. S. government agency created to serve all education in the United States is:

1. Bureau of Education
2. Department of Education
3. National Education Office
4. Office of Education
5. Federal Board for Education

B. It is in the:

1. Department of Labor
2. Department of the Interior
3. An Independent Commission
4. Department of Agriculture

C. It was established by Congress in the administration of:

1. Van Buren
2. Cleveland
3. Johnson
4. Roosevelt
5. Jefferson

D. The title of the person in the immediate charge of the agency is:

1. Chairman of the board
2. Secretary
3. Assistant secretary of a department
4. Bureau chief
5. Commissioner

E. The name of the present head of this agency is:

1. John J. Tigert
2. William John Cooper
3. Florence Hale
4. J. W. Crabtree
5. P. P. Claxton

F. The agency was established chiefly at the solicitation of:

1. Women's clubs
2. National Education Association
3. National Association of Teachers and Superintendents
4. University presidents
5. U. S. Chamber of Commerce

G. Its function is to:

1. Administer the native schools in Alaska
2. Run schools of the District of Columbia
3. Administer federal subsidies for schools
4. Collect and diffuse facts on schools and teaching and promote the cause of education in the United States

5. Make surveys of state and local educational systems
6. Manage Indian schools
7. Make periodic national surveys of various fields of education
8. Sponsor national and regional conferences on educational problems
9. Control schools in outlying possessions of the United States.

H. The staff of experts engaged in thus serving 122,000,000 American citizens, of which 30,000,000 are pupils and about 1,000,000 are teachers, numbers:

1. 352
2. 37
3. 121
4. 11

I. The federal expenditure helping state and communities to create better education for American children thru this agency [including printing] this year is:

1. \$360,000
2. \$520,000
3. \$53,000
4. \$27,428,000

J. The official monthly journal of the agency is:

1. Child Life
2. School and Society
3. Schools
4. Official Bulletin
5. School Life.

Making Christmas Real to the Children

NOTHING in the teaching relationship can take the place of companionship on the child's own level—the sharing of intellectual and spiritual values by common appreciation of worthwhile reading. By reading aloud in the home and school, selections from our heritage of Christmas stories, poems, and carols, the child gains an understanding of the Christmas spirit as distinct from the machinery of Christmas. He gets a new appreciation of his home, his brothers and sisters, his father and mother. Christmas becomes an opportunity to give gifts that represent his own heart and mind, an occasion to serve others less fortunately situated than he is himself. "How many old reflections and how many dormant sympathies does Christmas time awaken," said Dickens long ago. Thru the literature of Christmas, teachers can give children an abiding sense of the deeper values of Christmas, of its meaning to the world in terms of goodwill and unselfishness.

And every man among them hummed a Christmas tune—or had a Christmas thought—or spoke below his breath to his companion of some bygone Christmas Day, with homeward hopes belonging to it . . . and every man, waking or sleeping, good or bad, had a kinder word for another on that day than on any day in the year; . . . and had remembered those he cared for at a distance, and had known that they delighted to remember him.—From *A Christmas Carol* by Charles Dickens.

Keeping Christmas

It is a good thing to observe Christmas day. The mere marking of times and seasons, when men agree to stop work and make merry together, is a wise and wholesome custom. It helps one to feel the supremacy of the common life over the individual life. It reminds a man to set his own little watch now and then, by the great clock of humanity which runs on sun time. But there is a better thing than the observance of Christmas day and that is keeping Christmas. Are you willing to forget what you have done for other people and to remember what other people have done for you; to ignore what the world owes you and to think what you owe the world; to put your rights in the background and your duties in the middle distance and your chances to do a little more than your duty in the foreground; to see

that your fellowmen are just as real as you are and try to look behind their faces to their hearts, hungry for joy; to own that probably the only good reason for your existence is not what you are going to get out of life but what you are going to give to life; to close your book of complaints against the management of the universe and look around you for a place where you can sow a few seeds of happiness—are you willing to do these things even for a day? Then you can keep Christmas. . . . And if you keep it for a day, why not always? But you can never keep it alone.—From *The Spirit of Christmas* by Henry van Dyke. Copyright, 1905, Charles Scribner's Sons.

Christmas in the Heart

It is Christmas in the mansion,
Yule-log fires and silken frocks;
It is Christmas in the cottage,
Mother's filling little socks.

It is Christmas on the highway,
In the thronging, busy mart;
But the dearest, truest Christmas
Is the Christmas in the heart.

Anonymous

Cradle Hymn

Away in a manger, no crib for a bed,
The little Lord Jesus laid down his sweet head.
The stars in the bright sky looked down where he lay—
The little Lord Jesus asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus, no crying he makes.
I love Thee, Lord Jesus! Look down from the sky,
And stay by my cradle till morning is nigh.

—MARTIN LUTHER.

The Shepherd Who Stayed

There are in Paradise
Souls neither great nor wise,
Yet souls who wear no less
The crowns of faithfulness.

My master bade me watch the flock by night;
My duty was to stay. I do not know
What thing my comrades saw in that great light,
I did not heed the words that bade them go,
I know not were they maddened or afraid;
I only know I stayed.

The hillside seemed on fire; I felt the sweep
Of wings above my head; I ran to see
If any danger threatened these my sheep.
What though I found them folded quietly,

What though my brother wept and plucked my sleeve,
They were not mine to leave.

Thieves in the wood and wolves upon the hill,
My duty was to stay. Strange though it be,
I had no thought to hold my mates, no will
To bid them wait and keep the watch with me.
I had not heard that summons they obeyed;
I only know I stayed.

Perchance they will return upon the dawn
With word of Bethlehem and why they went.
I only know that watching here alone,
I know a strange content.
I have not failed that trust upon me laid;
I ask no more—I stayed.

[From *As the Larks Rise* by Theodosia Garrison,
Copyright, 1921, by G. P. Putnam's Sons.]

The Christmas Gift for Mother

In the Christmas times of the long ago,
There was one event we used to know
That was better than any other;
It wasn't the toys that we hoped to get,
But the talks we had—and I hear them yet—
Of the gift we'd buy for Mother.

If ever love fashioned a Christmas gift,
Or saved its money and practised thrift,
'Twas done in those days, my brother—
Those golden times of long gone by,
Of our happiest years, when you and I
Talked over the gift for Mother.

We hadn't gone forth on our different ways
Nor coined our lives into yesterdays
In the fires that smelt and smother,
And we whispered and planned in our youthful glee
Of that marvelous "something" which was to be
The gift of our hearts to Mother.

It had to be all that our purse could give,
Something she'd treasure while she could live,
And better than any other.
We gave it the best of our love and thought,
And, oh, the joy when at last we'd bought
That marvelous gift for Mother!

Now I think as we go on our different ways,
Of the joy of those vanished yesterdays,
How good it would be, my brother,
If this Christmas-time we could only know
That same sweet thrill of the long ago
When we shared in the gift for Mother.

[By Edgar A. Guest, Reilly and Lee Company, publishers.]

Special acknowledgment and thanks are due the authors and publishers as shown by note in connection with each selection.

A Christmas Carol

God bless the master of this house,
The mistress also,
And all the little children,
That round the table go.

And all your kin and folk,
That dwell both far and near;
I wish you a merry Christmas,
And a happy New Year.

Old English Carol.



A Teacher's Reply

TO THE EDITOR of THE JOURNAL of the NEA: I have read and reread with great interest the essay in the November JOURNAL, *High School Is a Disappointment*

A high-school student, in a moment of despondency, grows tired of the routine of school, and writes an essay, a poignant, touching essay that sets a multitude to thinking. It has set me to thinking. I can feel for the author of the essay, who longs for time to do something well. Who does not, in this busy civilization in which we live? I have scarcely time to write this reply, for the work is piled on my desk. But someone should write an answer, and here is mine.

I have had the fortune to be educated under one form of high-school training, and to be teaching under another:

I was graduated from high school in 1910, when discipline was formal, and when something like twenty-five units of work were required for graduation, not the mere sixteen or so that now are the minimum. When I finished, at the age of seventeen, I had had four years each of English, history, science, mathematics, and Latin, all of which were required. There were no electives, a condition that would be considered barbarous nowadays. There was no supervised athletics, no organized social program. Students were given a good formal book education, and turned loose to achieve their

own destiny in the social world. Bells rang with just as much frequency in those days as they do now, broke up just as many dreams and unsatisfied longings. Youth does not change so much, and all ages yearn to escape routine.

I do not think anyone disliked routine more than I did in my high-school days. But when I left them for the business of life, which took my time for twelve years before I entered the university, I found that my training had not been in vain. For life is a routine, too, for the most part, something that youth seldom realizes. Even education cannot swing the routine that is necessary in moving civilization along from day to day, and change it into something else. The very planets move according to routine, and we are the better for it. Except in the case of the exceptional student, just how much good would be accomplished by devoting a half-day to each subject at a time? If the exceptional student craves very much to complete a project or to develop a line of thought, he will find time for it somewhere just as surely as the sun rises; and by the same token, the mediocre student will find that much more time to loaf.

The question raised at the end of the essay, *Are we being really educated?*, is,

however, a vital one. The answer does not depend on the educators themselves; it is for the students to answer. Thoughtful, educated administrators and carefully trained teachers labor incessantly to place before students the elements of an education; taxpayers provide expensive buildings, equipment, and books. If parents are not required to feed their children of high-school age at table, but feel that they have discharged their duty in placing food on the table and training their offspring to eat properly, why then must students feel that educators should place education into their minds by some magic process that discards routine, but at the same time satisfies the individual requirements of each student? One can sympathize with the student who wrote the essay, and wish that his desires might be granted; but were the system he wishes attempted, there would result nothing but chaos for the great majority. Whatever the faults in our educational scheme, the answer does not lie in releasing from the demands of routine a large class of people who cannot create, but who can, under careful guidance, follow in the steps of those who have created. —Ellis R. Martin, Dearborn, Mich.

A Business Man's Reply

TO THE EDITOR of THE JOURNAL of the NEA: I chanced upon your issue of November 1932. On page 275 it invited comment on the articles contained therein. . . .

The current tone of the articles shows that education is having a trying time to weather the storm of depression. . . . The student of today is the voter of tomorrow. What training, if any, are the children getting to enable them to cope with local and national problems? What teacher would dare tell his students that the speakeasies, gambling joints, and brothels existed only by the tacit consent and maybe graft opportunities of the local authorities? Yet, if we want to have a constructive attitude on the part of our future citizens instead of lamb-like submission, we must teach them to face facts.

The productive capacity per person in this nation is far greater than that of any other nation. Efficiency experts have preyed upon all lines of endeavor, including the teaching world, and have pointed with pride to each person displaced. No

thought, or rather, no constructive measures have been taken to uphold the buying power of the masses. In this slump the teacher seems to be the common target of all the various taxpayers associations. I have sat in many meetings and the common cry is, "Soak the teachers!" Is this deserved? I am sorry to say that the shoe seems to fit! We have, seemingly, relied upon the educational crafts for our citizenship. If our people lack the education and the courage to face issues, it is largely due to the kind of education they have received.

The article, *The Unemployed High-School Graduate*, does not solve anything. If the

graduate has to resort to farm labor, why waste time and money on a high-school education? If he studies the birds and flowers, who is going to feed and clothe him? And suppose he offers to work without pay? What effect will that have on the people who are already employed? Suppose the college graduate should offer to teach without pay, and the displaced teacher should offer to take that principal's position without pay. I heard a proud director of vocational education boast that when he had a student ready, the local power company would employ him if they had to discharge a man. He did not mention that the man might have a family, or that the boy got \$60 per month to take the place of a man at \$6 per day!

The educators are on the hot griddle of public criticism. I should like to recommend, if I may be pardoned for my presumption, that they get their membership in the American Federation of Labor, 100 percent, so as to have a powerful national body with the support of organized labor; that they teach, in all the schools, the seven points embodied in your editorial; that they point out to the students the good and the bad features of local government; and that they adopt a fearless and critical attitude in their study of local, state, and national conditions.—H. G. Hecker, Sacramento, Calif.

THE JOURNAL wishes to share with readers, so far as possible, the points of view which pass over the editor's desk thru correspondence. Carefully written discussions of material appearing in THE JOURNAL are invited and appreciated. Publication, of course, does not imply agreement.

Shall Married Women Be Barred from Teaching?

YES

MARRIED WOMEN in general are less efficient and less satisfactory as teachers than are single women. It is contended that married women teachers are usually too preoccupied with home interests to give their best efforts to the school. They teach only for the money, or if they do not especially need the money, they feel more independent of educational authority and are often unwilling to assume their share of responsibility in the school. Furthermore, they either do not have time or are unwilling to obtain additional professional training. They tend to stagnate professionally. Finally, even when they are obviously inefficient, it is difficult to remove them. Often they are persons of local residence, and the pressure of public opinion plus the influence of friends and relatives keep the school authorities from handling them according to the best interests of the school system. One superintendent writes: "As superintendent of schools I know that the married woman teachers are a source of friction. As a rule they are not among my best teachers. The present rule against them has increased the efficiency of this system."

[2] *Married women who teach cannot give the necessary attention and care to their homes and families.* It is frequently argued that motherhood is the first duty of women and that nothing should be allowed to interfere with it. Employment of mothers outside the home robs their children of the care to which they are entitled. It is asserted, moreover, that the state stands to benefit more by having children well cared for in the home, even if this results in some loss of efficiency in the school. The education of teachers is not wasted when they marry and leave teaching, because it is highly useful to them in rearing the next generation. Finally, it is assumed that the proper care of a home and family takes a woman's full time.

[3] *Teachers who are dependent upon themselves for support should be given preference over those who have other means of support.* Most married women have husbands who can support them, whereas the single woman must depend upon her own earnings. Hence the schools should employ competent single women as long as the supply lasts. Especially in times of business depression and widespread unemployment, an oversupply of qualified teachers warrants a policy of discrimination in favor of the unmarried women. Under such conditions the employment of a married woman usually means that she is taking a more needy person's job. Moreover, education is a public service, and there is a theory that work financed by the public should be given to the persons who need it most.

NO

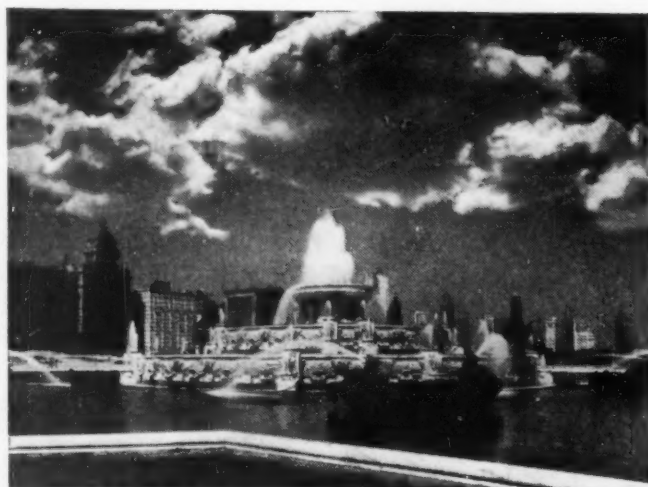
[1] *There is no evidence that married women make less effective teachers than single women.* In fact, it is sometimes contended that married women generally are better teachers. Many of them, being economically independent, teach primarily for love of the work. Those who have children of their own often have a more intelligent interest in children and are better fitted by experience to handle them. With respect to occasional absences from duty, it is better for the pupils to be under a substitute teacher for a time than to have excellent and attractive teachers leave the system because of marriage. Finally, the inefficiency of some married women teachers is not a logical reason for discriminating against those who are efficient.

[2] *There is no evidence that married women teachers in general are unable or unwilling to attend to their homes and families.* Modern methods and conveniences in the home make it unnecessary for a wife to spend full time at housework. The problem of childbirth can be handled by granting leaves of absence. Teaching provides mental and cultural stimuli and an increased opportunity to understand children, which should be valuable to the mother in providing a wholesome environment for her own children. Moreover, it is extremely doubtful that the school should set itself up as an agency to determine the proper organization of the home. The married teacher may perhaps serve society better by teaching well a group of school children than by rearing children of her own. Even if some married teachers are neglectful of their families, that fact is not a reasonable excuse for barring those who are not.

[3] *The school is not an agency to provide employment for needy persons with teaching certificates.* The school should employ a sufficient number of competent teachers to educate its children well. Its appointments should ignore the relative economic needs of applicants except perhaps when the professional qualifications of the applicants are approximately equal. The fact that many married women teachers have husbands capable of supporting them has no bearing upon efficiency of instruction in the schools. Furthermore, there are doubtless many women teachers whose husbands do not earn enough to support their families properly. Women are increasingly recognized as having a place in the professional world, and as having a right to assume their fair share of the family financial responsibility. Finally, there is no more justification for barring married women than for barring single teachers who have other means of support.

THE JOURNAL begins herewith an educational forum which will present various phases of important subjects of interest to educators. The material on this page is taken largely from the January 1932 issue of the *Research Bulletin* of the NEA. Readers are invited, first, to send lists of topics which they would like to see treated in this fashion; second, to send brief paragraphs setting forth facts and convictions on these topics; third, to send questions which they would like to have answered briefly.

Chicago the Beautiful



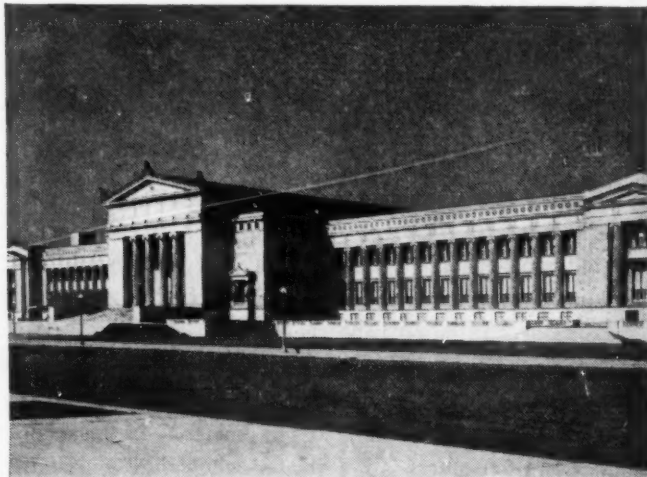
THE BUCKINGHAM FOUNTAIN, located near NEA convention headquarters, is called the world's most beautiful fountain.



GRANT PARK, famous civic center, skirts the Michigan Lake-shore in front of NEA convention hotels and meeting places.



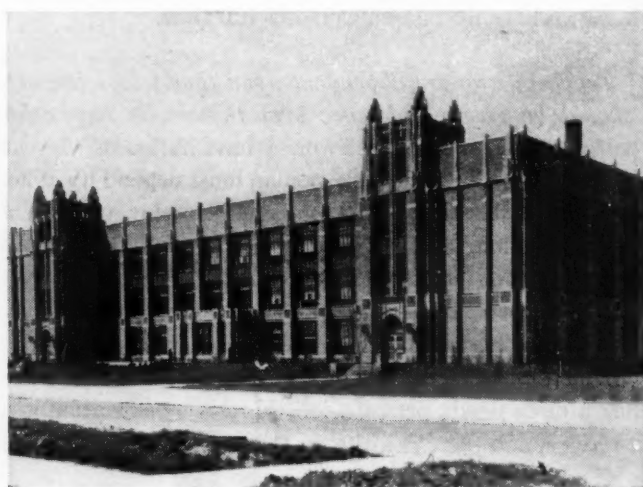
ADLER PLANETARIUM, where the "stars take their appointed places in the sky" for educational purposes.



THE FIELD MUSEUM protects art treasures as typical of man's quest for beauty as are its own classic Ionic lines.



THE UNIVERSITY OF CHICAGO, one of the world's foremost educational institutions, will attract many NEA visitors.



THE SAYRE ELEMENTARY SCHOOL is one of the beautiful well-planned school buildings for which Chicago is famous.

THE THOUSANDS of teachers who gather in Chicago for the 71st annual convention of the National Education Association, July 1-7, 1933, will see a city typical of America's rapid transition from pioneer bleakness to modern beauty. In 1803 only crude, logbuilt Fort Dearborn adorned Lake Michigan's shores.

The Use of Maps in Geographic Instruction

THE FIRST article in this series on better teaching of geography appeared in October 1932. The series will continue until June 1933. These articles give new ideas as to material and ways of teaching an interesting and important subject. The nine articles will be studied by individual teachers of geography and used for discussion by groups of teachers. Two other series on special subjects—one on reading by W. S. Gray and one on arithmetic by Leo J. Brueckner—preceded this one.

Zoe A. Thralls, author of the geography series, is president of the National Council of Geography Teachers and co-author of Geography in the Elementary School [Rand, McNally], one of the Sixty Educational Books of 1931, the list published in the April 1932 JOURNAL.

MAPS have a curious fascination for young and old. This is due in part to the fact that on maps is represented the geographical knowledge accumulated thru the ages. Upon the discovery of a region its name and location are recorded on the map. As exploration and development take place, bit by bit the new knowledge is added so that, as Holdich says, "Maps afford us the surest outward and visible sign of a very real growth in the science of geography." Every blank spot or relatively empty space on the map presents a challenge to man. Furthermore, the map with its variety of symbols stimulates the imagination as one considers what all the lines, shadings, signs, characters, colors, and dots represent.

In geographic instruction maps have a distinctive function, as they present certain types of information better than any other medium. Their major function is to show the following descriptive facts concerning cultural and natural items:

[1] Relative and exact location, [2] relative and exact area or extent, [3] relative and exact distance, [4] shape of a given human or natural item or patterns of their distribution, [5] elevation and slope of land, and [6] the distribution of cultural and natural items.

The major objectives of map instruction are determined by the distinctive function of maps and consist of the development of the following abilities, understandings, and habits:

[1] The ability to translate a map into landscape imagery, [2] an understanding of the distinctive types of information that can best

be expressed in maps, [3] the ability to read such types of information from maps and to raise questions concerning the facts shown, [4] the ability to translate into map language, information expressed in statistics and reading material or secured from field studies, and [5] the habit of consulting maps.

The first objective is fundamental, as training in map reading hinges on the ability to translate any map into landscape imagery. If one cannot translate the map symbols into landscape imagery, he cannot read a map any more than he can read the printed word without translating the words into concrete images and ideas for which those words stand. Therefore, the first rule for training children to read maps is that *every map symbol introduced must be visualized first*. Therefore, the first symbols introduced should be those for which he has imagery. This necessitates that the teacher help the child to link his experiences with the map symbols as they are introduced. If the child does not have the necessary apperceptive background, pictures may be used to give the requisite imagery. These symbols should be for specific things such as a certain river or a specific city. After a few experiences with these symbols for specific features or items, the child can be led quickly to note the common likenesses and differences and to make a generalization concerning the type of symbol to be expected for any river, coast, city, or other specific feature.

The second rule to be observed is that *the map symbols should be selected in terms of the major ideas required in developing the specific unit and introduced only as needed*. For instance, in the fourth grade if the first unit is "Life in Amazonia," then the symbols for river, coast, city, ocean, land should be the ones introduced. In connection with the introduction of the first symbols, children need to read direction on the map. The idea of direction, of course, comes before the map. The teacher should be sure that the children know north, south, east, and west. They should have the feel of direction in connection with the region before the map is introduced. For instance, in connection with the unit on "Life in Amazonia," the children should realize that the Amazon flows from west to east, that as you go up the Amazon you are going west, and that Para is on the south bank. As the map is introduced, the children learn to read

directions on this specific map and the relation of the things to each other.

Gradation in the development of map understandings and abilities involves a consideration of the difficulty of the symbols and the types of ideas. The simplest type of map symbol is the semipictorial, which is a sign somewhat resembling the thing for which it stands. For instance the wavy line stands for a river, the dot for a city, the blue mass for water. These are single symbols for specific items. Then there are the complex semipictorial symbols such as the symbol for a strait or a peninsula. Each of these is composed of a certain combination of land, water, and coast symbols. One combination means a peninsula; another, an island. The single symbol must be familiar to the child before the complex is introduced.

The second type of symbol is the non-pictorial which, by the use of dots, color bands, lines, and shadings, signifies natural items such as lowland, highland, conditions of rainfall; cultural items such as crop production and population density. The isoline is another kind of non-pictorial symbol, such as isotherms, isobars, isohyets. These indicate patterns of natural or cultural items. Also, there are the meridians, parallels, and other lines composing the map network; and finally, there are the legend or key symbols for scale of miles, feet, or other units of measure.

In teaching maps not only should the type of symbol be considered, but also the type of idea to be secured from the map. There are two types of ideas, descriptive and interpretative. The descriptive ideas are the simpler and are secured from experiences in observing, recognizing, and naming the map symbols and in visualizing the natural or human items symbolized by them. Descriptive ideas are concerned with location, distance, shape, extent, direction, distribution, elevation, slope, pressure, temperature, and the like. Interpretative ideas are the result of one's own reasoning based on a comparison of two or more descriptive ideas gained from a map. This comparison should lead to a realization of relationships which seem to exist between two or more facts or sets of facts shown on the maps being read. Such relationships as the following may be read from maps: relationship of railroad pattern to topographic features, relationship be-

tween population pattern and amount and distribution of rainfall, relationship of crop distribution to topography and precipitation.

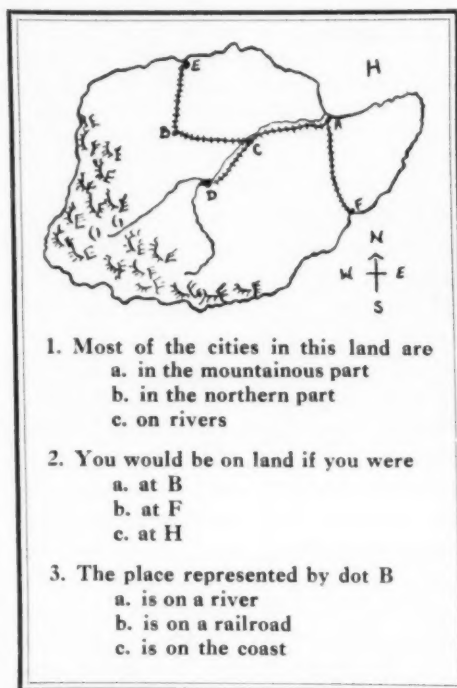
By the end of the fourth grade, the children should have the ability to recognize and to visualize all the semipictorial symbols needed in the units developed during the year. They should have the ability to secure descriptive ideas concerning *relative* location, distance, direction, trend, size, and extent of all cultural and natural items represented by the semipictorial symbols. They should be able to express descriptive ideas in respect to location and distance in general terms without the use of any earth line, and in general terms with the use of the equator, the tropics, and the Arctic and Antarctic circles. They should have the ability to use these descriptive ideas in gaining ideas of relationship between man's activities and the natural environment: "B is farther from the equator than A and, therefore, the winter days would be shorter, and people living there would use more electricity in their homes in December than the people living at A"; "the rainfall in region C is less than ten inches and, therefore, the population is likely to be sparse, and nomadic herding is probably the chief activity of the people." At the end of the fourth grade, the first real map of the world is introduced and all the symbols which have been developed gradually during the year are now tied together.

In the fifth grade additional semipictorial symbols are introduced as needed and the nonpictorial symbols such as color bands, lines, and dots are developed. By the end of the fifth grade the children should have the following abilities:

[1] To recognize such nonpictorial symbols as color bands, dots, lines, [2] to secure descriptive ideas concerning the conditions symbolized such as what twenty inches of rainfall actually means, [3] to secure descriptive ideas concerning the distribution and characteristics of cultural and natural features and conditions symbolized, [4] to express these ideas in specific terms thru the use of map legend, and [5] to use these ideas in gaining ideas of relationship, for instance, the ability to see the relationship between the topography of western United States and the location of railroad lines. At this stage the east-west lines or parallels and also the scale of miles are introduced.

In the sixth and seventh grades these abilities are strengthened by practise in new situations. At the beginning of the seventh grade, longitude is introduced and used from there on. The isoline symbols are introduced in the eighth

grade or senior high school, depending upon the course of study.



1. Most of the cities in this land are
 - a. in the mountainous part
 - b. in the northern part
 - c. on rivers
2. You would be on land if you were
 - a. at B
 - b. at F
 - c. at H
3. The place represented by dot B
 - a. is on a river
 - b. is on a railroad
 - c. is on the coast

During the development of a unit, there are four places where maps may be used effectively:

[1] In motivation or raising a problem, [2] in assimilation or problem solving stage, [3] in the summarizing and application step, and [4] in testing. The map is especially valuable for expression activities during the assimilation period and also in the summarizing and application stages. The following is an illustration of how a map may be used in raising a problem.

On the outline map on which you have colored other parts of the United States, color the eight northeastern states. [Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, and Pennsylvania]

As you look at the map of the United States, what differences do you notice between this group of states and the other groups of states? [Smaller size and a larger number of cities] If there is a large number of cities, what does that suggest to you? Look at your population map and the map showing the distribution of cities. Do these maps verify your suggestion? Count the number of cities in the northeastern states which have a population of more than one hundred thousand. Compare this number with the number of cities of this size in each of the other groups of states which we have studied. Now, what statement can you make definitely about the population in the northeastern states? What question does this suggest? [Why are there more large cities and more people in this section?] Before trying to find an answer to this question, look again at your map showing the distribution of cities. What is another thing that the map shows you about these cities? [Concentration in specific spots.]

During the assimilation or problem solving stage, maps are used as a source

of information. For testing purposes a hypothetical map such as the one on this page may be used to check ability to read maps.

In summarizing and application steps, maps are used upon which the children collect items in a new way; for instance, at the close of a study of the United States, a map may be made of the United States showing by colors the rank of different sections in manufacturing.

In conclusion, the steps in developing map abilities may be stated as follows:

[1] Every map symbol introduced should be visualized first.

[2] The first map used should be a simple map of a region or area with uncaptioned symbols. Uncaptioned symbols are desirable, as tests have shown that children tend to read the printed matter instead of the map symbol.

[3] A map symbol should be introduced only as it is needed in a specific unit to reach a particular major understanding.

[4] The map symbols introduced are selected in terms of the major ideas needed in developing a specific unit.

[5] Semipictorial symbols are introduced first, followed by the nonpictorial in the order of difficulty.

[6] Descriptive ideas are the first ideas secured from maps as they are the easier type.

[7] Interpretative ideas are more difficult as they are the result of one's own reasoning based on a comparison of two or more descriptive ideas gained from a map.

[8] The children should learn to read cultural facts from a map first, and then there should be developed the ability to raise questions concerning the facts shown.

[9] New types of maps should be introduced from time to time as needed, always visualizing the new symbol, and translating the symbols into landscape imagery of which immediate use is to be made.

[10] After the fifth or sixth grade, development in ability to read maps is made possible chiefly thru repeated and intensive interpretation of the types of maps already introduced.

[11] Training in map interpretation includes developing the ability to express many types of facts on maps.

—Zoe A. Thralls, assistant professor of elementary education, University of Pittsburgh.

Personal Growth: Some Positive Aspects

MUCH has been said, written, and even practised in the name of mental hygiene. Many persons, including a goodly number of the so-called intelligentsia, are still at sea with respect to its cardinal principles and methodology. Because of this all-too-frequent reaction on the part of leaders in health and education, I have undertaken to state briefly and concisely what I believe to be the sum and substance of preventive psychiatry or mental hygiene.

The soil upon which mental hygiene feeds is the health, happiness, efficiency, and social adaptation of the individual and groups of individuals.

The process of mental-hygiene growth and adaptation, like all living processes, is a genetic-dynamic one which is ever modifying in response to internal and external conditions of a cumulative nature. The character and quality of growth depends on many factors, frequently not obvious to the untrained worker. Growth in mental health is a tremendously complex process. It takes root in our hereditary endowment and increases its form and quality of functioning thru adaptation and reaction to life experiences from birth to death.

Our successes and failures in life measured in terms of health, happiness, efficiency, and social adaptation largely depend on the nicety of balance we are able to maintain, more or less constantly, in view of the strength and quality of integration of the factors entering therein. Chief among these are:

[1] The stuff out of which one is made—hereditary or constitutional endowment; [2] the environment surrounding that stuff—home, school, church, and community; [3] the type and quality of habit-patterns woven into the warp and woof of the person's life fabric—including due respect for the expression of instinctive and emotional action tendencies, emotional and temperamental education, as well as that of the more recently acquired intellect; and [4] the type and character of choice and decision reactions—calculated or impulsive, clear-cut or vacillating, mature or infantile.

In the light of the above factors, we might say that mental health in its broadest sense has come to mean the measure of a person's ability to adjust to life as he has to face it and to do so with a reasonable amount of satisfaction, success, efficiency, and happiness. It implies a wellintegrated personality which is able to stand the stress and strain of life and

its vicissitudes, to capitalize the opportunities presented, and to live so as to command social approval. How might such a goal be reached? What are the essential principles of mental hygiene to be cultivated?

Since "the only way in which we are all alike is that we are all different," it should be obvious that no cut-and-dried formula can be prescribed. The optimum of mental health is not achieved by reading over a list of principles. Because we are here dealing with growth and time-bound factors, they can be of telling value only by weaving them into everyday habits of thinking, feeling, and doing.

The following guideposts may assist you in achieving mental health:

[1] Since mind and body cannot be separated but are integrated so that each of us reacts as a total unit, it behooves us to keep our bodies in their optimal health. We are only beginning to realize that it is "penny-wise" economy to wait until illness overtakes us, instead of preventing it by making its early recognition possible. Thus semiannual medical and dental examinations have become the rule with our more enlightened citizens.

[2] It is being realized more and more that we live more by our emotional-instinctive cravings than by critical reflection or ethical suasion. Thus it should be our concern to see that our emotional life is running on an even keel, and that pleasant situations are created and maintained. Let us not make ourselves disgruntled because we can't be the best or have the most, but rather let us be satisfied with doing a little better day by day. Perfection is something to be striven after, rather than obtained.

[3] Seek to recognize early factors of stress and strain affecting your adjustment to life, be they internal—such as physical drains, malfunctionings, or mental conflicts—or external—such as unwholesome living and working conditions, unnecessary noise, or unpleasant social relationships. We should realize that a varying amount of friction and strain in our present civilization is relatively unmodifiable and must be accepted. But it is the unnecessary drip, drip, drip that eventually wears on our balancing powers and often paves the way for ill health.

[4] Be willing to face the facts of reality squarely and frankly. Live in the

here and now, attending to the problems and opportunities as they arise. Procrastination, evasion, smoothing over situations that demand a direct approach pave the way to unhealthy fantasy, imaginative life, and ineffective social relationships.

[5] Cultivate a wellbalanced program of work, play, relaxation, and sleep. We are essentially individuals who live by habit. These in turn are motivated by our emotional-instinctive life, cravings, longings, and desires. Without sound habit patterns of work, play, and sleep, we not only interfere with essential biological rhythms, but open ourselves to possibilities of mismanagement, side-tracking from important goals or purposes, inefficiency, and unnecessary conflicts.

[6] Altho ambition, fantasy, and imagination are invaluable tools to human progress, yet they must be kept within the bounds of reality and contribute to concrete performance that is within our capacity. In these days of unparalleled opportunities for advancement in professional or commercial life, it is highly important that each recognize his capacities and capabilities and keep his ambitions closely in touch with what he can do reasonably well with a feeling of satisfaction. Unfortunate mental states are frequently brought about by misguided, tho wellmeaning, individuals or their advisers who goad persons on toward goals they can never reach because of lack of inherent capacity, aptitude, or interest.

[7] Develop what Adolf Meyer calls "resting points of satisfaction" and periods for "constructive composure." Be willing to relax after putting forth your best efforts and thus give yourself opportunities to prepare adequately for the next period of endeavor. The present tendency of hustle and bustle—of eternal competition and high-pressure standards of activity—which has been referred to as "Americanitis," makes ineffectual our aims, wastes energy, and accomplishes less than what might be obtained by reflective periods of composure which bring satisfaction with reasonable accomplishment. The critical evaluation and use of the *time* factor is important in any mental hygiene program.

[8] We are inherently social beings who exist happily and progressively only insofar as the welfare of the group is

maintained. We therefore as individuals, must learn to forego selfish desires or immediate forms of gratification whenever the present or ulterior welfare of the group is interfered with. Let us embrace Meyer's favorite phrase, "freedom and solidarity," that is, individual and social responsibility with faith in melioristic attitudes. Free will, in the sense used by the older writers, had best be modified. Freedom of expression is not chaos; it implies responsibility to the group interests and social welfare. We can contribute to this end by becoming voluntarists who work with the conviction of the worthwhileness of effort.

[9] Whenever we are in doubt con-

cerning choice and decision in important matters, we should learn to veer to the side of safety by seeking the consensus of opinion of our best judges and friends. Such group objective checkups with reality are highly desirable, since they often bring new light to bear on nebulous situations and a change in opinion which redounds to the welfare of all concerned.

[10] Cherish and cultivate a wholesome sense of humor. It will give buoyancy to an otherwise trying situation.

[11] Make a sincere effort to know yourself better, as well as those with whom you intimately live; be willing to accept yourself, shortcomings and liabilities as well as assets; be yourself; and

put forth an earnest effort to improve yourself.

[12] With all our modern devices, technics, and advantages of civilization, we are apt to forget that we will never be able to dispense with critical and trained commonsense. It is just as potentially dangerous to possess the quintessence of commonsense without training in the art of living happily, healthfully, and efficiently together, as it is to have the maximum training without commonsense. Let us treasure and utilize to a greater degree this invaluable human capability. — **Frederick L. Patry**, M. D., University of the State of New York.

Vitalized Group Study and Faculty Meetings

THE SUPERINTENDENT, the supervisor, the teacher must accept the fact that educational practises are rapidly changing thruout the world. The teacher of today must be a constant student. Education today calls for greater vision, skill, and efficiency than we have ever known, and progress will be made in direct proportion to the degree in which leadership is wise and farsighted on the one hand, and to which theories and practises are understood and executed on the other. Faculty meetings and group conferences are important agencies for clarifying the principles and theories of education to which leaders are committed."

"Having once realized the purposes of teachers meetings, the physical conditions that are provided should be given due consideration in order to insure a profitable conference. Teachers who have stood most of the school day cannot be expected to occupy uncomfortable seats without decreasing the success of the conference. Seating arrangement about a table or in the form of a circle makes for a less formal and more interesting conference.

"Success of the teachers meeting or group conference depends upon careful preparation on the part of the leader. There should be a definite plan of procedure. Teachers will be better prepared to participate in the discussions if mimeographed outlines of problems are presented to them before the conference takes place. If these mimeographed outlines contain specific references to which the teacher may go for study, she will be able to make a more intelligent and worthwhile contribution to the discus-

sion. The leader of the conference should not dominate the discussion.

"The conference should give teachers the opportunity to present their opinions and discuss the problems. The thinking which the teachers do before and during the conference should receive proper consideration. If the leader makes adequate preparation for the conference; if definite, important problems are set up for discussion; if teachers are permitted to express their opinions concerning the problems, few will go away feeling that the meeting was dull."—From an editorial in *Mississippi Educational Advance* [journal of the Mississippi Education Association].

Of all the many educational magazines received at NEA headquarters, no group is read and studied by more different members of the Association staff than the journals of state education associations. These forty-one journals are not lowering their quality in these difficult times. Some are noticeably improving in content and appearance. Many of these journals are including material in every issue on the study of tax reform and other economic questions. Several of these journals have published in recent issues brief, excellent statements of the achievements and programs of their state education associations. Teachers who read the NEA JOURNAL are, in practically all cases, members of their state education associations. They are interesting their fellow workers who are not members to share in the service and advance of the profession. Members of state and national education associations are finding material in the journals of these associations which helps them in

working on the problems of the profession.

According to a regulation of the State Board of Education of Virginia, the *Virginia Journal of Education* may be counted in lieu of one of the books required to be read in the teachers' reading course, designed primarily to serve teachers by giving material for practical suggestions in everyday classroom problems.

Let's take a look at some of the material in this December JOURNAL of the N. E. A. Your choices of articles for group study will differ widely, according to needs and kinds of schools.

Several levels in teaching are represented in this issue. For the kindergarten "Kindergarten and Nursery School," page 279; for the junior high school "Reading in the Junior High School," page 293; for the elementary school "The Use of Maps in Geographic Instruction," page 301; for the high school "The Pact of Paris," page 288; for teachers of all grades "Personal Growth: Some Positive Aspects," page 303, and "Shall Married Women Be Barred from Teaching?" page 299.

W. O. Forman, principal, Lafayette Junior High School, Uniontown, Pennsylvania, writes:

I am urging every one of my teachers to become members this year if for no other reason than the valuable contributions which are being made to the teaching profession thru THE JOURNAL; but this is certainly a selfish and narrow way of looking at our profession. More and more I am coming to believe that teachers need the inspiration that our national association is giving in order that the children can be taught better because of this contact. Our NEA is not an end in itself, existing for the benefit of teachers only. Every pupil profits because the teacher is a member of the Association. Our national professional organization needs teachers who can profit by what the NEA has to give.

MONTHLY RECORD SHEET FOR DECEMBER

At the end of the month please fill in both sides of this sheet. Then detach the sheet along the perforations and mail to the Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

I. Savings and Investments.—Please give information below concerning savings deposited, invested, or withdrawn by you (and by your wife or husband, if living with you), during the month indicated above:

1. Amount deposited or invested in bank accounts, shares in cooperative banks or building and loan associations, credit unions, retirement systems, life insurance premiums, stocks and bonds, loans to individuals, and other types of savings. Include payments (except interest) toward purchase of a home or other real estate. Include also the face value of any "script" or tax anticipation warrants which you have received in payment of salary during the month but have not cashed during the month..... \$ _____
2. Amount withdrawn from savings or investments and then spent for commodities or services. Include any amounts obtained during the month by cashing "script" or tax anticipation warrants issued to you in any previous month..... \$ _____

II. Expenditures.—Please state the amount of your expenditures (and those of your wife or husband, if living with you) for yourself and all dependents during the month indicated above, for the following items. In case any regular money allowances are given to dependents other than a spouse living with you, report such allowances under Item 9 only.

Special note: Record only such expenditures as are a part of the living expenses of yourself and your dependents. Do not include the costs of conducting commercial enterprises of any kind. (See also Item 6 of "General Directions" on p. 2.)

1. Food.—This item should cover cost of food supplies and of meals bought away from home, for those maintaining a home. For those not maintaining a home, it should cover all expenditures for meals..... \$ _____
 2. Clothing.—Include costs for new clothing, repairing of clothing, laundry and cleaning of clothing, etc.... \$ _____
 3. Housing.—Give monthly rent paid, if any. Payments toward purchase of a home or other real estate should not be reported here but under Item I—1, above..... \$ _____
 4. House operation.—Include here all costs of running and maintaining the house, such as heat, light, gas, fire insurance, repairs, domestic service, telephone, garbage removal, cleaning supplies, house furnishings, furniture and household equipment, laundering of household linens, care of grounds, etc..... \$ _____
 5. Taxes.—Include personal income, property, and all other taxes paid, except motor vehicle license and sales taxes of any kind..... \$ _____
 6. Interest.—Report interest paid on money borrowed from any source, including interest on a mortgage involving a home or other real estate. Do not include interest or "financing" charges on an automobile or other goods purchased on the installment plan..... \$ _____
 7. Health.—Include payments to doctors, dentists, opticians, nurses, and for hospitalization, medicines, health appliances, such as crutches, braces, etc., and health and accident insurance premiums..... \$ _____
 8. Transportation.—Report here ordinary expenses for carfare, railroad and taxi fare, and payments for purchase and ordinary operation of automobile (including automobile insurance, taxes, and other maintenance). Do not report here the expenses of long trips for purposes of recreation or improvement, whether by automobile or railroad. Report the latter under Item 11..... \$ _____
 9. Direct financial aid to dependents.—Include all money allowances given regularly to dependents and not reported under any of the other items on this page. Include such aid to dependents not living with you as well as to those living with you..... \$ _____
 10. Gifts and donations.—Include cost of Christmas, wedding, and birthday presents, and special gifts of money. Also donations to church, charitable institutions, relief agencies, and needy persons..... \$ _____
 11. Education and recreation.—Include cost of books, magazines, membership in professional and non-professional organizations, lessons (such as music or dancing), professional and non-professional courses, social entertainments, theaters, concerts, lectures, sports, etc., and travel for recreation and for professional and cultural improvement..... \$ _____
 12. Miscellaneous needs.—All needs not included under any of the above items, such as barber and beauty parlor service, toothpaste, telegrams, postage, etc..... \$ _____
 13. Miscellaneous luxuries.—All luxuries not included under any of the above items..... \$ _____
- Total expenditures for the month..... \$ _____

THE MANAGEMENT of one's income is an important factor in personal achievement and happiness. Here is a monthly record blank for keeping track of savings and expenditures. This outline is reproduced from the booklet being used by the National Education Association's Committee on the Economic Status of the Teacher to obtain data on living costs and budget practises among teachers in representative cities thruout the country. Teachers in the cooperating cities have an opportunity to make an important contribution to the welfare of their profession. The investigation will extend over an entire year and will be the most comprehensive of its kind ever attempted. Teachers not participating in the survey will find an accurate record of their expenditures useful in planning the management of their incomes.

Occupational Distribution According to 1930 Census

(Prepared by the Research Division of the National Education Association)

States	Total number of gainfully occupied persons ¹	Agriculture	Forestry and fishing	Extraction of minerals	Manufacturing and mechanical industries	Transportation and communication	Trade	Public services (not elsewhere classified)	Professional services	Domestic and personal service	Clerical occupations
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	48,829,920	10,471,998	250,469	984,323	14,110,652	3,843,147	6,081,480	856,205	3,253,871	4,952,451	4,025,324
Alabama.....	1,026,295	492,761	5,476	31,415	185,681	55,163	73,568	8,908	39,657	102,345	31,321
Arizona.....	165,296	38,423	809	13,982	34,704	13,872	19,809	4,940	12,616	16,874	9,267
Arkansas.....	667,845	384,381	6,999	7,392	81,960	36,445	51,151	4,805	27,909	49,481	17,322
California.....	2,500,644	332,024	12,944	39,743	636,564	199,228	436,619	60,741	235,386	294,075	253,320
Colorado.....	402,867	106,068	1,250	17,488	76,734	34,874	54,757	6,698	33,492	41,250	30,256
Connecticut.....	677,208	36,500	1,230	626	309,465	43,619	84,425	14,107	48,471	62,909	75,856
Delaware.....	98,104	17,316	354	61	33,604	9,017	10,725	2,339	6,070	10,294	8,324
District of Columbia.....	243,853	1,081	56	84	46,658	18,591	32,656	13,818	27,169	50,482	53,258
Florida.....	598,939	133,530	12,847	2,253	141,951	47,928	79,583	12,460	37,713	99,748	30,926
Georgia.....	1,162,158	497,941	5,172	3,429	233,060	62,993	96,331	18,912	49,424	148,523	46,373
Idaho.....	162,232	65,528	5,473	5,577	26,652	11,523	16,641	1,734	11,417	11,032	6,655
Illinois.....	3,184,684	351,977	2,389	60,536	1,035,696	282,119	467,676	52,380	222,914	329,475	379,522
Indiana.....	1,251,065	249,884	1,293	21,103	433,095	103,798	152,497	17,554	79,046	104,602	88,193
Iowa.....	912,835	330,881	772	8,664	173,149	77,015	118,002	11,452	68,732	73,052	51,116
Kansas.....	694,272	229,390	174	14,286	131,715	67,470	89,312	12,062	50,571	59,459	39,833
Kentucky.....	907,095	358,506	2,172	61,767	162,873	65,826	83,024	10,550	44,803	74,299	43,275
Louisiana.....	815,616	296,801	13,388	7,135	154,889	68,061	79,686	11,356	36,535	105,012	42,753
Maine.....	308,603	51,462	9,113	1,434	113,985	26,175	33,445	6,368	20,188	29,124	17,309
Maryland.....	672,879	84,082	6,059	5,023	223,412	61,068	87,452	19,858	43,963	80,887	61,075
Massachusetts.....	1,814,315	55,643	7,691	1,435	773,293	138,467	251,059	43,122	143,619	192,167	207,819
Michigan.....	1,927,347	247,652	12,541	20,510	786,031	134,973	236,391	35,546	123,786	172,120	157,797
Minnesota.....	992,798	303,589	6,055	10,736	206,139	78,615	127,411	13,859	74,259	92,058	80,077
Mississippi.....	844,905	557,067	7,645	511	82,464	36,526	46,319	5,031	27,961	66,027	15,354
Missouri.....	1,457,968	370,878	3,756	16,330	361,227	121,232	198,853	20,080	91,333	147,458	126,821
Montana.....	216,479	79,518	2,618	14,952	33,618	19,079	20,735	3,162	14,956	17,283	10,558
Nebraska.....	507,008	197,199	155	570	80,989	41,780	67,305	6,291	39,664	42,735	30,320
Nevada.....	42,884	8,903	120	5,000	7,991	5,867	4,326	622	3,149	4,676	2,230
New Hampshire.....	192,666	22,067	2,176	519	89,303	14,413	19,515	3,050	12,736	18,204	10,683
New Jersey.....	1,712,106	64,061	2,847	3,638	689,715	151,438	240,838	38,037	126,951	173,564	221,017
New Mexico.....	142,607	58,900	1,146	7,008	23,322	13,152	11,805	1,369	9,112	12,246	4,547
New York.....	5,523,337	267,373	5,202	9,229	1,866,374	507,031	860,123	117,727	446,071	691,047	753,160
North Carolina.....	1,140,971	499,957	9,031	2,740	290,719	50,564	87,476	11,688	51,993	103,451	33,352
North Dakota.....	240,303	134,393	35	1,088	21,995	14,922	22,311	1,994	17,565	17,497	8,503
Ohio.....	2,615,764	311,646	2,213	39,418	991,242	230,008	346,457	39,176	179,101	244,255	232,248
Oklahoma.....	828,004	306,091	2,211	41,286	139,923	56,087	100,244	12,519	53,087	73,470	43,086
Oregon.....	409,645	81,879	18,632	2,167	107,166	36,491	55,449	6,241	31,947	39,153	30,520
Pennsylvania.....	3,722,103	250,925	5,437	299,151	1,416,590	321,122	459,579	66,376	239,925	332,512	330,486
Rhode Island.....	297,172	8,833	1,068	237	151,462	19,072	36,802	7,461	18,073	27,226	26,938
South Carolina.....	687,737	344,629	3,352	927	147,590	29,528	42,885	7,971	26,890	69,475	14,490
South Dakota.....	247,653	130,742	217	1,498	27,682	15,278	25,570	2,904	18,730	16,665	8,367
Tennessee.....	958,386	376,852	4,422	14,598	201,614	66,304	91,870	9,997	46,457	101,990	44,282
Texas.....	2,206,767	841,547	6,402	34,716	385,307	163,241	259,334	39,833	125,402	231,467	119,518
Utah.....	170,000	41,247	235	10,514	36,969	15,408	22,124	3,050	13,552	13,807	13,094
Vermont.....	141,203	38,114	749	2,350	41,450	11,310	13,710	2,863	9,181	13,887	7,589
Virginia.....	880,211	270,696	11,358	16,006	212,855	70,622	82,582	25,666	48,667	95,231	46,528
Washington.....	664,730	104,077	31,921	5,720	188,411	60,234	93,536	15,996	48,988	64,480	51,367
West Virginia.....	570,452	118,200	5,208	109,923	133,698	46,899	50,267	5,437	34,864	41,123	24,833
Wisconsin.....	1,129,461	289,989	7,242	3,235	364,511	78,911	131,519	14,114	73,328	86,883	79,729
Wyoming.....	92,448	30,795	814	6,313	15,155	9,788	7,726	3,981	6,448	7,371	4,057

THIS table shows the total number of gainfully occupied persons and the number in each main occupational group in the United States and in the various states.

Changes since 1920.—In 1920, in the United States as a whole there were 41,614,248 gainfully occupied persons. The corresponding figure for 1930 was 48,829,920, showing an increase of 17.3 percent in the number of gainfully occupied persons. However, the population 10 years of age and over increased from 82,739,315 to 98,723,047 persons during this decade. In 1920, 50.3 percent of the population 10 years of age and over was gainfully occupied. The corresponding percent for 1930 was but 49.5 percent.

In 1920, the distribution by main occupations was as follows: Manufacturing and mechanical industries, 30.8 percent; agriculture, 25.6 per-

cent; trades, 10.2 percent; domestic and personal services, 8.1 percent; clerical occupations, 7.5 percent; transportation and communication, 7.4 percent; professional services, 5.2 percent; extraction of minerals, 2.6 percent; public services, 1.8 percent; and forestry and fishing, 0.6 percent. In 1930 the distribution was: Manufacturing and mechanical industries, 28.9 percent; agriculture, 21.4 percent; trades, 12.5 percent; domestic and personal services, 10.1 percent; clerical occupations, 8.2 percent; transportation and communication, 7.9 percent; professional services, 6.7 percent; extraction of minerals, 2.0 percent; public services, 1.8 percent; and forestry and fishing, 0.5 percent.

From the above percents the following statement may be made: From 1920 to 1930 the various occupations remained the same when ranked ac-

cording to the number of persons employed. However, a relatively larger proportion of persons are engaged in trades, domestic and personal services, professional services, and clerical occupations, while a corresponding decrease has occurred in agriculture, manufacturing and mechanical industries, and extraction of minerals.

Source of data: Figures from U. S. Department of Commerce, Bureau of the Census.

¹ The term "gainfully occupied persons" as here used, includes all persons 10 years of age and over who usually follow a gainful occupation, even tho they may not have been actually employed at the time the census was taken. It does not include women and children doing housework in their own home, or children working only at odd times.

Master Builders of Our Profession

LEADERSHIP—He is the best leader who most fully understands the nature of things, so that his plans are not doomed to ultimate failure: who possesses an active, far-ranging imagination which can see many possibilities: who has a sense of values, so that among possibilities he is able to choose the most excellent: who has a sense of order, to give form, design, and program to the values and purposes he selects: who has practical sense and judgment, and so uses the most feasible means to accomplish his ends: and who has the energy and enthusiasm to carry his plans persistently toward fruition. All these qualities are susceptible to increase, discipline, and refinement by education.—Arthur E. Morgan, president, Antioch College.



LAWTON B. EVANS of Augusta, Georgia, who this November completed fifty years of service as superintendent of the schools of that city and county.

THE NUMBER of life members enrolled in the National Education Association on November 1 was 5032. Life members are creating new standards of excellence for the profession. Have you invited a worthy professional associate to become a life member? The following life members have been reported since the list was published in the October JOURNAL.

CALIFORNIA—Ethel E. Victoria White.
DISTRICT OF COLUMBIA—Robert S. Anderson.
GEORGIA—Alfred L. Davis.
ILLINOIS—Edith W. Lawson, Ruth M. Whitfield.
INDIANA—Waldo Emerson Wood.
IOWA—L. B. Fisher, J. Elmer Johnson.
KENTUCKY—Paul D. Gard.
MARYLAND—Margaret D. McLain, Franklin A. Stayer.
MICHIGAN—Ward I. Lyons.
MONTANA—Gordon E. Kidder.
NEBRASKA—Hans C. Olsen.
NEW JERSEY—Harold R. Burdge, Marinns C. Galanti, Ruth O. Gray, Winona Eleanor Ziemann.
NEW YORK—Albert Tiffany Herzog, Helmer Petersen, Genevieve M. Watson, Mabel Wood.
OHIO—John Bradley Bowman.
PENNSYLVANIA—Juanita M. Downes, William O. Forman, L. Winthrop Perkins, William C. Sampson, Amanda E. Stout, William A. Yeager.
VIRGINIA—Mrs. Isabelle R. Ham, Lutrelle Fleming Palmer, Florence C. Richardson.
WASHINGTON—Mrs. Ethel I. Mawson.

Completed Enrolment

THE FOLLOWING schools have maintained their 100 percent enrolment in the National Education Association for 10 years or more. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. This list includes schools which have reported since the list was published in the October JOURNAL.

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

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten years or more, see "Master Builders of our Profession."

Nine Years

ARIZONA—Nogales, Nogales Public Schools, Elm Street, Grand Avenue, High, Lincoln, Plum Street.
CALIFORNIA—San Francisco, Paul Revere.
COLORADO—Teller County, District Number 1, District Number 1 Public Schools, Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High.
CONNECTICUT—Darien, Baker.
DELAWARE—Wilmington, Public Number 5, Public Number 9, Public Number 22, Public Number 30.
INDIANA—Pi. Wayne, Lakeside, Riverside; Michigan City, Benjamin Harrison; South Bend, Linden, Oliver.

KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Lincoln, Murray Hill, Pioneer, Roosevelt, Royster Junior High, Senior High, Webster; Cherryvale, Cherryvale Public Schools, Central, Garfield, Junior-Senior High, Lincoln, McKinley; Hutchinson, North Side.
MASSACHUSETTS—Gloucester, Point Grammar; Medford, Orgood.
MICHIGAN—Grand Haven, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High.
MINNESOTA—Minneapolis, Irving, John A. Johnson.
NEW HAMPSHIRE—Rochester, East Rochester.
NEW JERSEY—Englewood, Franklin, Intermediate; Fair Haven, Fish Street, Willow Street; Hackensack, Union Street Number 2; Rutherford, Lincoln, Pierrepont, Sylvan; Summit, Brayton, Junior High, Lincoln, Roosevelt.
NEW YORK—Oneida, Washington Avenue.
OHIO—Columbus, Fourth Street; Cuyahoga County, Berea Public Schools, Brook Park, Central Elementary, Fair Street, High; Mansfield, West Fifth Street; Tiffin, College Hill, Junior High, Monroe Street; Warren, Roosevelt.
PENNSYLVANIA—Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Junior High, Mahanoy City Senior High, Maple Hill, Park Place, Robinsons, St. Nicholas, Suffolk, Washington, Wigans, Yatesville; Muncy, Muncy Public Schools, Andrew Street, High, Ravine Street, Twelfth Avenue; Palmerton, Palmerton Public Schools, Delaware, Franklin, Hazard, Junior-Senior High, Special Teachers & Supervisors.
SOUTH CAROLINA—Laurens, Watts Mills.
SOUTH DAKOTA—Frederick, Grammar.
WEST VIRGINIA—Clarksburg, Carlisle; Sistersville, Main Street.
WYOMING—Casper, Grant, Washington; Cheyenne, Corlett; Sheridan, Central, Custer Street, John S. Taylor.

Fourteen Years

COLORADO—Greeley, Lincoln.
MISSOURI—St. Louis, Special Number 5.
OHIO—Columbus, Fulton.

Thirteen Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.
MAINE—Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Mapleton, Mapleton Public Schools, High.
VIRGINIA—Norfolk, Henry Clay.
WYOMING—Cheyenne, Converse.

Twelve Years

CALIFORNIA—San Francisco, Madison; Santa Barbara, Roosevelt.
COLORADO—La Junta, La Junta Public Schools, Boys' Club, Columbian, High, Junior High, La Junta Gardens, Lincoln, North La Junta, Park.
INDIANA—Hammond, Columbia, Kenwood, Riverside, Woodrow Wilson.
MICHIGAN—Saginaw, Washington.
OHIO—East Cleveland, Mayfair.
OKLAHOMA—Okmulgee, Emerson, Franklin, McKinley, Roosevelt, Webster, Wilson.
WYOMING—Cheyenne, Central, Churchill, Gibson Clark.

Eleven Years

COLORADO—Longmont, Columbine.
CONNECTICUT—Meriden, Robert Morris.
ILLINOIS—East St. Louis, Rock Junior High.
MICHIGAN—Hastings, Hastings Public Schools; South Haven, South Haven Public Schools, Central, Hartman, Indiana, Junior High, Senior High.
OHIO—Cincinnati, Pleasant Ridge; Mansfield, Hedges; Wooster, Bowman Street.
WISCONSIN—Kenosha, Lincoln.
WYOMING—Casper, Lincoln.

Ten Years

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Clark Street High, "C" Building.
DELAWARE—Wilmington, Public Number 13, Public Number 21, Public Number 23.
ILLINOIS—DeLand, Township High; Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington.
IOWA—Council Bluffs, Longfellow.
MARYLAND—Galena, Grammar, High.
MICHIGAN—St. Joseph, St. Joseph Public Schools, Garfield, High, Jefferson, Lincoln, Washington.
NEW JERSEY—East Paterson, Fifty-fourth Street.
NEW YORK—Rome, Jay Street.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Garland-Rodes.
WEST VIRGINIA—Clarksburg, Towers.
WISCONSIN—Kenosha, Weiskopf.
WYOMING—Casper, Park; Worland, Worland Public Grade Schools.

Eight Years

ARKANSAS—Texarkana, Texarkana Public Schools, Central, College Hill, College Hill (Colored), Fairview, Junior High, Orr, Senior High, Union, Washington High.
CALIFORNIA—Hayward, Muir.
COLORADO—Branson, Consolidated.
INDIANA—Ft. Wayne, Harmar Intermediate, McCulloch; Fowler, Freeland Park.
KENTUCKY—Louisville, Hiram Roberts.
MASSACHUSETTS—Plymouth, Hedge; West Springfield, Mittleague.
MINNESOTA—Cloquet, Central, Garfield, Jefferson; Mankato, Franklin.
MISSOURI—University City, Flynn Park.
NEW JERSEY—Camden, McKinley, Parkside, H. C. Sharp; East Orange, Washington; Englewood, Liberty; Fair Haven, Fair Haven Borough Public Schools, Fish Street, Knollwood, Willow Street;

Montclair, Grove Street; North Plainfield, Somerset; Trenton, B. C. Gregory.

OHIO—Ashtabula, Park Junior High; Cincinnati, Commercial Service, Girls' Commercial Service, Retail Selling, Sewing Trades; Cleveland, Landon, Waverly; Columbus, Southwood; East Cleveland, Shaw High; Lakewood, Roosevelt; Mansfield, Brinkerhoff, Bushnell; Middletown, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Junior High, Senior High, Sherman, South, Booker T. Washington, Young; Perrysburg, Perrysburg Public Schools, Graded, High.

OREGON—Coos County, District Number 13, North Bend Public Schools, Central, High, Roosevelt, Westside.

PENNSYLVANIA—Abington, Abington Public Schools, Abington Junior High & Elementary, Glenside Junior High & Elementary, High, Highland, McKinley, North Hills, Overlook; Berks County, Muhlenberg Township, Muhlenberg Township Public Schools, Hyde Park, Township High, Rosedale, N. C. Schaeffer, Temple; Reading, Tenth & Green Streets.

SOUTH DAKOTA—Nisland, Nisland Public Schools; Wilmot, High.

TENNESSEE—Springfield, Senior High.

WASHINGTON—Spokane, John R. Rogers High.

WISCONSIN—Appleton, Wilson Junior High; Madison, Lowell.

WYOMING—Cheyenne, Junior High.

Seven Years

COLORADO—Boulder, North Intermediate; Gilcrest, Gilcrest; Longmont, Bryant.

DISTRICT OF COLUMBIA—Washington, Randle Highlands-Orr.

ILLINOIS—East St. Louis, Signal Hill; Wood River, Wood River Public Schools, Lewis-Clark, Lincoln, Washington, Wilson, Wood River.

INDIANA—Indianapolis, William McKinley Number 39.

IOWA—Sidney, Sidney Public Schools.

KANSAS—Atchison, Martin; Paola, Senior High.

MAINE—Augusta, Cony High; Waterville, North Grammar.

MASSACHUSETTS—Winchester, George Washington.

MICHIGAN—Detroit, Peter Vetal; Monroe, Monroe Public Schools, Boyd, Christianity, Junior-Senior High, Lincoln; Saginaw, Sweet.

MINNESOTA—Cloquet, Cloquet Public Schools, Central, Garfield, High, Jefferson, L. F. Leach; St. Paul, Riverside.

MISSOURI—St. Louis, Roe.

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

NEW JERSEY—Bloomfield, Center Number 4; Bridgeton, Irving Avenue; Carney's Point, du Pont Number 1; Hightstown, Grammar.

NEW YORK—Rome, Gansevoort; Rye, Union Free, District Number 3.

OHIO—Ashtabula, High; Cincinnati, School for Crippled Children; Columbus, Crestview Junior High, Felton, Leonard Avenue; Lakewood, Garfield, Hayes, McKinley; Mansfield, Carpenter; Maumee, Maumee Public Schools, Fort Miami, High, Riverside; Powhatan Point, Village; Rittman, Rittman Public Schools, First Street, High, Primary; Warren, Frances E. Willard; Youngstown, Bancroft.

OKLAHOMA—Sapulpa, Forest Park.

PENNSYLVANIA—Oil City, Innis Street.

UTAH—Salt Lake City, Lafayette.

VIRGINIA—Lynchburg, Fort Hill.

WISCONSIN—Ashland, County Normal; Delavan, Delavan Public Schools; Kenosha, Washington Elementary, Washington Junior High; Madison, Longfellow; Two Rivers, Two Rivers Public Schools, Hamilton, Joseph Koenig, Washington Grade, Washington High; Wauwatosa, Lincoln.

WYOMING—Cheyenne, Johnson, Park Addition.

Six Years

ALASKA—Fairbanks, Fairbanks Public Schools.

ARIZONA—Benson, Grammar; Clemenceau, Clemenceau Public Schools; Holbrook, Holbrook Public Schools.

CALIFORNIA—Needles, Needles Public Schools.

COLORADO—Montrose, North Side.

CONNECTICUT—Norwalk, Roger Ludlow Junior High.

GEORGIA—Atlanta, Georgia Avenue, Lee Street, Frank L. Stanton.

INDIANA—Hammond, Harding, Lincoln, Washington; Indianapolis, Calvin Kendall, Lucretia Mott Number 3; Seymour, Emerson, Lincoln, Riley, Washington.

IOWA—West Liberty, West Liberty Public Schools, High.

KANSAS—Chanute, Trade; Hutchinson, Lake View, Winans.

MAINE—Camden, Elm Street.

MASSACHUSETTS—Amesbury, Junior High; Medford, James; Stoneham, South.

MINNESOTA—Rochester, Rochester Public Schools, Central, Edison, Folwell, Hawthorne, Holmes, Junior-Senior High, Northrop.

NEW JERSEY—Brigantine, Brigantine; North Plainfield, Harrison Avenue; Pennington, Primary; Vineland & Landis Township, Butler Avenue, East Avenue, Magnolia Road, Oak & Main Street, Park & East Street, South Vineland, West Side.

NEW MEXICO—Albuquerque, University Heights.

NEW YORK—Brookhaven, Public School, District Number 29; Rome, Thomas Street.

OHIO—Ashtabula, Chestnut Avenue, State Road, Canton, Washington; Cincinnati, Chase; Goshen, Township Centralized; Piqua, Bennett Junior High, Spring Street, Staunton Street, Wilder Junior High; Tiffin, Miami Street; Mansfield, John Simpson Junior High.



LOUIS A. JOHNSON, West Virginia, newly elected commander of the American Legion, which cooperates with the National Education Association and the Office of Education in sponsoring American Education Week.

OKLAHOMA—Sapulpa, Jefferson.

OREGON—Roseburg, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.

TEXAS—Texarkana, Grim.

VIRGINIA—Norfolk, Larchmont.

WASHINGTON—Everett, Longfellow.

WISCONSIN—Madison, Dodgeon; Shorewood, Milwaukee, Shorewood Public Schools, Atwater, High, Lake Bluff; Wauwatosa, Washington.

WYOMING—Laramie, Fremont; Sheridan, Coffeen Avenue.

Five Years

CALIFORNIA—Los Angeles, California Street.

COLORADO—Canon City, Roosevelt Junior High; Hayden, Hayden Public Schools.

CONNECTICUT—Darien, Hindley.

IDAHO—Boise, Lowell.

ILLINOIS—Cicero, McKinley.

INDIANA—Indianapolis, John McCormick Number 30, Public Number 47; New Castle, New Castle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High.

IOWA—Council Bluffs, Roosevelt, Walnut Grove.

KANSAS—Merriam, Shawnee-Mission Rural High; Wichita, Skinner.

MAINE—Skowhegan, Park.

MARYLAND—Westernport, Hammond Street.

MASSACHUSETTS—Winchendon, Poland.

MICHIGAN—Detroit, Psychological Clinic; Greenville, Greenville Public Schools, Cass, Central, Clay, Junior High, Pearl, Senior High.

MISSOURI—Kansas City, J. C. Nichols; Maplewood, Valley Elementary, West Richmond; Maryville, Eugene Field; St. Louis, Special Number 14.

NEW JERSEY—Pitman, Elwood Kindel, Walls; Ridgewood, Union Street; Ventnor City, Oxford Avenue.

NEW YORK—Kenmore, Roosevelt.

OHIO—Cleveland, Empire Junior High, West Junior High, West Senior High; East Cleveland, Rozelle; Lakewood, Madison, Taft; Old Fort, Old Fort; Piqua, Piqua Public Schools, Bennett Junior High, High, Favorite Hill, North Street, South Street, Special Teachers, Spring Street, Staunton Street, Wilder Junior High; Tiffin, Junior Order Home Schools.

OKLAHOMA—Okmulgee, Checotah, Horace Mann; Sapulpa, Washington.

SOUTH DAKOTA—Pierre, Pierre Public Schools.

TENNESSEE—Springfield, Junior High, Main Street, Woodland Street.

TEXAS—Texarkana, Senior High.

VERMONT—Bellows Falls, Atkinson Street; Enosburg Falls, Enosburg Falls Public Schools, Grade, High.

VIRGINIA—Newport News, George Washington.

WASHINGTON—Everett, Jackson.

WISCONSIN—Appleton, Columbus; La Crosse, Hogan.

WYOMING—Cheyenne, Senior High.

Four Years

CALIFORNIA—Centerville, Washington Union High; Fortuna, Union High; San Francisco, Garfield; Soledad, Union Grammar.

COLORADO—Wiley, Wiley Consolidated Schools, Grade, High.

CONNECTICUT—Westport, Staples High.

DELAWARE—Wilmington, Public Number 29.

GEORGIA—Atlanta, J. C. Murphy Junior High.

HAWAII—Kekaha, Kawai, Kekaha.

ILLINOIS—Cerro Gordo, High; Geneva, Sixth Street; Lombard, Lombard Public Schools, Green Valley, William Hammerschmidt, Lincoln; Woodhull, Township High.

INDIANA—Indianapolis, Oscar C. McCulloch, Taylor Number 83; Pendleton, Pendleton Public Schools, High, West.

KANSAS—Wichita, Waco.

MARYLAND—Willards, Willards.

MASSACHUSETTS—Malden, Pierce.

MICHIGAN—Grand Rapids, Eastern; Highland Park, Robert E. Barber; Jackson, Pleasant.

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

MONTANA—Glendive, Lincoln.

NEVADA—Washoe County, Sparks, Kate M. Smith.

NEW HAMPSHIRE—Winchester, Thayer High.

NEW JERSEY—Bloomfield, Berkeley Number 2; Camden, Cassidy; Hillside, Saybrook; Lawrenceville, Lawrenceville; Lawrence Township, Slackwood; Newark, State Street.

NEW MEXICO—Albuquerque, North Fourth Street; Van Houten, Van Houten.

NEW YORK—Spring Valley, Lakeside.

NORTH DAKOTA—Fargo, Franklin, Jefferson, Emerson H. Smith.

OHIO—Canton, Cherry, Roosevelt; Champaign County, Jackson Rural; Cincinnati, Fairview; Cleveland, Memphis; Columbus, Shepard; East Cleveland, Superior; East Palestine, East Palestine Public Schools, East North Avenue, High, Captain Taggart, Wood Street; Greenfield, Greenfield Public Schools, Grammar, McClain High, McClain Junior High; Lake County, Roosevelt; Nelsonville, Junior-Senior High; New Concord, New Concord Public Schools, Grammar, High; Rawson, Rawson Public Schools, Grade, High; Wooster, Walnut Street.

OKLAHOMA—Sapulpa, Liberty, Southern Heights.

PENNSYLVANIA—Mt. Lebanon, Pittsburgh, Mt. Lebanon, Public Schools, Julia Ward Howe, Junior-Senior High, Lincoln, Edwin C. Markham, Washington; Munhall, Franklin, Homestead Park, Nineteenth Avenue; Susquehanna, Susquehanna Borough Public Schools, Laurel Street, Washington Street.

SOUTH CAROLINA—Trenton, Trenton Public Schools.

SOUTH DAKOTA—Hecla, Hecla Independent Public Schools.

VERMONT—Bellows Falls, Wells Street.

WISCONSIN—Appleton, Roosevelt.

Three Years

CALIFORNIA—Encinitas, Elementary; San Francisco, Le Conte.

COLORADO—Fowler, Fowler Public Schools, High Park.

CONNECTICUT—Wethersfield, Ridge Road.

DELAWARE—Eastern New Castle County, Alfred I. du Pont; Wilmington, Public Number 24.

DISTRICT OF COLUMBIA—Washington, Ben W. Murch, Polk.

FLORIDA—Jacksonville, Mattie B. Rutherford.

GEORGIA—Americus, East Americus; Atlanta, Inman Park, Moreland.

INDIANA—Dunkirk, Dunkirk Public Schools; Indianapolis, Thomas Jefferson Number 7, Public Number 23, Public Number 71, Public Number 86, Public Number 91, Washington Number 55; Rensselaer, Lincoln, Primary; Shelbyville, Charles Major.

IOWA—Council Bluffs, Abraham Lincoln High; Des Moines, Brooks.

KANSAS—Holton, Holton Public Schools, Central, Colorado, High; Paola, Junior High, South.

KENTUCKY—Lexington, Ashland.

MAINE—Bangor, Lincoln.

MARYLAND—Oxon Hill, Consolidated.

MASSACHUSETTS—Ipswich, Shatswell; Lexington, Adams; Medford, Hervey; Springfield, White Street; Stoneham, Dean; Waltham, Thomas Hill.

MICHIGAN—Flint, Jefferson, Roosevelt; Lansing, French Junior High; Saginaw, John Moore, Otto Roeser; St. Clair, St. Clair Public Schools.

MINNESOTA—Mankato, Lincoln; Minneapolis, Harriet Beecher Stowe.

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

NEVADA—White Pine County, McGill, McGill Public Schools.

NEW HAMPSHIRE—Nashua, Arlington Street; Rochester, Allen, Gonic, Maple Street, School Street; Sunapee, Central.

NEW JERSEY—Bloomfield, Carteret Number 6; Summit, Jefferson.

NEW MEXICO—Albuquerque, Monte Vista.

NEW YORK—Geneva, Cortland Street; Oneonta, Chestnut Street; Valhalla, Valhalla Public Schools, Public Number 1, Public Number 2.

NORTH DAKOTA—Bismarck, Bismarck Public Schools, High, William Moore, Richholt, Roosevelt, Wachter, Will Junior High; Fargo, Agassiz Grade, Clara Barton, Lincoln, Roosevelt Platoon, Woodrow Wilson Platoon.

OHIO—Akron, Firestone Park; Cleveland, Fullerton; East Cleveland, W. H. Kirk Junior High; Homerville, Homer Township; Lakewood, Lincoln; Middletown, McKinley Junior High; Nelsonville, Nelsonville Public Schools, Central, East, Junior-Senior High, West; Oregon Township, Wynn; Sandusky County, Sandusky County Public Schools, Gibsonburg, Green Springs Village, Helena Special, Jackson Centralized, Rollersville Special, Townsend Township, Washington Township, Woodville Centralized, York Township; Seville, Seville Public Schools; Sharon Center, Sharon Township; Tiffin, Noble; Warren, Central Junior High.

OKLAHOMA—Okmulgee, Okmulgee Public Schools, Checotah, Emerson, Franklin, High, Horace Mann, McKinley, Roosevelt, Webster, Wilson; Oklahoma City, Stand Watie.

PENNSYLVANIA—Abington, Cedar Road; Bridgeport, Upper Merion Township; Cameron County, Emporium West Ward; Pike County, Pike County Public Schools.

TEXAS—Texarkana, Junior High.

VIRGINIA—Norfolk, Robert Gatewood.

WEST VIRGINIA—Crab Orchard, Crab Orchard.

WISCONSIN—Appleton, Franklin, McKinley Grade; Kenosha, Edward Bain.

Two Years

ALASKA—Cordova, Cordova Public Schools.

ARKANSAS—Wicks, High.

CALIFORNIA—Lynwood, Junior High; Riverside, Magnolia; South San Francisco, Junior-Senior High; Ventura County, Mound.

COLORADO—Fleming, Fleming Public Schools; Ft. Collins, Laurel; Mt. Harris, Mt. Harris.

GEORGIA—Fayetteville, Fayette County High; Griffin, Griffin Public Schools, Combined Seventh Grades, Fourth Ward, High, North Side, Third Ward, West Griffin; Macon, Charles H. Bruce.

IDAHO—Boise, Collister.

ILLINOIS—Havana, Community High; Jerseyville, Grade; West Chicago, High.

INDIANA—Indianapolis, Florence Fay Number 21, Benjamin Harrison, Horace Mann Number 13; Seymour, Seymour Public Schools, Emerson, High, Junior High, Lincoln, Riley, Special Teachers, Washington; Tell City, Junior High, Newman.

IOWA—Council Bluffs, Bloomer; Ottumwa, Ottumwa Public Schools, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, High, Irving, Jefferson, Lincoln, Orchard, Part Time, A. W. Stuart, Washington Junior High.

KANSAS—Hutchinson, Central, Grandview; Paola, Paola Public Schools, Junior High, North, Senior High, South; Pittsburg, Forest Park.

MAINE—South Portland, Community Hall, Summer Street.

MARYLAND—Hagerstown, South Potomac Junior High.

MASSACHUSETTS—Franklin, Four Corners; Medford, Cradock; Waltham, North Junior High; West Springfield, Bridge Street; Williamstown, Williamstown Public Schools, Broad Brook, Cole Avenue, High, Walter G. Mitchell, South Center; Winchester, Highland.

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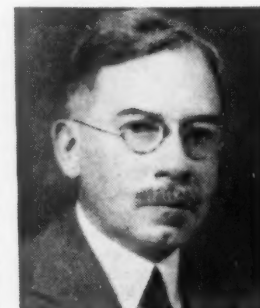
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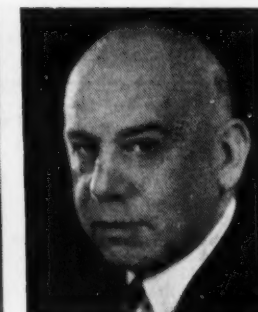
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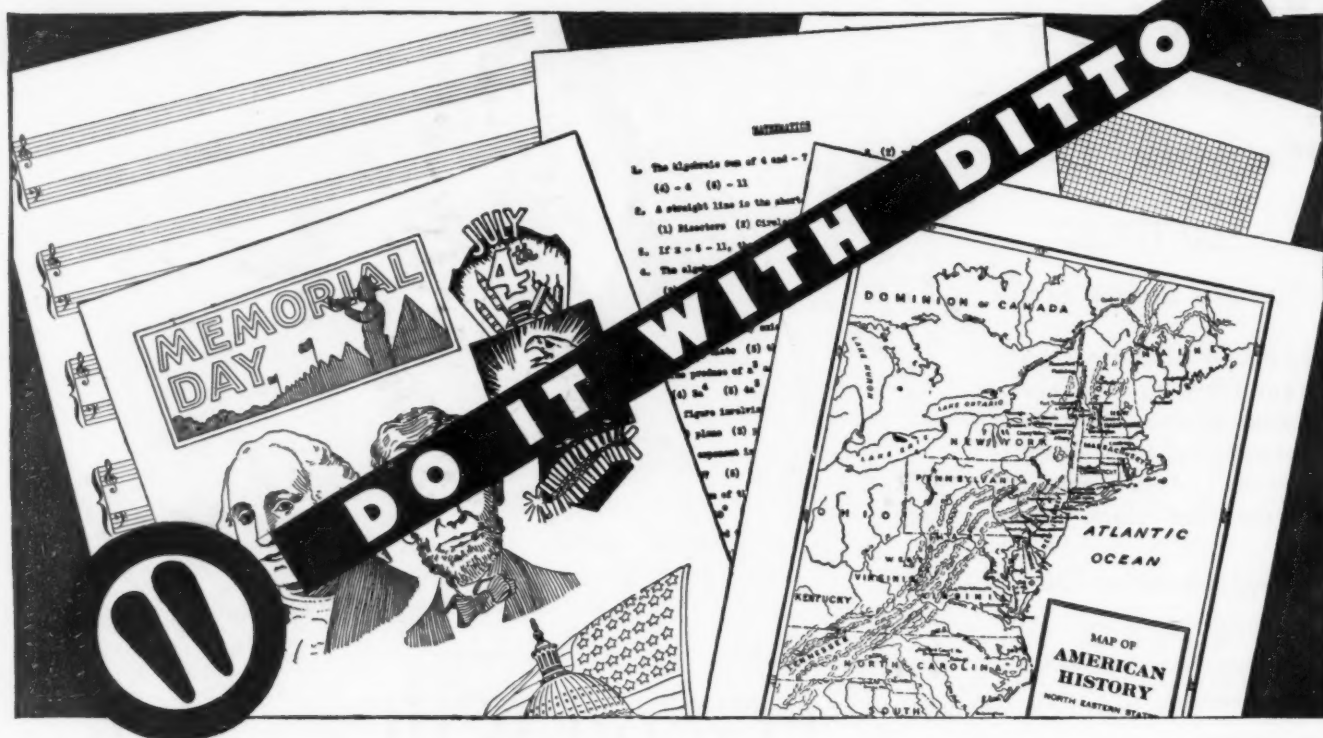
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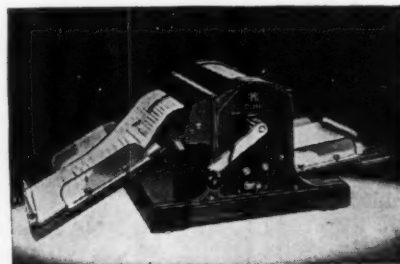
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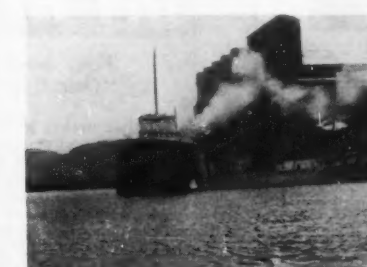
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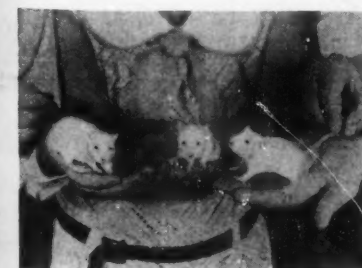
The course of trade from barter to banking. Above: scene from *Mexico*. 1 reel, 16-millimeter, \$35.



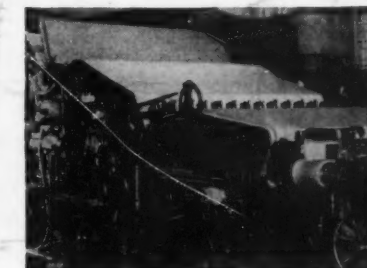
The findings of science vividly reported. Above: scene from *Optical Instruments*. 1 reel, 16-millimeter, \$35.



Modes of travel, transportation. Above: scene from *Transportation on the Great Lakes*. 1 reel, 16-mm., \$35.



Exhaustive laboratory experiments reproduced. Above: scene from *Food and Growth*. 1 reel, 16-millimeter, \$35.



Men's ways in winning culture through work. Above: scene from *Tree to Newspaper*. 1 reel, 16-mm., \$35.

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NOTES and ANNOUNCEMENTS

A valuable volume—The 992-page *Proceedings* concerning the great conventions at Washington and at Atlantic City is perhaps the most important of the seventy volumes issued since the Association began in 1857.

A professional investment—Membership in the National Education Association is indeed a fine investment. Every issue of *THE JOURNAL* is brimful of worthwhile and challenging suggestions. The *Research Bulletins* and *Proceedings* are in themselves a real encyclopedia of progressive education. All good wishes for the continued growth of the National Education Association, and its fine program of service.—A. W. Beeny, scout executive, Stamford, Conn.

NEA radio programs—A new series of radio programs sponsored by the National Education Association is being broadcast this winter thru the facilities of the National Broadcasting Company. Miss Florence Hale, vicepresident of the NEA, is in charge of the programs, which have as their theme, "New Education for

a New World." The programs may be heard each Sunday night—6:30-7:00—EST on the red network of the NBC.

I have just examined the November issue of *THE JOURNAL*. I want to congratulate you. It is one of the best you have ever put out. It takes its place with the most high-class and expensive magazines of the day. It contains material which every teacher and every citizen ought to have.—Augustus O. Thomas, secretary-general, World Federation of Education Associations.

The title of the December editorial is the same as that of a book by H. G. Wells. This readable little volume, *What Are We To Do With Our Lives?*—taken in connection with three monumental studies by the same author—gives an interpretation of human knowledge as a whole. These studies are the *Outline of History*, the *Science of Life*, and the *Work, Wealth and Happiness of Mankind*. They have particular significance for teachers who are on the very frontier of human progress.

NEA department presidents—On page 310 will be found the pictures of all presidents except those of the Department of Superintendence and the Department of Kindergarten-Primary Education. The picture of President Milton C. Potter of the Department of Superintendence appeared in the April 1932 *JOURNAL*. The Department of Kindergarten-Primary is temporarily without a president, as no one has been appointed to succeed Miss Martha E. Seeling, who resigned.

"Your Mind in the Making," which appeared in *THE JOURNAL* for November, can be had in quantities at \$30 per 1000; \$4 per 100; 20 for \$1. It makes an excellent greeting and remembrance to young people during the Christmas season.

L. W. Rogers, a member of the Board of Directors and of the budget committee of the NEA, on October 1 was appointed State Superintendent of the Schools of Texas to succeed Mr. C. N. Shaver, who resigned to resume his superintendency of the Huntsville schools.

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made more attractive... and the doing of things that promote good health a desirable and enjoyable experience. Along with this series comes a teacher's guide "Our Health Habits," which outlines all the material and gives the teacher inestimable aid in presenting this subject to her pupils.

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Thanks to the Newport News teachers—The board of directors' room at the headquarters building of the Virginia Education Association has been furnished by the Newport News teachers in honor of Superintendent Joseph H. Saunders. Mr. Saunders is chairman of the Board of Trustees of the National Education Association.

Answers to questions on the federal government's services to all education in the United States, page 296: A, 4; B, 2; C, 3; D, 5; E, 2; F, 3 [the organization which became the Department of Superintendence of the National Education Association]; G, 4, 5 [occasionally], 7, 8; H, 2; I, 1; J, 5.

Do you pass on to parents a copy of your JOURNAL, which contains an article of special interest to them? Articles in this issue which might be so used are: "The Kindergarten and Nursery School," page 279; "Pioneers Who Believed in Children First," page 286; "A Public Servant and Friend," page 291; "Robert," page 295.

The World Federation of Education Associations—Arrangements are progressing favorably for the Fifth Biennial Conference of the WFEA which will be held in Dublin, Ireland, from July 2 to August 4, 1933. A draft program has been drawn up by the British and Irish directors; preliminary notices have been prepared; the necessary committees have been appointed or authorized; and much interest in the meeting is being manifested. The capital of Ireland has been well chosen for this Conference. Typical Irish scenery, seaside resorts, places historically important—these and more will add to the attractiveness of this great educational conference.

Recent NEA publications—The November *Research Bulletin*, entitled "Facts on School Costs," is now ready for distribution. [25¢]

The October *Review of Educational Research*, entitled "Tests of Intelligence and Aptitude," is now available. [\$1]

The December *Review of Educational Research*, entitled "School Buildings, School Grounds, Equipment, Apparatus, and Supplies," will be out about the fifteenth of December. [\$1]

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cational thinking during a period of amazing transition.

Graduation programs wanted—The Division of Publications is interested in keeping an up-to-date file on the best practices in high-school graduation programs. A copy of your program for 1932 together with a brief explanation concerning its effectiveness or a description of it will be appreciated.

Journal nationwide school printing project—The materials for this project for 1933 have recently been mailed to all public schools having printing departments insofar as the list available is complete. If your school did not receive a set of the material and you

would like to participate in this year's project, you may secure a set by writing to the Division of Publications of the National Education Association. The copy for the posters to be printed in the project this year is *Children First*, a statement which could profitably be sent into every home in every community. The purposes of the Nationwide School Printing Project are [1] to disseminate one great educational ideal among students each year, and [2] to encourage the art of fine printing in the schools.

Why not secondhand toothbrushes?—One of the false economies which some schools fall into in such a pe-

[Continued on page A-150]

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—*Music News*, September, 1932

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[Continued from page A-149]

riod as this is the habit of using worn-out, dirty, or secondhand textbooks. Such a practise often destroys the effectiveness of the child's learning. He is less likely to respect or enjoy a book that is dirty, outofdate, and unattractive. Cleanliness and the love of books and libraries, which are an important part of the learning process, will hardly be encouraged by trying to save a few pennies on books, which are a relatively small part of the total school expenditure.

Did you?—When you read in your *Good Housekeeping* for November that challenging article by Dorothy Canfield Fisher, "A Child Can Not Grow up Twice," did you sit down and write the editor a note of appreciation? It's no accident that this article appeared during American Education Week. The appreciation of such articles by teachers and the practise of calling the attention of parents to the means that more authors and more periodicals will join in the long fight to protect the children and save the schools.

The teacher's rights as a citizen are threatened in some communities by corrupt politicians who seek thru intimidation to keep the teacher from exerting his influence in civic affairs. Such an attitude will serve only to deepen the convictions of the teachers and to intensify their determination to bring about decency and honesty in government.

The National Congress of Parents and Teachers is doing a wonderful work to help save the schools in this crisis. It deserves the active support of school folk everywhere. Emphasis should be placed on 100 percent payment of national dues. This is no time to weaken our great organizations which must protect children thruout the country.

Have you written to the editor of the journal of your state education association this fall to let him know how much you appreciate what he is doing in behalf of the schools in your state? Do you know if he is hard-pressed as to budget, size of staff, or special conditions in your state? A word of encouragement is a great help in carrying on in these difficult times.

Necrology—John H. Beveridge superintendent of schools in Omaha, Nebraska, and former president of the Department of Superintendence of the National Education Association, died October 12 of bronchial pneumonia.

Mrs. Ella R. Winship, wife of Dr. A. E. Winship, editor of the *Journal of Education*, died at their home in Cambridge, October 12.

Please Let Us Know— Do You Receive "WORD STUDY"?

Throughout the school year we issue periodically, for the benefit of English teachers, a publication entitled WORD STUDY in which are presented many interesting and helpful ideas relating to the teaching of the subject. It will help us to know whether you receive WORD STUDY; if you do, what your opinion of it is; and if you do not, whether you would like to receive it free of expense. We will appreciate a word from you. In writing please mention The Journal of the National Education Association.



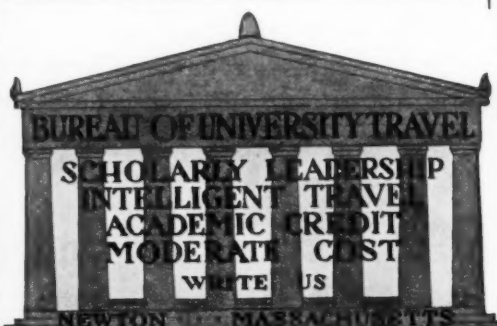
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TENTATIVE PROGRAM FOR MINNEAPOLIS MEETING, FEBRUARY 25—MARCH 2, 1933

Convention Theme—New Frontiers for American Life

Saturday, February 25

- 10:00 A.M.—Registration and exhibits open
4:00 P.M.—Review of exhibits by the president and officers of the Department of Superintendence

Sunday, February 26

- 11:00 A.M.—Addresses by members of the Department of Superintendence from pulpits of various churches in the Twin Cities
4:00 P.M.—Vesper Service—Sacred Concert by St. Olaf's Choir
Theme: Education for New Spiritual Frontiers
8:00 P.M.—Addresses by members of the Department of Superintendence from pulpits of various churches in the Twin Cities

Monday, February 27

- 8:45 A.M.—General Session—Department of Superintendence
Theme: The Challenge to Democracy in Our New Frontiers
2:00 P.M.—Section Meetings—Department of Superintendence
Theme: The New Frontier's Challenge to Education
Section A—An Educational Philosophy for Our Advancing Frontiers
Section B—The Training of Teachers for the New Order
Section C—Classroom Practises for the New Frontier
8:00 P.M.—General Session—Department of Superintendence
Theme: Educational Frontiers from an International Viewpoint

Tuesday, February 28

- 8:45 A.M.—General Session—Department of Superintendence
Theme: Educational Leadership for the New Frontiers
2:00 P.M.—Discussion groups of Department of Superintendence, arranged according to topics, and meetings of allied organizations
8:00 P.M.—General Session—Department of Superintendence
Theme: The Administration of Education on the New Frontiers

Wednesday, March 1

- 8:45 A.M.—General Session—Department of Superintendence
Theme: Educational Materials for the New Frontiers
2:00 P.M.—Discussion groups of Department of Superintendence, arranged according to topics, and meetings of allied organizations
6:00 P.M.—College dinners
8:00 P.M.—General Session—Department of Superintendence
Concert by Minneapolis Symphony Orchestra

Thursday, March 2

- 8:45 A.M.—General Session—Department of Superintendence
Theme: Secondary and Higher Education for the New Frontiers
2:00 P.M.—General Session—Department of Superintendence
Theme: Adult and Extension Education for New Frontiers

MINNEAPOLIS HOTELS—No headquarters hotel has been designated for the convention of the Department of Superintendence. Single rooms with bath are no longer available. Single rooms with running water and double rooms are still to be had. All sleeping room reservations are being handled thru the Minneapolis Hotel Committee. Requests for accommodations should be addressed to C. H. Chadbourn, chairman, Hotel Committee, Vendome Hotel, Minneapolis, Minnesota. [Notes and Announcements continued on page A-152.]

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Special railroad rates—Round-trip tickets on the identification certificate plan will be sold to Minneapolis and St. Paul at one and one-half fare for members of the National Education Association and dependent members of their families.

Tickets will be on sale February 19 to 27 in the territory of the Trunk Line, Central, and Southeastern Passenger Associations. Selling dates are earlier in more distant territory. Tickets will be good for return to reach original starting point not later than thirty days from date of sale.

Identification certificates will be ready for distribution January 10. Write J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C. If in arrears inclose check for membership dues. If identification certificate is not obtained in advance, no adjustment of fare can be made after arrival in the Twin Cities.

The cost of education—William C. Bagley calls attention to a discussion of educational economy which appeared in the *London Times* over the signatures of leading citizens of Britain. The following statements are from that discussion:

Further drastic reductions in educational expenditure are being pressed on the nation. Be-

A MASTER BUILDER



CHARLES E. WIGTON, principal of the high school at Oberlin, Ohio, whose faculty has maintained a 100 percent membership in the NEA for the last eleven years. This school has the unique distinction of having fifteen of twenty-two teachers life members. Mr. Wigton has also been responsible for obtaining many other life members from Oberlin. Such professional loyalty and devotion means better service to the children and greater security to the schools.

fore the government and local authorities are committed to them, may we beg them to consider certain aspects of the matter which are not always emphasized in discussions of economy?

It is probable that certain economies could be effected in educational administration; but administration accounts for so small a proportion of the total cost of education that the possible savings under that head are not large. In these circumstances it is difficult to resist the conclusion that there is a danger that a further reduction of educational expenditure may not merely prune superfluities but cut into the quick. If it is made, for example, at the cost of the school medical service, it is likely to add to the burden of preventable sickness which the nation must carry in the future. If it results in an increase in the size of classes in primary schools, or in a further diminution of facilities for practical work, it will produce a generation less wellearned for the business of life. If it takes the form of raising fees in secondary schools and diminishing the number of free places it will diminish the supply of trained ability available for leadership.

A great nation must have the courage to take a long view of its destinies. However dark the moment, it must see its present difficulties and future needs in their due perspective. Britain has lost certain of the economic advantages which formerly she possessed. In the years to come she must necessarily rely to a greater extent than in the past upon the energy, intelligence, and capacity for sustained cooperation of all sections of her people. It is these qualities which are cultivated by a vigorous, enlightened educational system, and these qualities which are impaired when that system is crippled.

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Another, who recently became a life member, said: "I believe in my profession and have been willing to do everything in my power to advance its interest. This particular step is one way of advancing the profession, for I feel that I am uniting myself with this organization in a way which will accomplish this end."

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Now that the election is over remember this and teach it to your classes: Your political ballot is cast once a year or once in four years. Your economic ballot is cast every time you spend money. If you buy wisely to build up your intelligence, health, and home life, you are voting for helpful industries. If you buy trivially or foolishly, you are helping to maintain the parasitic industries that weaken and destroy a people.

You will probably be interested in our program of public relations which is getting under way now and I think it is going to be the most comprehensive and probably the most effective one we have ever undertaken. We are getting five hundred laymen in the state to take the material we use and present it to all kinds of audiences from radio audiences down to small groups of local parents and teachers, civic clubs, women's clubs, labor unions, and fraternal organizations. We hope to get this done during the next two months and also to get our 18,000 teachers into the homes of the 600,000 voters between now and January 1. Our whole object is to get the folks informed as to what the problem is, so that they can ask our legislature to do what is necessary in order to make the schools function. Mr. G. B. Phillips of Greensboro is our chairman this year and at our meeting the other day he called attention to the article in the November NEA JOURNAL, "Saying Hello to the Parents."—Jule B. Warren, secretary, North Carolina Education Association.

From overseas—I have just finished reading your admirable JOURNAL for October, and I feel I must offer to you my hearty congratulations on a very excellent production. You and we are fighting a hard fight these days and it is good to know that our colleagues of the NEA are presenting a service of education as the chief factor in the return to national prosperity. Please accept my kindly regards and good wishes for yourself and convey them to your fellow officers and colleagues in the Association. When I get your JOURNAL it always recalls pleasant memories of my visit to you a year ago.—Angus Roberts, president, National Union of Teachers, Hamilton House, Mabledon Place, London, W.C.1.

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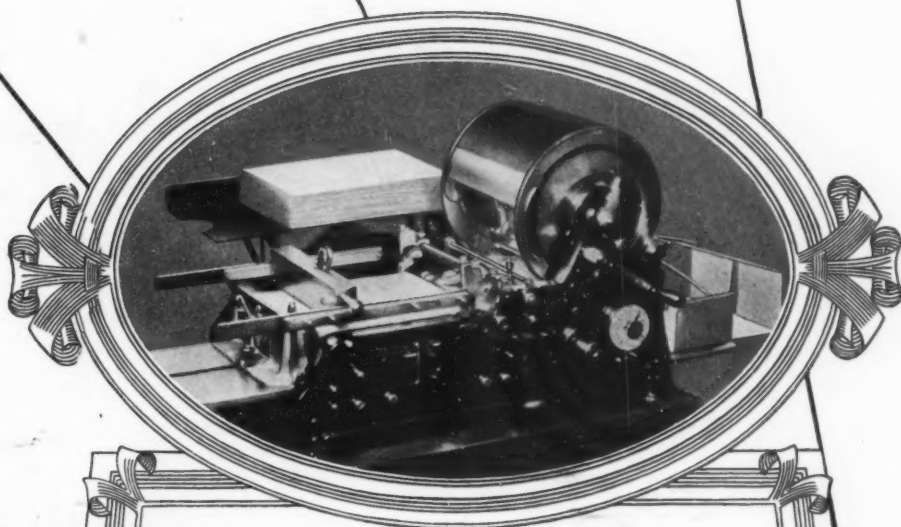
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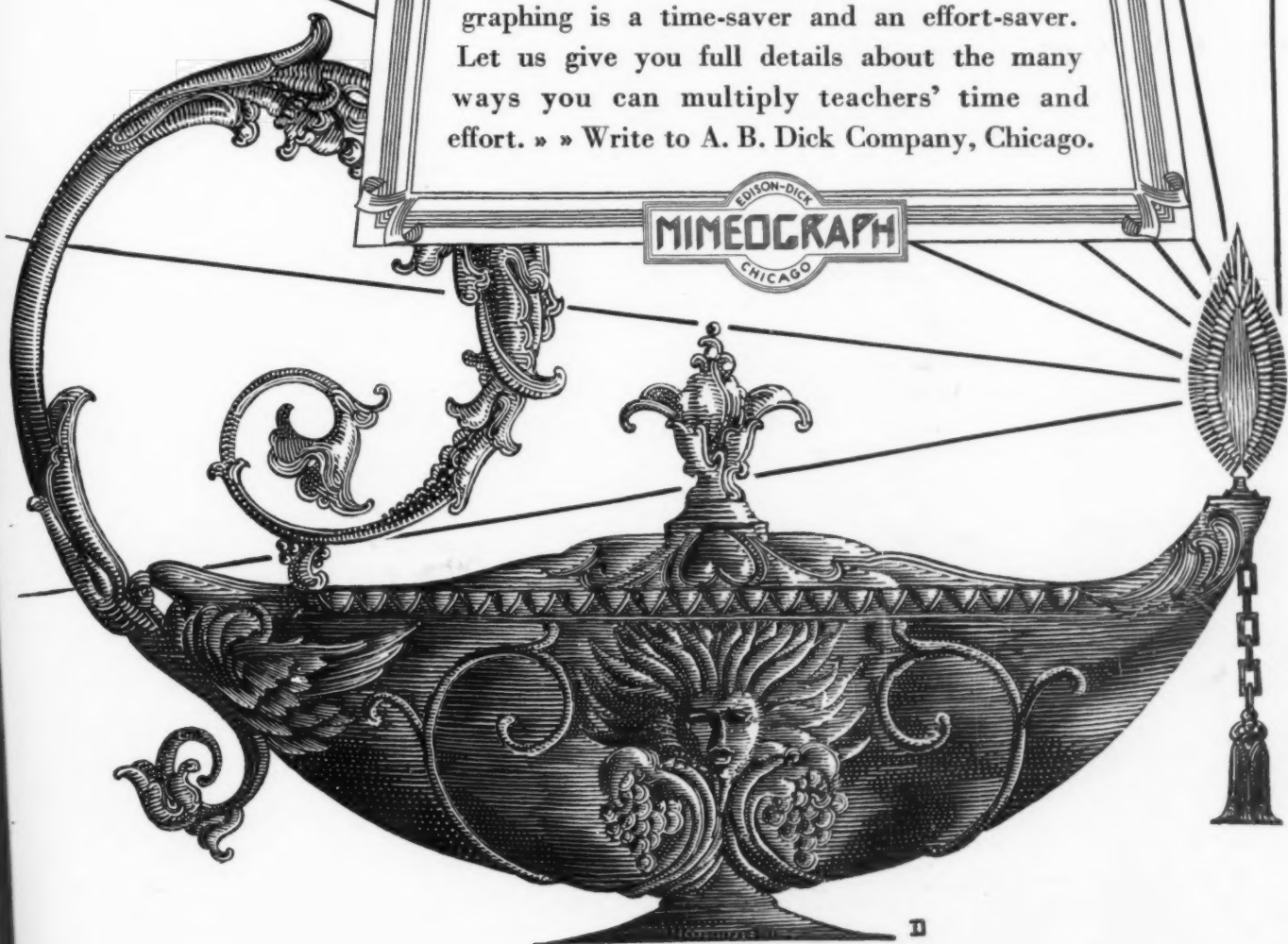
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