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*The*

# JOURNAL

*of the*

**NATIONAL EDUCATION ASSOCIATION  
OF THE UNITED STATES**



**OCTOBER  
1938**

Harold M. Lambert, Philadelphia

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YOUR MIND IN THE MAKING (see pages 213-14) is one of a series of leaflets by the Editor dealing with fundamentals of good living. The preparation of these Personal Growth messages was prompted by the conviction that the greatest need of humanity today is strength, integrity, happiness, and excellence in the individual life—in millions of individual lives.

The leaflets are now available in a special art edition, in large type on beautiful India paper—a gift of which no one need be ashamed. And yet because of mass production the price has been set at only one cent a copy in any quantity above 25 so that they are easily within the reach of anyone who wishes to make his influence count. Their standard size (3 x 5 inches) makes them convenient tools in guidance and personnel offices.

The first of the leaflets to be published in the new edition was *Your Life in the Making*. More than 100,000 copies were ordered during April and May. From every state and territory; from Canada, Australia, and India; from highschools, colleges, CCC camps, Sunday schools, adult classes, deans of women, and personnel workers the orders came and are still coming. And what interesting letters they have brought:

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Other Personal Growth Leaflets will be published as fast as orders justify the large editions necessary to maintain the low cost. A most interesting one is in prospect for December to be used as a Christmas remembrance to friends and students. Entitled "A Golden Treasury," it will contain choice selections from the world's wisdom and beauty.

The Journal goes to all members of the National Education Association

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privilege of the \$5 active membership for life. Subscription to non-members is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address. THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

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JOY ELMER MORGAN, Editor  
H. A. ALLAN, Business Manager

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NUMBER 7

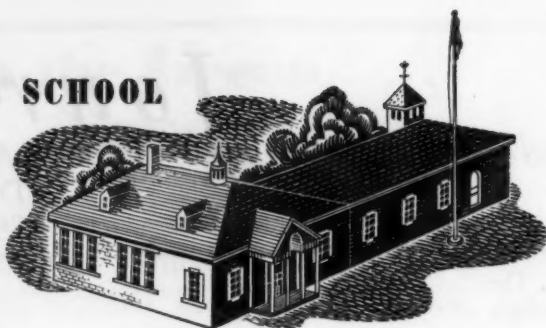
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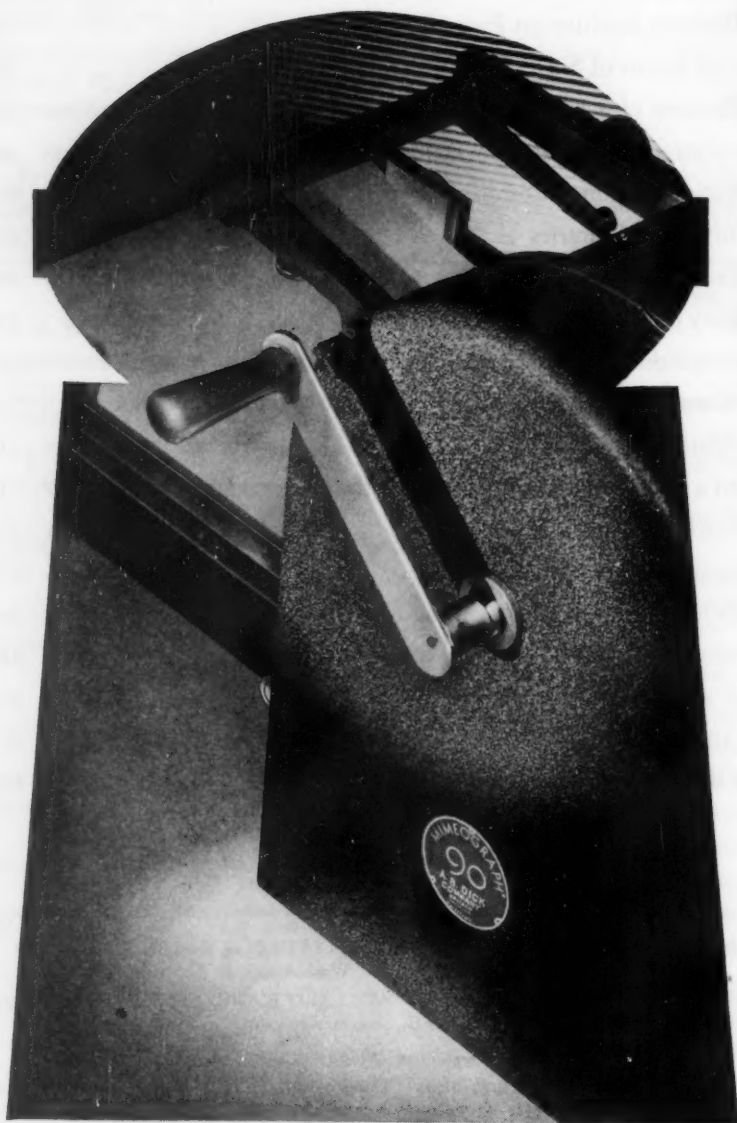
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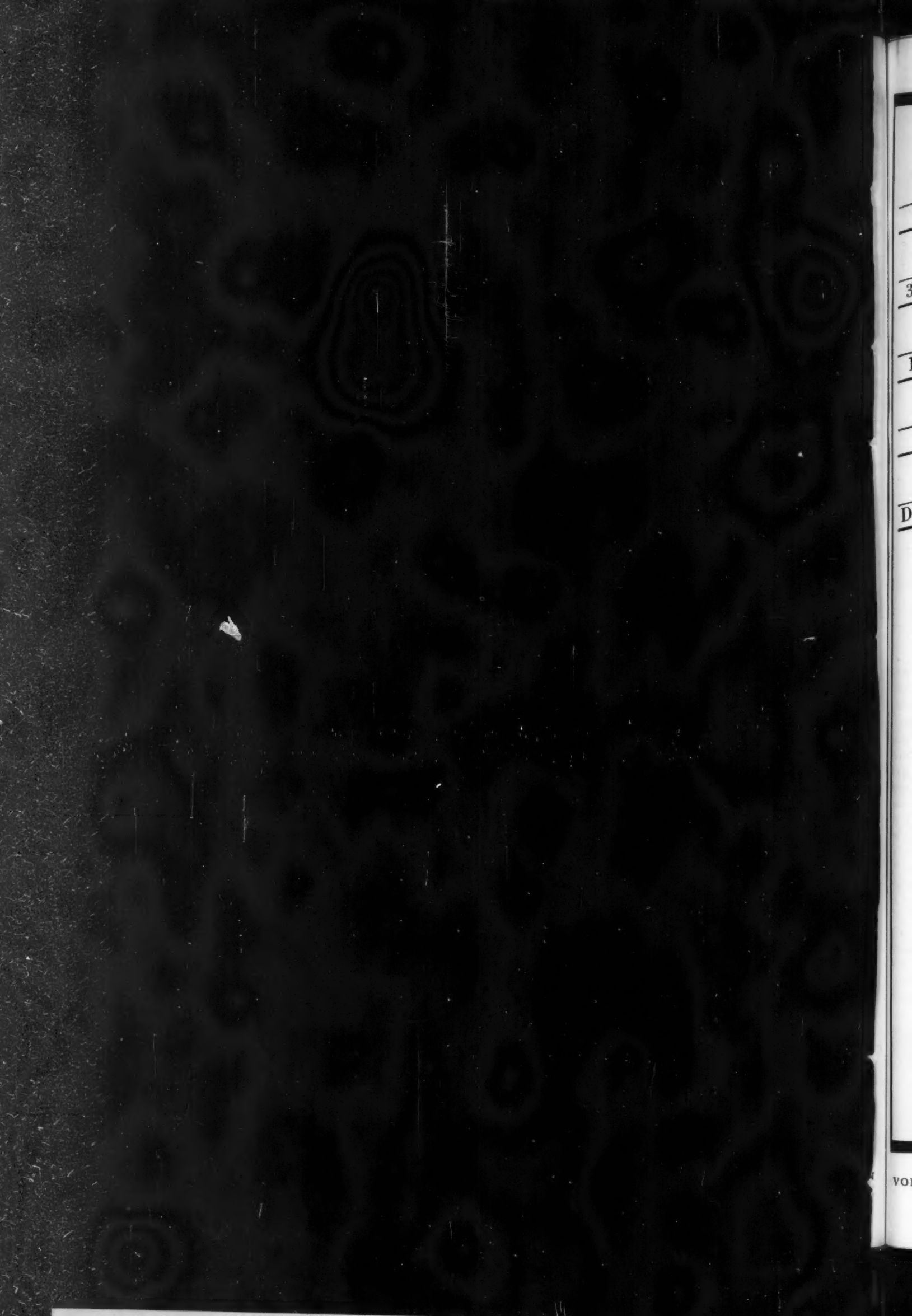
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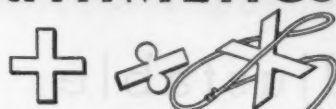
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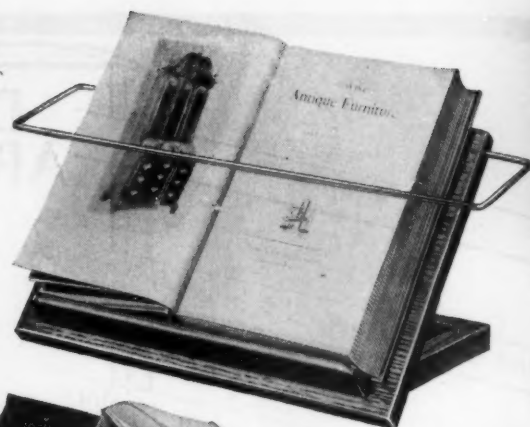
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[Cont. from page 224]

#### World Federation Conference

☆ THE 8th Biennial Conference of the World Federation of Education Associations will be held at Rio de Janeiro in August 1939. Literature and full information regarding travel plans will be available thru the WFEA Travel Bureau, 1201 16th St., N. W., Washington, D. C.

#### America's Educational Press

☆ THE FOURTEENTH YEARBOOK of the Educational Press Association of America, published in June 1938, lists approximately 500 educational periodicals with editors, publication address, subscription price, under 42 classifications including journals issued by state education associations, local organizations, and state departments of education. To secure the *Yearbook*, send 50¢ in cash or check to Educational Press Association, 1201 16th St., N. W., Washington, D. C. Discounts on quantities.

#### Pedagogy thru Pictures

☆ ON PAGE 198 appears the second in THE JOURNAL's series of projects told thru photos, used thru the courtesy of the Santa Barbara, California, public schools. Other schools are invited to send pictorial units

to THE JOURNAL. Lillian A. Lamoreaux, director of curriculum and instruction for the Santa Barbara schools, writes that photographic work, developed in Santa Barbara city schools as an aid to curriculum development, is being utilized constantly:

- [1] As photographic recording of the progress of the unit.
- [2] To illustrate newer technics and procedures advocated by the new curriculum.
- [3] As illustrative material to be used in meetings with teachers.
- [4] As visual materials to be used in the classroom with children.
- [5] With photographs gathered over a period of years, serving as a basis for the consideration of growth in the type of learning experiences offered to children and the worthwhileness of these experiences.

#### Elementary-school Principals

☆ PRESIDENT MAUDE A. RHODES has planned an extensive membership campaign for the Department of Elementary School Principals for this year. She has accepted invitations to meet with various principals' associations thruout the United States.

Headquarters for the Department at the Cleveland convention, February 25-March 2, 1939, will be the Statler Hotel. The Department's breakfast and banquet will be held here.

#### Revised Radio Schedules

Columbia Broadcasting System

☆ THE REVISED SCHEDULE of radio programs to be broadcast thruout the school year 1938-39 by the CBS under sponsorship of the National Education Association:

*Wednesday 2:30-3:00 P.M. EST* (begins October 19)—"THIS LIVING WORLD." Suitable for upper elementary grades, junior and senior highschools. Programs are spot broadcasts or dramatized from the studio, presenting current events and trends of historical importance, and accompanied by commentators chosen for their special knowledge of the event described.

*Thursday 2:30-3:00 P.M. EST* (begins October 13). This broadcast, unnamed as yet, will originate from the New York City Museum of Natural History and will be under the direction of Roy Chapman Andrews, explorer, scientist, adventurer. Particularly adapted to the elementary school, it is offered as supplementary work to nature study and biology.

Announcements and supplementary material may be obtained from the CBS, 485 Madison Avenue, New York, N. Y.

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*Wednesday* (an evening period to be selected. Begins October 5). A continuation of "OUR AMERICAN SCHOOLS," presenting each Wednesday [Cont. on page A-134]



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[Cont. from page A-132] evening the needs, aims, and achievements of education and the current problems of the teachers and the profession. Entertaining as well as instructive, especially adapted to the general public.

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Announcements of the NBC programs for distribution may be obtained free in quantities, upon request to the National Education Association, Washington, D. C.

With these programs the Association begins its eighth year in nationwide broadcasting.

### Budgeting Professional Dues

☆ TEACHERS in many communities have adopted the plan of budgeting professional dues. The treasurer of the local association collects the dues for the local, state, and national associations and transmits the dues to the secretaries of state and national organizations.

### Understanding the Child's Needs

☆ THIS ARTICLE on page 194 contains material which you may wish to call to the attention of parents and parent-teacher workers. The ideas could be woven into a valuable article for the local paper or into a letter to parents.

### Send THE JOURNAL Accounts of Amusing Experiences in Your Classroom

☆ A TEACHER in a primary school had recited to her pupils the words of "The Old Oaken Bucket." Desiring to impress upon them the meaning of the words, she requested that they each draw a picture illustrative of what she had read. One little one presented a sheet of paper upon which was a large circle, three smaller circles, and a large number of dots.

"What is this large circle?" asked the teacher.

"That's the well."

"And these three smaller circles?"

"Those are the old oaken bucket, the moss-covered bucket, and the iron-bound bucket."

"And," continued the teacher, "what are all these dots?"

"Those are the spots that my infancy knew."

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I don't need \$465,000 a year for myself, so why not give what I don't need to the government for improvement of the country? There's no better place to spend it.

The late Justice Holmes, who willed his estate to his country, put it another way when he said: "I like to pay taxes. It is buying civilization."—From an editorial in the *New York Post*.

## Sign in New York City Parks

☆ LET no one say and say it to your shame that all was beauty here until you came.

## Child Labor

☆ Child labor is banned under the [Fair Labor Standards] Act by prohibiting, beginning October 24, 1938, the shipment in interstate commerce or delivery for shipment of goods produced in establishments in or about which any "oppressive child labor" has been employed within 30 days prior to the removal of such goods. "Oppressive child labor" is defined in Section 3 and includes:

- [1] Employment by anyone of children under 16 in manufacturing or mining.
- [2] Employment of children under 16, except by a parent, or person standing in place of a parent, in any occupation.
- [3] Employment of children between 16 and 18 in occupations declared by the Chief of the Children's Bureau to be hazardous or detrimental to the health or wellbeing of such children.

In occupations other than manufacturing or mining, children between 14 and 16 may be granted permits for work if the Chief of the Children's Bureau finds that such employment is limited to periods which will not interfere with their schooling and to conditions which will not impair their health and wellbeing.

For the purpose of child labor regulation, the Chief of the Children's Bureau will issue to employ- [Cont. on page A-136]

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[Cont. from page A-135] ers employment certificates with respect to workers aged between 16 and 18 attesting that such workers are above the "oppressive child labor" age. This system of employment certificates will be similar to those already in use in most of the states.

The Chief of the Children's Bureau in the Department of Labor is charged with the responsibility of making all investigations and inspections regarding the employment of minors, is authorized to administer all provisions of the Act relating to child labor and, subject to the direction of the Attorney General, is empowered to bring action in federal courts to enjoin violators of the child labor provisions of the Act.

### **Mississippi Education Association To Study Contribution of the Negro**

☆ AS THE RESULT of a curriculum review program, the Mississippi Education Association has appointed a committee to study what is taught about the Negro in the public schools. The resolution authorizing the committee noted that while approximately half the state's population is Negro, practically nothing is taught in the public schools concerning his background or achievements. The committee will survey adopted textbooks and recommend supple-

mentary reading on the subject. Its report will be made at the next annual session of the state association.

### **Against Interscholastic Boxing**

☆ WHEREAS, There seems to be an increasing tendency to promote interscholastic boxing in some communities and on the part of some individuals, and

WHEREAS, That activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating; be it therefore

*Resolved*, That the Society of State Directors of Physical and Health Education disavow all intention to give support to this development and recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs. Be it further

*Resolved*, That this Society encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport.—Resolution adopted by the Society of State Directors of Physical and Health Education.

### **State Associations Provide Retirement Systems for their Headquarters Employees**

☆ FOR SEVERAL YEARS, state teachers associations have been active in securing the adoption of adequate retirement systems for teachers. A number of these associations, following the lead of the National Education Association, are assuming a

similar responsibility for their own employees. The Pennsylvania and New York State Associations adopted retirement systems for their headquarters staffs several years ago. The Washington Education Association has recently adopted a plan for its employees.

### **For Retired Teachers**

☆ "FIFTY-ONE YEARS a teacher, six years retired, living proof that life begins at seventy-six," Mrs. Phebe Mathews in August received a degree of Bachelor of Science in Education from the State College, Hyannis, Mass. Retired teachers who wish information concerning the International Retired Teachers Association, which Mrs. Mathews has organized, may write to her at 159 Morrison Ave., West Somerville, Mass.

### **Education in Russia**

☆ ACCORDING to a United Press dispatch, a special report on educational work was presented to the parliament of Soviet Russia by M. I. Kaftanov, chairman of the committee on higher education under the Council of People's Commissars. The government will spend 31,400,000,000 rubles (about \$6,280,000,000) on education during 1938, an increase of 23.3 percent over 1937. Technical and [Cont. on page A-138]

## **Take Advantage of**

# **AMERICAN EDUCATION WEEK**

**November 6-12, 1938**

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The materials for American Education Week 1938 are proving exceptionally popular and are going fast. Owing to the time factor in connection with this observance it is highly desirable that orders be placed at once.

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A Teachers College Packet has also been prepared which carries a special 24-page folder and some of the folders from other packets for use in training schools of these institutions.

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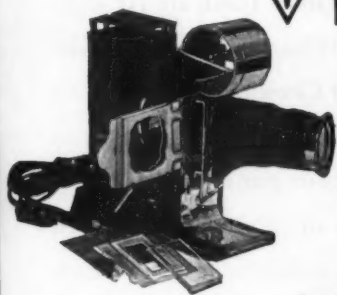
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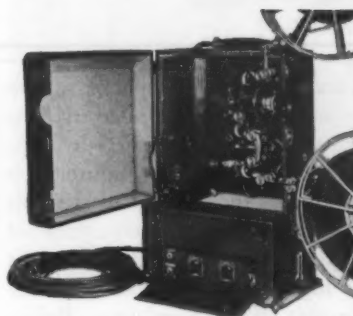
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**There is a reason, a time and a place for gum.**

[Cont. from page A-136] special schools in the Soviet Union are attended by 800,000 students and the universities by 550,000 students. The university figure, it is reported, "exceeds the number of students of all universities in all countries of Europe taken together." At universities and other higher schools, women constitute 40 percent of the enrolment. Before the Bolshevik Revolution, when universities existed in Russia in only three of the present Soviet Republics, there were only ninety higher schools, as compared with seven hundred at the present time.—From *School and Society*.

## Records Worth Noting

★ SEVEN STATES and Alaska have been on the Victory Honor Roll each year since its establishment. These splendid records of more than 10 percent consecutive increase in NEA membership reflect effective leadership on the part of the NEA State Director and his associates. The states are:

| State          | Percent of Increase |      |
|----------------|---------------------|------|
|                | 1937                | 1938 |
| Alabama        | 38                  | 35   |
| Alaska         | 20                  | 13   |
| Arkansas       | 10                  | 61   |
| Florida        | 20                  | 22   |
| Maryland       | 15                  | 23   |
| North Carolina | 34                  | 70   |
| South Carolina | 25                  | 72   |
| Vermont        | 21                  | 25   |

## A Museum for Schools

★ THE DULUTH, MINNESOTA, children's museum is a part of the educational system of Duluth's public schools. In addition to being a museum of general interest in the city, it correlates with every subject of the school curriculum. School classes are regularly brought to the museum to study the exhibits and hear educational lectures and discussions. In addition, teachers may borrow from the museum's collection of 8000 mounted pictures and charts.

## For American Education Week

★ "THE TEACHER'S CHALLENGE" (see page 217) may well be brought to the attention of parents and other citizens during American Education Week, perhaps thru publication in the local paper.

## Special Service to Board Members

★ IN ORDER to provide for a wider dissemination of school news, information, professional programs and plans, the Ohio Education Association is recommending that teachers associations, clubs, and faculty groups in city and county enrol the members of their boards of education as associate members of OEA at one-half the regular fee.

## What About Your Community?

Knoxville, Tenn., which has now transferred from private to public operation of its service system, is putting into effect electric rates approximately 40 percent lower than those charged by the private utility, according to the *New York Times*. This means that the individual home will have more money to spend for education and other needs. Mayor Mynatt said operation by the public would result in an "annual saving to residents" of about \$1,035,000.

**Order your American Education Week supplies today!**

## NeuNEA Publications

*The Purposes of Education in American Democracy* is the third of a series of documents prepared by the Educational Policies Commission for the educational profession. Within a framework of principles set forth in the earlier volumes, this document first analyzes the essentials of the democratic way of life and then describes four broad objectives of education and the school program necessary to reach the attainment of these goals. 156 pages. Attractively illustrated and bound in cloth and boards. 50¢. Order from the Commis-



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At right, Native War Dance — Johannesburg.

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*Study Outlines* for the 17th Yearbook of the Department of Elementary School Principals, "Newer Practises in Reading in the Elementary School" are now available. These outlines can be used in faculty meetings, principals' clubs, college courses, conference programs, and study groups. These are being sold for 25¢ per copy. No quantity discounts.

*Educational Method*, the official journal of the Department of Supervisors and Directors of Instruction, begins its eighteenth volume this month under the direction of a new Board of Editors: F. M. Underwood, assistant superintendent of schools, St. Louis, *chairman*; Miss Prudence Cutright, assistant superintendent of schools, Minneapolis; Professor Samuel Everett, Northwestern University, Evanston, Ill.; Manley E. Irwin, director, Division of Instruction, Detroit; and Professor Lou L. LaBrant, Ohio State University, Columbus. Dr. James F. Hosic will continue to serve as advisory editor and Mary F. Hazell as managing editor. All communications should be addressed to Miss Hazell at NEA headquarters. In addition to four general numbers, the editors have planned four special issues as follows: "Radio in Education," edited by Keith Tyler; "Redirecting Supervision," edited by Prudence Cutright; "Teacher and Community," edited by Samuel Everett; and "Personal Growth of the Teacher," edited by Lou LaBrant. These special issues may be purchased separately at 50¢ each; general issues, 35¢ each; annual subscription, \$3.

Copies of the September 1938 *Research Bulletin*, "Statutory Status of Six Professions," (see page 201) are available. Price, 25¢ per single copy.

The *Review of Educational Research* for June 1938, "Psychological Tests and Their Uses," represents the third cycle of treatment of psychological tests and their uses. \$1 to nonmembers of the AERA.

A 75-page mimeographed bibliography on "Safety and Safety Education" contains 736 annotated references. Price, 15¢ per single copy.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Send orders to the NEA, 1201 16th St., N. W., Washington, D. C.

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## *The Teacher's Major Opportunity*

WE HAVE all seen persons going along with little effectiveness or sense of direction, who suddenly blossomed forth into tremendous purpose and power. They rose above a host of obstacles and seemed to do the impossible. The depths of being had been stirred. Forces had been released that gave direction to the whole life. There had been an awakening. The individual had been aroused to a sense of his own worth—to an appreciation of the importance of his mind and the supremacy of his spirit. There was the same body, the same brain, the same environment, but the torch within had been lighted.

This awakening of the self is the most important single fact in one's whole educational experience. It includes all the lesser motives. To catch the child's interest in mastering a particular reading lesson is good; to arouse in him a desire to excel in reading is better; but once the aspiration is awakened to make the most of his life he will see that informed intelligence and a good voice are a means of achieving his great goal. A powerful life motive will release the energy needed to master reading and other necessary disciplines.

To create the conditions under which this awakening may take place is the teacher's major opportunity—an opportunity that outweighs all other issues of school management. No improvements in curriculum or method or measurement—necessary as these are—compare in importance with steps which may be taken to awaken the student to a determination to be master of himself, to be right, to do right, and to be useful in the world.

We do not know just how this awakening takes place. It is never quite the same in two different lives but we can hold it before us as our major purpose, determined to give to every student that individual attention necessary to put him into possession of himself. While there is no simple formula for accomplishing this end, anyone who has watched young children knows that they get their sense of individuality and personality from the way they are treated by their elders and associates. The child desires approval. He desires to be recognized as having power and purpose and initiative, and it is out of these desires that his larger and worthier self must grow. If

we treat our young people as babies, they will continue to be babies at 40. If we give them responsibility, encourage them to participate, commend them for wise action, and point out to them in a kindly and reasonable spirit the weakness of wrong action, we shall make progress in the direction of better managed lives.

Selfrespect, ambition, and clear purpose once established, it is easy to direct the powers of observation, of study, of emotion, and will. Some children awaken early to their selfhood, spurred on by the goodness of parents, teachers, or friends; aroused by responsibility; shocked by the loss of a dear one; or inspired by some great experience. Others are never awakened. They go thru life without ever sounding the depths of their natures; with no passion for truth, no abiding sense of values; carried off their course by every passing wave of interest; the unhappy victims of caprice, temptation, and chance.

And how shall the teacher awaken his students? One condition is that he shall have a genuine personal interest in the individual student—shall really care deeply about his wellbeing and growth; shall study his background, environment, development, and possibilities. The art of doing these things grows with practice.

But there is another condition even more fundamental—that the teacher shall himself be awakened. No one who is lacking in personal affection and faith in others; who is indifferent to the values and obligations in his own life; who is careless of time, talent, and responsibility; who is satisfied to be ignorant of the injustice of much of the social and economic life around him; who is content to go his own easy way as if nothing much mattered, can expect to stir deeply the lives of others. Even as one flame kindles another, so the high purpose of one life lights the fires in other lives.

As the true teacher surveys his achievement in its broad perspectives, his deepest joy is in the lives he has helped to awaken. To such lives civilization owes its existence and its hope.

*Joy Elmer Morgan*



# UNDERSTANDING the CHILD'S NEEDS

Herbert R. Stolz

IN ORDER to understand the needs of any child in the elementary school, we must see him as an individual with certain basic drives, living in a culture that demands that he behave in certain ways. He becomes hungry and wants food, but what food he is given, when and where he may have it, and how he will be expected to behave when he eats will depend upon the standards, beliefs, and economic status of his family, and the regulations and routines of the school he attends. The same situation prevails in language and other areas.

Often it is true that these ways of behaving in which we believe and which we want a child to learn, cut across his intrinsic drives. He is hungry and we say wait until twelve o'clock; he is ready to eliminate and we try to train him to wait until he is in a certain place; he is active and interested in play and we say "Time for bed."

It is the parents of a child who first begin to induct him into these approved ways of behaving. Sometimes they have been wise and these learnings during the preschool years have taken place with little or no tenseness or emotional resistance. Sometimes, however, parents have been so anxious to have the child learn socially accepted ways of behaving that they have built resistance, inconsistent behavior, and emotional insecurity instead.

We have accepted the child's biologic need for activity and have increasingly adapted our schools to provide for free physical activity in classrooms and opportunity for exercise outofdoors. But activity in a child should not be considered without relation to rest. The rhythm of rest and activity is basic to adequate functioning of the human organism. We have taken this into account in the nursery school, but as the child grows older, there is little or no provision for relaxation and rest either thru provision of restrooms or thru planning of programs. There is probably a greater need for this today in the hurlyburly and speed of urban living than ever before. With large groups of active children in classrooms and halls, schools have become increasingly noisy. This

EDITORIAL NOTE—*This is the second of a series of articles by Dr. Stolz, chairman of the NEA Committee on Individual Guidance and assistant superintendent of schools, Oakland, Calif.*

makes quiet periods of inactivity and relaxation especially necessary. Until adequate provision can be made for all children, the teacher must be alert to see the child who is tired or tense or strained and to provide for him regular opportunities for rest and quiet.

The schools have an important function in relation to the social needs of a child. *Each child needs to belong to a group*, to feel that he is necessary to the group and that he is able to contribute to it. How well this need for *belonging* and *adequacy* in group relations is met for a child in his classroom and in his school will determine in large measure his liking for school and his happiness in being there. It is the teacher's function to help each child secure his place in the group. This means that she must know how he can contribute and to help him make his contribution. She must realize that her own standards of acceptability will affect a child's relation with his peers. If she by attitude or behavior implies that any child is not acceptable because he cannot read or do fractions or comes to school late or isn't clean, she will destroy his relationship with his group. The child feels out of things, that people don't like him, and that he isn't wanted. Incentive for improvement comes only thru personal interest of the teacher and thru specific help in learning. Each child needs help in facing his failures realistically, but he needs at the same time to feel the strength of his adequacies and to gain emotional security thru the balance of these two.

In addition to belonging to a group, *a child needs to have one or more strong friends*. A shy girl may seek the companionship of a socially active and mature girl; an imaginative boy may have a very realistic boy for his best friend. Sometimes teachers have been suspicious of friendships and have deliberately separated children who have meant a great

deal to each other. This is dangerous ground. Rather should a teacher endeavor to find out the child who has no warm, close friend and to help him have a variety of real contacts with the most likely chum until a bond has been established with one. This seems particularly important for a child who has just moved into a new neighborhood. If the teacher can engineer a project that includes the new child and someone who lives near him, she may have accomplished much for the emotional security and social development of this "new child."

*A third need of the growing child is to understand the world in which he lives.* He needs a wide variety of experiences in reality, for only thru firsthand experiences can life become meaningful to a child. He must learn to use his own body and to be skilful in manipulating and controlling his environment. Understanding and control are essential for emotional security. We fear what we do not understand or what we understand and cannot control. *A child also needs to learn how to symbolize and organize his experiences thru language.* Probably one of the most important functions of the elementary schools is to help a child learn to use language. But language cannot be learned except thru using it. A child should have freedom to express himself verbally and help in finding the word or phrase which will express adequately his meaning.

The needs discussed here are needs of all children: For a balance of rest and activity; for belonging to a group; for friends; for understanding and control of their environment; for language. These are needs which should be basic for planning the general program of any school. But no matter how well planned a school's program may be, it functions only as it is appropriate for any boy or girl at a particular time. Teachers can only evaluate what they are doing by studying the child who is not relaxed, who has no friend, who is not accepted by the other children, who is not increasing in his understanding, who cannot express himself. Herein lies the field of individual guidance.

# *A Day at Our* **ASSOCIATION HEADQUARTERS**

IT WAS my privilege recently to be at NEA headquarters in Washington, D. C., during the conference which the officers of the Department of Classroom Teachers held there looking forward to their year's work. I wish every teacher in the nation could have been with us as Secretary Givens showed us thru our fine seven-story building to see the activities going on in the various divisions.

On the first floor we saw the Secretary's Office and directly across from it, a large room where the clerical work is done for the Secretary. To this room the mail is brought three times a day. Frequently in a single day as much as 3000 pieces of firstclass mail and 500 pieces of secondclass mail are opened and routed to the appropriate offices.

Here also we saw the office of the Director of Rural Service, much of whose time goes to the effort to secure federal aid for education. Down the hall, we passed a handsome statue of Horace Mann, the father of American education. We then came to the Business Office which handles financial matters, including purchase and distribution of supplies, advertising for *THE JOURNAL*, and business arrangements for our two national conventions.

At the end of the corridor we saw the Directors' Room, a beautiful auditorium where many commissions meet to discuss educational issues and make far-reaching decisions. Adjacent to the Directors' room, we viewed the President's office and Trustees' room.

On the second floor, we first visited the Mailing Room. Clerks were busy filling envelopes and wrapping packages. Stacks of publications were ready for addressing. We were impressed by the fact that this is a service organization, the scope of which is nationwide; yes, and more, for from this room mail goes to every section of the world.

Adjoining the Mailing Room is the office of the Director of Membership. Here is prepared membership promotion material, leaflets, blanks, and letters.

Next we saw the Department of Elementary School Principals, where bulletins and yearbooks are edited and where special service is rendered to the principals.

Adjoining this, we visited the Publicity Office where newspaper reporters and magazine writers receive information, and where radio scripts are prepared. The publicity for our two annual conventions is handled by this office.

We next visited the Field Division, which carries the responsibility of informing lay organizations of what the schools are doing.

Across the hall, we saw the office of the American Association of School Administrators, whose staff assists its commissions, helps prepare its yearbooks, and serves the superintendents of the nation.

We next visited the office of the Department of Secondary-School Principals, from which the work for the Discussion Groups to improve highschools is carried thruout the United States.

On the third floor we visited the Division of Publications, where *THE JOURNAL* is planned and prepared. This publication goes to every member and makes a special effort to cover the activities of the Association and to offer suggestions for the solution of professional and social problems. *THE JOURNAL* has the largest circulation of any professional magazine and may be found in the libraries of educational institutions thruout the world.

American Education Week is an important project of this Division. Leaflets and stickers for use in this annual observance are printed by the millions. Handbooks and posters run into tens of thousands.

The officers of the Classroom Teachers Department next visited their own Division. Here service is rendered to our 700 affiliated groups. Then we visited the Department of Deans of Women, where bulletins and journals are prepared, and correspondence carried on. Next we looked into the Department of Supervisors and Directors of Instruction. This Department seeks to improve the quality of instruction in the schools thruout the country. In the next room we visited the American Association for Health, Physical Education, and Recreation, the newest Department of our Association to be housed at Headquarters.

Next came the fourth floor, occupied entirely by the Research Division and the Educational Policies Commission. The Research Division makes studies in many fields of education, such as legislation, taxation, school finance, tenure, retirement, salary scheduling, administration, supervision, teaching methods, and character education. The *Research Bulletin* is issued five times a year. On this floor is a fine Association Library.

The Educational Policies Commission is doing a remarkable work. It has published several brochures and books, including the American Democracy series—*The Unique Function of Education*, *The Structure and Administration of Education*, and *The Purposes of Education*.

The fifth floor was next visited where the Division of Accounts and Records does all the financial accounting and keeps membership records for our Association.

The tour included also visits to the various related groups housed with the Association: The Association for Childhood Education, Allied Youth, District of Columbia Parent Teachers Association, National Congress of Parents and Teachers, and the World Federation of Education Associations.

The officers of the Classroom Department spent two days following this tour discussing the work of the Association and ways by which that Department can render more service to education, to children, and to teachers.

If the teachers of America could somehow sense the excellence and importance of the work which they are carrying on cooperatively thru the Association—its importance to them personally and to the nation—there would be a most inspiring increase in enrolment. Every teacher would then belong. October and November are the big enrolment months. Let us all join our local, state, and national associations.

*Reuben T. Shaw*

*President, National Education Association.*





**BILLY'S**



**M**ISS BROWN, the new second-grade teacher, was much astounded when she received the following note: "I want you to make Billy Barker and his gang stop throwing rocks at my windows. They broke out two last year and now they are at it again."

At first she decided to avoid all "entangling alliances" but upon further consideration decided this was an opportunity for real service to Billy and his gang. She planned to give them an opportunity to become a part of their community thru firsthand experiences.

Since small children are interested in people because of their uniforms, Miss Brown decided to acquaint the children with the work of the postman, policeman, and fireman.

The daily paper furnished her with a timely introduction to the work of the policeman, thru an account of an automobile accident in which three local people were rendered unconscious, leaving only Jimmie, a six-year-old boy, to give the highway patrolman necessary information. He was able to give names and addresses of his parents and grandparents, which enabled the patrolman to return Jimmie to his grandparents and send his mother and father to a hospital near their home. Miss Brown's children were so much impressed by the fact that so small a boy had played such an important part in the rescue that on the following day they too could give their own and family names and addresses.

The incident led to a discussion of what might have happened to Jimmie

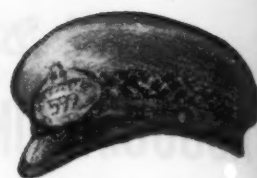


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had a highway patrolman not found him and to a further discussion of how the policeman, who had been in Billy's neighborhood numerous times to make arrests, could help children. Douglass told how a policeman had taken him home when he got lost at the Hallowe'en parade. A policeman had told Frank when to cross a busy street and one had taken John for a ride on his motorcycle.

Many questions arose as to the work of the policeman and those that the children were unable to answer were submitted to the chief of police when he visited their room at their request. He told them how he could help them and how they in turn could help him. On the following day he conducted them thru the jail and explained its purpose. The visit of the policeman at their school and their visit with him at the jail, created in Billy and his gang a warm friendship and admiration for the policeman and they now played "traffic cop" instead of "gangster" and developed a noticeable improvement in their attitude toward their own traffic officer at school.

One morning Miss Brown was met by an excited group of children who exclaimed, "Miss Brown, Patsy Stone was burned to death last night when their house burned up." Patsy had been one of their classmates until a few weeks before. This tragedy led to much discus-



**NEIGHBORS**

sion of fire prevention, how to turn in an alarm, and a visit to the local fire station. Billy's eyes grew big and round as he rubbed his small hand over the fender of the big red engine and at the fireman's suggestion, he quickly climbed into the driver's seat. With a few turns of the steering wheel he imagined himself speeding down the street to a fire. The next day he arrived at school with a fireman's helmet, an advertisement from a local gas company.

All went well with Billy as long as he had his own way but the day that Lewis got the last ring on the giant stride and refused to give it up, Billy struck him a blow that broke his glasses. Remorse was not sufficient recompense for this act. In a conference which included Billy, his mother, and Miss Brown, certain duties were arranged for Billy at home after school for which he was to receive pay. His mother was to keep his money until he had enough to pay the oculist for the glasses. This arrangement was satisfactory with both boys' parents.

The children had admired Miss Brown's small "compact" watch which had been on her desk all morning. When she stepped back into the room after the children left at noon, the watch was gone. That afternoon a thorough search was made. However, the combined efforts of Miss Brown, the principal, and truant officer, did not produce the watch. Altho the watch was a keepsake, Miss Brown realized that the welfare of the child who took it was of much more importance than the return of the watch. She must know who took it in order to help him, so the chief of police was consulted. He came to her office and in a quiet, tactful way, interviewed several children but found no clues.

While the interviews were in progress, the children continued to search for the watch. Jim went to the cloakroom, quickly followed by Billy, who said, "I felt something hard in this pocket."

By ENNA PIGG

Bowling Green, Ohio, State University

Jim thrust his hand into the pocket and pulled out the watch—minus the “compact” case.

The police questioned Billy but he denied taking it. The search for the case continued, the coats being examined before they were given to the children to wear home.

Miss Brown, still eager to get a confession from the guilty child, resorted to a “test” when the case did not appear on her desk the following morning. All were eager to take the “test,” except Billy, and since his was the only hand not raised, she gave him the privilege of being first. When Miss Brown told the children the test would be making sentences about words they knew, Bob said, “Gee, that’s fun.” This relieved Billy somewhat as he and Miss Brown went into her office.

She gave him familiar words such as fireman, postman, airplane, and included words associated with the disappearance of the watch. At the words “policeman,” “watch,” and “found,” Billy hesitated; his face flushed vividly; and he became unusually restless. The second time the word “watch” was given he gave a sentence readily. Miss Brown asked, “Were you surprised when that little watch came apart so easily yesterday?” The answer, “Uh-huh,” seemed to be a relief.

“Did you think you had broken the watch, Billy?” Again the relieved “Uh-huh.”

“Where is it now?”

“In my pocket.”

“May I have it?”

He put it into her hand and sobbed in relief as he sat there with his hand in hers. Little by little, out came the story of how he had picked up the watch just to look at it, had tried to put it into the case and thought he had broken it. Frightened, not knowing what to do with it, he put it into his pocket and never found a convenient time to get it back to her until the opportunity came to slip it into another’s pocket in the cloakroom. What a relief it was to the unhappy boy to get that troublesome watch out of his pocket into Miss Brown’s hands again. He knew now that she was his friend. She gave him opportunities to show the children what

splendid pictures he could make, put him on a committee, and best of all she didn’t tell the other “kids” who took her watch.

One morning just before Christmas, the children were curious to know who had written the letter which Miss Brown had just brought from the mailbox. They examined the postmark and saw that it was from the town in Texas where they had sent their cocoons. This was the beginning of Billy’s interest in the postoffice. He was much more interested in visiting one than reading about it. The day the visit was made he was enthusiastic about being a postal clerk. He saw the locks on the mail bags and wanted to know why they were locked. His eager questions were answered by several of the postal clerks.

His enthusiastic question, “Why can’t we have a postoffice in our room?” met with the approval of all concerned and the building began. This appealed to Billy more than any activity thus far and he was able to win the admiration of the group thru his workmanship. At first it was difficult for him to relinquish his hammer or saw to another but gradually he took his turn willingly. Instead of being a bully, he soon fitted into the group and enjoyed having his opinion respected by his classmates.

The group used the postoffice a great deal for their dramatic play. Each day there was a new postmaster, an assistant, and a postman. It was necessary that the postoffice workers be good readers with a working knowledge of arithmetic.

Billy longed to be postmaster. Up to this time he had been a poor reader because of his lack of interest. It had been easier for him to attract attention by showing off rather than by good reading, but the time had come when he had to produce results or forfeit the pleasure of being postmaster. He had a real need for the traditional Three R’s now and with determined effort, he was soon able to use these tools almost as skilfully as he did his hammer and saw.

The postoffice prompted Joyce to bring invitations to her birthday party to school. As a selected few (Billy not included) read their invitations on the playground at recess, Billy felt left out and sought to turn the attention of the group to himself by snatching their invitations and running. This was not as successful as he had hoped, so he jerked

Bob’s invitation and tore it into tiny bits. The girls rushed to Miss Brown in tears.

Miss Brown, exasperated, took Billy to her office where she asked, “Why did you tear up Bob’s invitation?”

“I don’t know.”

“Would you like to go to a party?”

“No, they’re sissy.”

“Bob can’t go because his invitation is torn up and his mother won’t know he is really invited.”

Billy’s face became serious. “Could he go if his invitation was fixed?”

“Yes, but it is torn into little pieces.”

With a great deal of pride he said, “I can fix it,” and he fished the tiny scraps of paper from the waste basket. He worked for thirty minutes and when each tiny little piece had been fitted into its place, Miss Brown covered the whole with mending tissue and the invitation was readable. Billy stood at the door and as Bob went out, handed him the invitation saying, “I’m sorry. That’s the best I can do.”

Miss Brown continued to take her pupils on excursions to the big dairy barn, the city dairy, ice cream plant, a wheat field, and bakery. Billy’s conduct improved as his interest increased. After the visit to a mill, he brought his mother’s coffee mill to school and he and the other children ground wheat into graham flour. They made muffins of it and Billy’s comment was, “Oh, boy, these muffins are good.”

The trip to the public library was purposely saved until near the close of the school year in order to stimulate an interest in reading that would carry thru the summer. The children were delighted with the librarian and the books she showed them. She even let them take some nice ones home with them.

The children needed very little encouragement to construct a book case and chairs of orange crates for their own library. They formulated their own rules and regulations for the use of the library which were much more exacting than any Miss Brown would have made. Billy was one of its most frequent visitors.

Long before the close of the school year, Billy was a much happier boy, proud of his scholastic achievements, able to act as chairman of his group for their informal programs, and one of the most cooperative children in the grade.

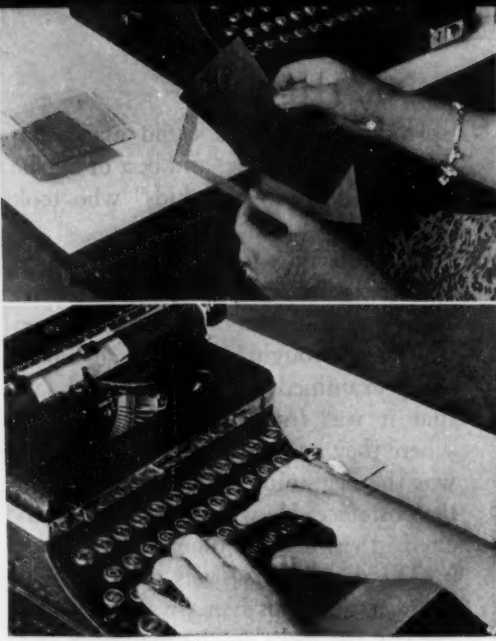




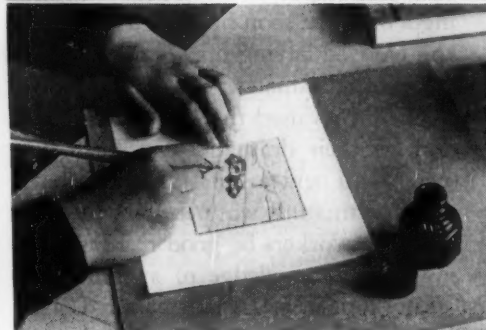
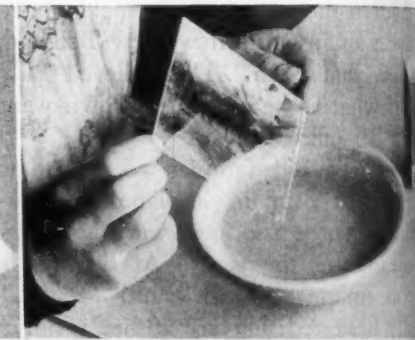
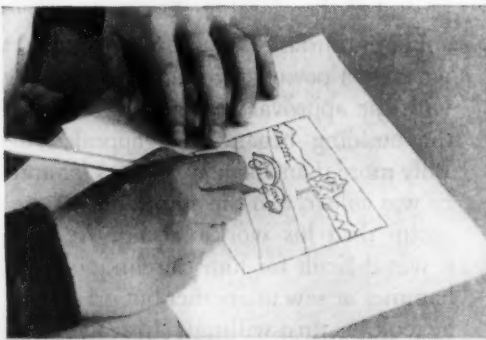
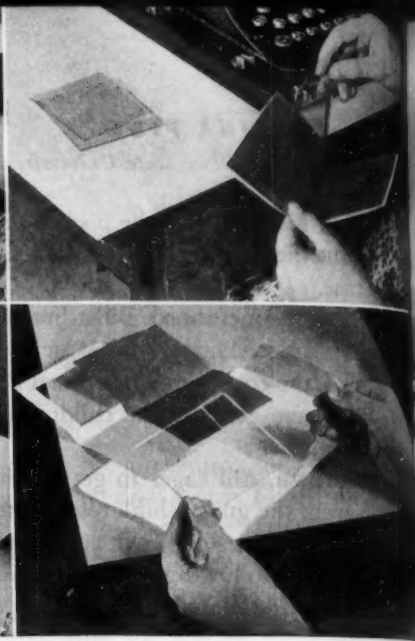
1—Doing needed research

## MAKING LANTERN SLIDES TO ILLUSTRATE CLASS REPORTS

This is the second in a series of pages on "Pedagogy thru Pictures" presented by THE JOURNAL thru the cooperation of the public schools of Santa Barbara, California.



2—Making cellophane slides: Placing folded carbon in mat; slipping cellophane between carbon; typing caption; placing cellophane between slide cover glasses



3—Making colored ink slides: Drawing design on paper; coating glass with gelatin solution ( $\frac{1}{4}$  teaspoon dissolved in one cup hot water); drawing design with India ink on coating; painting with lantern slide color ink



4—Drawing with slide crayons on etched glass



5—Making colored cellophane clear glass slide



6—Binding edges for safety and permanency



7—Displaying the finished product

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# *The Peabody Institute on* **PROFESSIONAL RELATIONS**

ONE of the most promising professional enterprises of the past summer was the Institute on Professional Relations held at George Peabody College for Teachers, Nashville, Tennessee. The idea was suggested to President S. C. Garrison of Peabody by Miss Charl Ormond Williams, director of field service of the National Education Association. President Garrison appointed a faculty committee under the chairmanship of S. L. Smith to plan and manage the Institute.

The Institute—sponsored by Peabody College, the National Education Association, and the Tennessee Education Association—heard representatives of five professions recount the problems which they have faced and surmounted in the long years of their service to the public. The purpose was not to show that educators are either more professional or less professional than the other groups represented on the program, but, rather, to survey the field, find education's place among the other professions, take note of the progress made thus far, establish new goals, and plan ways to achieve them.

The first session was held on the morning of July 22. The setting was perfect: A little opening in a grove of magnolias, elms, and hackberry trees, green grass beneath, and overhead blue sky flecked with summer clouds. About 1400 persons—from 43 states and five foreign countries—attended the first session. President Garrison opened the Institute with a statement of its purpose. Dr. Joseph Roemer, dean of Peabody Experimental Junior College, presided.

The first speaker, Dr. W. D. Haggard, past president of the American Medical Association, representing physicians and surgeons, said that the "profession" of medicine really dated from about 1900. At that time requirements for practice were rather informal and 300 colleges in various sections of the country offered degrees in medicine, even tho many of them were unprepared to do effective work. Since then, the number of colleges offering training in medicine has been reduced to 60, which graduate

every year about 5000 highly selected and specially trained young men and women. Dr. Haggard pointed out that every physician of professional respectability in the country is a member of the American Medical Association.

Dr. Costen J. Harrell, pastor of the West End Methodist Church in Nashville, represented the ministry. "There is not now," he said, "nor in prospect an organization among ministers comparable to the American Medical Association. But there is a growing tendency among ministers to identify themselves more closely and actively with their colleagues. There has been constant improvement in the educational requirements for the ministry."

Judge Albert Williams of Nashville represented the lawyers. "The latest development," said Judge Williams, "in the growth of the legal profession has been the idea of an integrated association of lawyers in which every lawyer must take his place, and without membership in which he cannot pursue his profession." Judge Williams called attention to the steadily rising standards, educational and ethical, for admission to the profession of law.

Speaking for librarians, Dr. A. F. Kuhlman, director of the Vanderbilt-Peabody joint libraries, said that librarianship is a profession in the making, having already attained in many instances high professional standards. He indicated that the critical attitude among librarians themselves gives promise for further progress.

Speaking for educators, Dean F. C. Smith of the University of Tennessee stated that they are justified in feeling a sense of pride in the professional achievements of teaching altho they have not yet risen to full professional status. "The profession of education," said Dean Smith, "is for the specific benefit of the youth of the land and not for mutual admiration and protection among its members. In that respect it reaches the highest professional standards."

At the conclusion of the program President Q. M. Smith of the State

Teachers College at Murfreesboro and Dr. Frank C. Jenkins, president of the Peabody Alumni Association, led in a general discussion of the issues raised.

At the afternoon session Dr. Reuben T. Shaw, president of the National Education Association, presided. Dr. A. L. Crabb of Peabody College pointed out unmistakable weaknesses in our instructional program and procedure which must be strengthened before the term "profession" may be applied with full appropriateness. Dr. Crabb reviewed the historical disrespect with which the general public has held the activity of teaching from the golden days of Greece until current times. "As long as the general public regards teaching as a means to a better end, as long as the general public practices nepotism and plays politics with its schools, as long as it permits the diversion of funds assigned to instruction to be used to cater to perverted athletic taste, or as long as it remains indifferent or inert, teaching moves toward a profession with leaden feet." However the speaker asserted that teachers are seeking, with surprising zeal, to divest themselves of their inadequacies. He pointed out that teachers are as ethical in their behavior as the members of any profession, and that they have broken down their old isolation not only from society at large but from other teachers, as indicated by the amazing growth of the National Education Association and the phenomenal improvement of the periodicals of the various state teacher associations during the past decade.

Dr. Maycie Southall of Peabody College outlined and discussed the standards which ought to determine the professional status of teachers. A profession:

- [1] Involves activities essentially intellectual.
- [2] Commands a body of specialized knowledge.
- [3] Requires extended professional preparation.
- [4] Demands continuous inservice learning.
- [5] Affords a life career and permanent membership.
- [6] Sets up its own standards.
- [7] Exalts service above personal gain.
- [8] Has a strong, closely knit professional organization.

Dr. Southall cited as favorable auguries of the achievement of the profession of



teaching "the slow but constant improvement of the quality of those entering upon teaching as a life activity, the constant raising of the level of preparation, the growing solidarity of teachers."

She was followed by Dr. Charles W. Knudsen, who said that "the best way to secure the professionalization of teachers is to see that each teacher has sense, not to let him teach until he indicates that he is sensible, and not to let him keep on teaching unless he indicates an improvement in the practice of his common sense." Dr. Knudsen indicated that one standard of professional eligibility is membership in the National Education Association.

Then followed informal discussion with a vigorous interchange of ideas.

In the evening, President Reuben T. Shaw of the National Education Association, spoke to an audience of more than 2000 teachers on the service which the Association renders and hopes to render the teachers and children of America. Said Dr. Shaw, "I believe that the greatest need of our profession is that of an improved and exalted professional group consciousness. We must bear in mind that to those who are not in the profession, we are members of the profession, regardless of whether we are classroom teachers, or administrators, college professors, or specialists in any phase of education. We are to those who are not in the profession, school people, education people. If we are once aroused to appreciate fully that fact, the matter of the professional organization or membership therein will come as a matter of course."

Following the address the Peabody Faculty Women's Club gave a reception particularly honoring representatives from the NEA and generally those attending the Institute's programs.

Later in the evening a radio program was presented over broadcasting station WSM in which the following speakers described the professional standards of lawyers, physicians, and teachers:

"How Professional Are Lawyers?"—Dean E. C. Arnold, Vanderbilt Law School

"How Professional Are Physicians?"—Dr. Charles Meleney, professor of preventive medicine, Vanderbilt Medical School

"How Professional Are Teachers?"—Charl Ormond Williams, director of field service, National Education Association

From the addresses delivered before the conference, Dean Joseph Roemer prepared a summary relative to the teaching profession:

"It is the oldest, the largest, the most worthy, and the least respected of all the so-called learned professions. Even though it is centuries older than the ministry; larger than engineering, law, medicine, and the ministry combined; and acknowledged by practically everyone to be the most important single vocation engaged in by mortal man—instructing the young—yet it receives the poorest rating of them all when evaluated by the criteria of what is a profession.

"What are we going to do about it? From the discussion here today I have gathered eight possible remedies which if applied properly would materially improve conditions. They are:

"[1] *Tighten up on entrance conditions.* This means setting up some personnel qualifications to be met; requiring an average or above intelligence quotient; fixing a longer and more rigorous training period; demanding a definite internship.

"[2] *Pay better salaries so as to attract and hold increasingly better material in the profession.* We cannot expect to build the teaching profession to the level of that of medicine or law when the salaries paid classroom teachers on the elementary and secondary levels are so low that no man can own a home and rear a family on the income received.

"[3] *Provide adequate retirement and pension laws to insure old-age security within the profession.* Some states have made notable progress in this respect.

"[4] *Require higher professional training.* . . . Strong scholarship, liberal academic training, broad culture are indispensable; but over and above all these is the absolute essential of a sound, fundamental training that gives an educational point of view, and a technical training—first requisites of the profession.

"[5] *Develop codes of professional ethics.* The NEA has a splendid one; many of the state organizations have evolved theirs. However, what is needed most is for the workers in the local, district, and county units to develop codes that will serve as a talisman to lift the whole force of workers to higher levels of achievement and to greater visions of service.

"[6] *Stress inservice training, growth, and development.* There must permeate every phase of the profession the idea that a college degree and a permanent certificate are not the end of educational effort and professional growth. If teachers are to

keep abreast of their profession, they must read some good educational journals, study the new books coming out in their field, attend educational gatherings, go to summer school, travel for general culture.

"[7] *Set up aggressive programs for professional organizations.* The eight-point program the Tennessee Education Association put thru, and the forward-looking legislation the Florida Education Association secured, are two illustrations of what the profession can do in the way of securing advances for the workers in the profession if they will only pull together in their organization. It is a hopeless fight unless the classroom teachers, supervisors, principals, and superintendents are all willing to join hands in the profession and work for the common good of the great rank and file of people concerned. Membership in local, district, county, state, regional, and national educational associations where all may work together effectively for the common good is an absolute essential.

"[8] *Let 'cooperation' and 'democracy' be the keywords of the profession.* No great cause in our democracy deserves to succeed that is not fundamentally democratic in its program and policies. If our profession is going to gather up and pass on to succeeding generations the best things of all the ages, then the whole spirit and procedures of the program must be broad, liberal, forward-looking, and democratic in the highest sense of the word."

The Institute was so successful that the Planning Committee has decided to hold a Second Institute in June 1939. This will follow in general the plan of the First Institute in somewhat broader scope and with more opportunity for discussion particularly by the younger teachers. The proceedings of the First Institute were published in the September *Peabody Journal of Education*.

A committee on cooperation thruout the Oregon State System of Higher Education with the National Education Association and the Oregon State Teachers Association has been appointed by Chancellor F. M. Hunter to plan and hold an Institute on Professional Relations in at least three and possibly four points during the summer sessions of 1939.

Under the leadership of Dr. Milton Bennion, dean of the School of Education, plans are under way for a similar institute to be held in 1939 on a regional basis at the University of Utah, with the full cooperation of the State Department of Public Instruction and the Utah Education Association.

# STATUTORY STATUS of Six Professions

EDITORIAL NOTE—This article is based upon a bulletin prepared by the National Education Association Research Division for the Committee on Tenure, Donald DuShane, chairman. The original report, issued under the title "An Analysis of State Statutes for Six Professions," is to be reprinted as the September RESEARCH BULLETIN. The bulletin is especially pertinent in view of the forthcoming state legislative sessions.

ONE OF THE most interesting studies presented by the Committee on Tenure at the 1938 convention in New York had to do with the statutory status of six professions. The sources of the data were the statutes of the forty-eight states, the District of Columbia, Hawaii, and Puerto Rico. It was necessary to examine nearly 400 statutes, as well as many amendments, in order to have an outline of the laws governing medicine, law, accountancy, nursing, architecture, and teaching.

For details as to the nature and extent of the various legal prescriptions, the reader is referred to the original report or to the September *Research Bulletin*. A study of the detailed tabulations, however, suggests some continuing problems which will be briefly reviewed at this point. These are points involving public and professional policy and are of concern to all teachers. In some states the activity or lack of action during the next few years—perhaps months—will determine certain important aspects of the conditions under which teachers will be employed.

[1] *Professional groups, like individuals, pass thru rather definite periods of development.* The present study shows that from a statutory angle the professions of nursing, accountancy, and architecture are relatively undeveloped. For the nation as a whole, law and medicine represent mature professions. Teaching seems to lie somewhere between these two extremes; it must soon decide whether or not it wishes to follow in the associational and legislative footsteps of law and medicine.

[2] *Despite a number of clearcut simi-*

*larities between the six professions studied, teaching, more than any of the others, represents a high degree of socialization.* That is to say, the vast majority of teachers are public employees while most individuals in the other professions derive their income from private sources. What effect does public employment have upon the development of strong professional organizations, upon training, ethics, and practice, and upon individual morale?

[3] *There is a distinct movement to centralize the certification or licensing of members of professions in the hands of state agencies.* Even more than this, in some states all licenses are issued by a single administrative unit of the state government. Teaching, more than any of the others, is under its own special state board or department. Is there a type of centralized authority (such as New York state) which would be better for the teaching profession than some other emerging types?

[4] *In the case of most professions, with the exception of teaching, the state regulating board is made up wholly or in large part of professional members.* Teaching, even at the state level, retains the characteristic of local control, namely, direction by boards made up almost exclusively of laymen. Should educators seek more professional representation on state boards of education or is the present lay control a distinct advantage?

[5] *At the same time that licensing power tends to be centralized in state agencies, the discipline of practicing members of various professions tends to be handled by professional associations.* This tendency is most advanced in law, next in medicine, and to a very much less degree in the other four professions. Should the National Education Association and its affiliated state associations seek the professional support and legislation whereby the enforcement of teachers' codes of ethics would be in the hands of the profession?

[6] *It is general practice in the statutes governing the nonteaching groups to*

*specify not only the conditions under which licenses are granted but the legal rights of the individual in case a license is to be revoked.* In at least one-third of the states the law makes no provision for the rights of an accused teacher. What can the organized profession do, not only to obtain tenure laws in states where they do not exist, but to benefit from the types of protection adopted by other professional groups?

[7] *Most states grant licenses to the nonteaching professional groups after a state examination based upon training.* In other words, there are two selective operations before the state approves an individual practitioner. Educational authorities have long debated between certification based upon examinations and certification based upon systematic training. State teaching credentials are usually granted on the basis of evidence of successful completion of prescribed college courses. This procedure tends to be, therefore, a single selective operation in which major responsibility is assumed by the training agency rather than by the state board of education or state department. What advantages and disadvantages would there be if teachers' certificates were granted thru a double selective process similar to that used for other professions?

[8] *State licenses for most professions are granted for life, unless revoked for certain causes.* In recent years, there has been a marked tendency to abolish life certificates for teachers and to substitute certificates limited to a period of years. The theory behind this change is that short-term certification accompanied by compulsory study will keep teachers more professionally alert and efficient than under any life certification plan. It is obvious, however, that the administration of tenure and retirement laws may become vastly more difficult under short-term certification plans. The problem then is to provide continuous training in service without endangering the necessary safeguards which have been built around the conditions of employment.

[9] *An examination of state laws clearly indicates that most professions have an extensive and systematic experience period prior to the granting of state licenses.* In medicine the tryout is



an internship; in the other professions there is a kind of apprenticeship plan. Education uses the "directed teaching" courses of the training institution in place of supervised experience. Most of such courses do not begin to approach in intensiveness of work or extent of time the internship period of the non-teaching professions. Is it possible that teaching needs to insert between professional college preparation and the granting of licenses a period of practical experience under typical classroom conditions?

The foregoing nine problems have a definite bearing upon tenure legislation.

The conditions under which certificates are granted, the possibility of revocation of licenses, the enforcement of ethical practices, the amount of direct control of the profession by laymen—may increase or decrease the effectiveness of tenure legislation. It is of interest to teachers also to understand how other professions are raising their standards in the hope that similarly effective methods may be used. The present study of state laws should facilitate the progress which has already been made in most of the foregoing areas.—*Research Division, National Education Association.*

## THE PLEASURE OF A LIFETIME

**T**HIS is the pleasure of a lifetime. I am to present the Life Membership award to a young teacher who has recently taken her place among the heroines of the century."

The words are those of J. W. Crabtree, secretary-emeritus of the National Education Association; the occasion, the Life Membership banquet at the New York convention. Those who attended this dinner will long remember Mr. Crabtree's presentation of an honorary Life Membership in the Association to Virginia Sappington, teacher-heroine from Kansas.

An editorial in *Nation's Schools* calls this recognition of Miss Sappington "an unusually fine and graceful gesture," and one which indicates "that the teaching profession is becoming conscious of the need for more than casual recognition of unusual service of its members."

It was eminently fitting that the profession honor a teacher whose courage and quick thinking saved the lives of the children in her charge. It was equally fitting that Miss Sappington be welcomed into that group of educators whose lifelong dedication to their profession is symbolized by their Life Membership in the National Education Association. No more appropriate occasion than the Life Membership banquet could have been chosen in which to honor the young teacher.

The Life Membership dinner has come to be an Association tradition, looked forward to as one of the leading features of the summer convention. The

opportunity again to be with the man whose professional vision and enterprise made Life Membership the vital force it is today—Secretary-emeritus Crabtree—is to many Life Members the chief joy of the evening. They heard, with particular pleasure, his tribute to Miss Sappington:

"There are few of us at this banquet who readily recall that terrible blizzard which swept over the west just fifty years ago last January, and the tributes that were paid Miss Minnie Freeman of Nebraska whose quick judgment and bravery enabled her to take the pupils of her school to a place of safety, tho freezing her own hands and feet in doing so. The whole nation rated her as one of the greatest heroines of that day. Funds were provided by a generous public to assist her in continuing her education.

"We have another such character in beautiful eighteen-year-old Virginia Sappington of Kansas, who last March in a most precarious situation saved the lives of all the children of her Piety Hill County School.

"One of the worst tornadoes of years was approaching. She saw it coming. She knew the meaning of that dark funnel-shaped neck reaching from the black clouds above to the ground below—zig-zagging from side to side. It was coming straight for the building. She knew intuitively that lives were at stake. She knew she had only seconds to decide on a plan of action.

"All at once her countenance lighted and she became another Joan of Arc in leadership and in action. In one second

her quickened judgment told her what to do, and how to do it. In the next she was directing and leading her pupils down the road to a place of safety. Just before that vicious tornado struck the school building, and just before the timbers were going high into the air, came her orders to the children to at once throw themselves face downward into a ditch at the side of the road. All obeyed, and there they lay, stretched out in the drenching rain, pounded by hail stones, with bolts of lightning shooting across the sky above. They had run with their teacher only about an eighth of a mile, but far enough to escape disaster. They were safe. In a few moments it was over, and the children were up and moving back toward the debris where the school building had stood only a few minutes before.

"The frenzied fear disappeared from their faces as they turned to the teacher who had saved them from a horrible death. Gratefulness beamed on their faces. How appreciative were the parents as their children came home, mud-spattered as they were. But the homes of eight had gone with the winds. Their parents, however, had found safety in cyclone caves. These eight children went to Miss Sappington's home. All were now safe, their parents happy, and their teacher a heroine for all time. Miss Sappington thinks God must have directed her mind.

"Now, Miss Sappington, if you will kindly stand for a moment! In the name of the National Education Association, and with the authority vested in me by its president, and under the inspiration of this occasion, may I present to you this award symbolic of the highest honor in the power of this Association to bestow—the certificate of honorary Life Membership in the largest organized body of educators in the world—which will admit you to all the rights and privileges and give to you official entree to all the activities of the National Education Association of the United States for the rest of your life. The Association is honored by your acceptance."

As he placed the certificate in her hand, he continued, "And may you be guided in all your undertakings in the future by that same Divine Hand which has guided you in your marvelous service up to this time."

# CONTEMPORARY LITERATURE *for* TENTH GRADE

BELLE M. NIXON

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THE PRESENTDAY TENDENCY in the teaching of literature is to encourage pupils to read much that is written these days. However, that the teaching of modern literature in our highschools is universal or even widespread is not generally admitted. In his charming essay, "A Mirror for Magistrates," written in 1925, Christopher Morley regretted the fact that English teachers had failed to include in their courses, the best contemporary literature and asks, "How shall we justify the ways, not of God to man, but of teachers to literature?"

The writer has found English teachers with whom she is associated hesitant in the matter of introducing contemporary literature in the highschool. The definite purpose of this article is to outline selections from our presentday literature that will fit into the program of our tenth-grade highschool English.

**Plan of selecting**—In my highschool, we teach our literature according to literary types. In the tenth grade we teach *Macbeth* as the typical drama; for fiction, we use *Silas Marner*; as short stories we teach Hardy's *Three Strangers*, Conrad's *Youth*, Hawthorne's *Wakefield*, and Stevenson's *The Sire de Maletroit's Door*; for our poetry we use "The Vision of Sir Launfal" representing the brotherhood interest, "To a Daisy" and "To a Mountain Daisy" typical of the nature interest, "The Cotter's Saturday Night" revealing the home interest, "The Charge of the Light Brigade" as a basis for the interest of patriotism, and "In School Days" representing the youth interest or appeal.

My plan has been to select from modern literature dramas that are similar to *Macbeth*—similar in construction, in characterization, in the moral teaching, and in the purpose. Likewise, in choosing modern short stories, modern novels, and modern poems, I have been careful to select those that are similar to the types studied in each of the fields. I have included no selection which I have not studied in rather great detail. No selection is recommended which does not fit in with our literary types.

**Plan of arrangement**—Naturally, the teacher who is not sympathetic with the teaching of modern literature will at once object on the basis of lack of time. My suggestion is extensive rather than intensive study of the classics, and much wide, general reading. This is certainly the modern thought in the teaching of literature. Thus, I suggest that our tenth-grade class spend two weeks on *Macbeth*, not four as we have been doing, and devote two weeks to the study and reading of presentday dramas. In the same way, I suggest less intensive study of *Silas Marner*, the short stories, and the poems, and more reading and study of many contemporary novels, stories, and poems.

In keeping with this idea, I have outlined selections for class use and for home and library reading. My thought is that teachers may use one, two, or all of the suggested list for class use, and in the same manner, the pupils may choose from the home-reading list. More selections are

listed than can be used, but teachers should have a variety of works from which to choose, especially since the scheme is fairly new. There are pupils who enjoy reading so thoroly that they will devour every selection in the lists.

**Basis of selection**—Certainly the justification of the place of any literature in the highschool curriculum is that it interprets the spirit of its own age and reflects an appreciation of the social needs of its own generation. Literature is life; it is the expression of feelings and beliefs. Life situations and relationships of both the past and the present are clearly and vividly portrayed thru the expression of literature. Literature, to deserve a place in the curriculum, must extend one's field of experience so that he may enter more fully into the thought of the world; it must be capable of developing habits of reading as a permanent occupation; it must help one to form socially desirable attitudes; and it must make one more sensible to artistic literary expression.

I have selected the listed stories, poems, novels, and dramas on the basis that they fulfil the aims of literature as stated above. In every case, I have asked if this selection will extend the pupil's experience; if, by reading it, pupils will become more capable of forming reading habits as a permanent leisuretime occupation; if pupils will form more desirable attitudes because they have read the work; and finally, if the work will make the pupils more appreciative of artistic literary expression. The literature I have cited is human, is related to life, and will satisfy the objectives of literature in general.

## DRAMA: "*Macbeth*" as Type

### CLASS USE

|                             |               |
|-----------------------------|---------------|
| <i>Sherwood</i>             | —Noyes        |
| <i>Servant In the House</i> | —Kennedy      |
| <i>Abraham Lincoln</i>      | —Drinkwater   |
| <i>Spreading the News</i>   | —Lady Gregory |

### HOME READING

|                               |             |
|-------------------------------|-------------|
| <i>Strife</i>                 | —Galsworthy |
| <i>You Never Can Tell</i>     | —Shaw       |
| <i>Land of Heart's Desire</i> | —Yeats      |
| <i>Riders To the Sea</i>      | —Synge      |
| <i>The Melting Pot</i>        | —Zangwill   |
| <i>Nathan Hale</i>            | —Fitch      |
| <i>Doll's House</i>           | —Ibsen      |

## FICTION: "*Silas Marner*" as Type

### CLASS USE

|                                   |             |
|-----------------------------------|-------------|
| <i>Ben-Hur</i>                    | —Wallace    |
| <i>Kentucky Cardinal</i>          | —Allen      |
| <i>Main-Travelled Roads</i>       | —Garland    |
| <i>Master of the Inn</i>          | —Herrick    |
| <i>The Gentleman from Indiana</i> | —Tarkington |

### HOME READING

|                              |              |
|------------------------------|--------------|
| <i>Blazed Trail</i>          | —S. E. White |
| <i>Money Master</i>          | —Parker      |
| <i>The Crisis</i>            | —Churchill   |
| <i>Miss Lulu Bett</i>        | —Gale        |
| <i>Dr. Lavendar's People</i> | —Deland      |



|                                        |             |
|----------------------------------------|-------------|
| <i>Little Shepherd of Kingdom Come</i> | —Fox        |
| <i>Anne of Green Gables</i>            | —Montgomery |
| <i>Jungle</i>                          | —Sinclair   |
| <i>Marching Men</i>                    | —Anderson   |
| <i>My Antonia</i>                      | —Cather     |
| <i>The Custom of the Country</i>       | —Wharton    |
| <i>Brimming Cup</i>                    | —Fisher     |

#### SHORT STORIES

*Types: Three Strangers*—Hardy; *Youth*—Conrad; *Ambitious Guest*—Hawthorne; *The Sire de Maletroit's Door*—Stevenson.

#### CLASS USE

|                              |          |
|------------------------------|----------|
| <i>The Man Who Was</i>       | —Kipling |
| <i>The Red Headed League</i> | —Doyle   |
| <i>Gallegher</i>             | —Davis   |
| <i>The Wisdom of Fools</i>   | —Deland  |
| <i>Philosophy 4</i>          | —Wister  |
| <i>The Triumph of Night</i>  | —Wharton |

#### LIBRARY OR HOME READING

|                               |           |
|-------------------------------|-----------|
| <i>Tennessee's Partner</i>    | —Harte    |
| <i>Old Creole Days</i>        | —Cable    |
| <i>Children of The Ghetto</i> | —Zangwill |
| <i>The Day's Work</i>         | —Kipling  |
| <i>The Blue Flower</i>        | —van Dyke |
| <i>The Master and Man</i>     | —Tolstoy  |
| <i>Youma</i>                  | —Hearn    |
| <i>The Chaperon</i>           | —James    |
| <i>Twenty-Six and One</i>     | —Gorky    |
| <i>Pigs Is Pigs</i>           | —Butler   |
| <i>The Pope Is Dead</i>       | —Daudet   |
| <i>Lost Face</i>              | —London   |
| <i>Village Watch-Tower</i>    | —Wiggin   |

#### POETRY

*Brotherhood Interest: Type, "The Vision of Sir Launfal"*

#### CLASS USE

|                                    |          |
|------------------------------------|----------|
| <i>How The Great Guest Came</i>    | —Markham |
| <i>Mending Wall</i>                | —Frost   |
| <i>The Ballad of East and West</i> | —Kipling |

#### HOME READING

|                                  |            |
|----------------------------------|------------|
| <i>How Oswald Dined with God</i> | —Markham   |
| <i>In the Trenches</i>           | —Aldington |
| <i>Aftermath</i>                 | —Sassoon   |

*Patriotism Interest: "Charge of The Light Brigade"*

#### CLASS USE

|                                               |         |
|-----------------------------------------------|---------|
| <i>Avenue of the Allies</i>                   | —Noyes  |
| <i>Battle of the Marne</i>                    | —French |
| <i>I Have a Rendezvous with Death</i>         | —Seeger |
| <i>On a Soldier Fallen in the Philippines</i> | —Moody  |

#### HOME READING

|                            |            |
|----------------------------|------------|
| <i>The Union</i>           | —Noyes     |
| <i>Fuzzy-Wuzzy</i>         | —Kipling   |
| <i>London Town</i>         | —Masefield |
| <i>The Soldier</i>         | —Brooke    |
| <i>Recessional</i>         | —Kipling   |
| <i>In Flanders' Fields</i> | —McCrea    |
| <i>The Anxious Dead</i>    | —McCrea    |

#### Youth Interest: "In School Days"

#### CLASS USE

|                                |           |
|--------------------------------|-----------|
| <i>The Child in the Garden</i> | —van Dyke |
| <i>The Spell of the Yukon</i>  | —Service  |
| <i>Birches</i>                 | —Frost    |
| <i>Poor Relations</i>          | —Robinson |

#### HOME READING

|                                          |             |
|------------------------------------------|-------------|
| <i>Hugh Glass</i>                        | —Nichardt   |
| <i>The Song of the Three Friends</i>     | —Nichardt   |
| <i>At the Crossroads</i>                 | —Hovey      |
| <i>Like His Mother Used To Make</i>      | —Riley      |
| <i>Miniver Cheevy</i>                    | —Robinson   |
| <i>Tired Tim</i>                         | —De la Mare |
| <i>Miss Loo</i>                          | —De la Mare |
| <i>Baby Pantomime</i>                    | —Mackaye    |
| <i>Abraham Lincoln Walks at Midnight</i> | —Lindsay    |

#### Home Interest: "Cotter's Saturday Night"

#### CLASS USE

|                                 |             |
|---------------------------------|-------------|
| <i>Ike Walton's Prayer</i>      | —Riley      |
| <i>Roofs</i>                    | —Kilmer     |
| <i>The Mother</i>               | —Service    |
| <i>C. L. M.</i>                 | —Masefield  |
| <i>The Wise Woman</i>           | —Untermeyer |
| <i>When Shakespeare Laughed</i> | —Morley     |
| <i>The Man With The Hoe</i>     | —Markham    |

#### HOME READING

|                                  |             |
|----------------------------------|-------------|
| <i>Columbus</i>                  | —Miller     |
| <i>The Pioneer</i>               | —Fairbridge |
| <i>The Plougher</i>              | —Colum      |
| <i>The Day and the Work</i>      | —Markham    |
| <i>Caliban in the Coal Mines</i> | —Untermeyer |
| <i>The Shadow-child</i>          | —Monroe     |
| <i>Goin' to the Fair</i>         | —Riley      |
| <i>My Fiddle</i>                 | —Riley      |
| <i>Writin' to the Home Folks</i> | —Riley      |

*Nature Interest: "To a Daisy," "To a Mountain Daisy"*

#### CLASS USE

|                                       |             |
|---------------------------------------|-------------|
| <i>God's World</i>                    | —Millay     |
| <i>Madonna of the Evening Flowers</i> | —Amy Lowell |
| <i>The Sea Gypsy</i>                  | —Hovey      |
| <i>The Admiral's Ghost</i>            | —Noyes      |
| <i>Gloucester Moors</i>               | —Moody      |
| <i>The Road Not Taken</i>             | —Frost      |
| <i>A Creed</i>                        | —Markham    |

#### HOME READING

|                                  |                |
|----------------------------------|----------------|
| <i>The Shell</i>                 | —Stephens      |
| <i>The Gravedigger</i>           | —Carman        |
| <i>Sailor Town</i>               | —Circely Smith |
| <i>An Old Song Sung Again</i>    | —Masefield     |
| <i>The Mountain and The Lake</i> | —Service       |
| <i>To a Wind-flower</i>          | —Cawein        |
| <i>The First Blue-bird</i>       | —Riley         |
| <i>I Died for Beauty</i>         | —Dickinson     |
| <i>A Day</i>                     | —Dickinson     |
| <i>Fringed Gentian</i>           | —Dickinson     |
| <i>Autumn</i>                    | —Dickinson     |
| <i>To Make a Prairie</i>         | —Dickinson     |

# ARITHMETIC

EDITORIAL NOTE—Great importance attaches to the teaching of arithmetic because it is one of the universal elements in the curriculum. Consequently, THE JOURNAL believes that the following article, taken from a preliminary statement of the Committee on Arithmetic of the National Council of Teachers of Mathematics, will be of unusual interest. The complete report may be found in The Curriculum Journal for October 1938 and The Mathematics Teacher for October 1938. R. L. Morton of Ohio University at Athens is chairman of the committee.

THERE ARE many situations of life in which order, magnitude, and quantity are essential elements. Arithmetic is a systematic pattern of thinking about such situations. It is also a series of modes of attack upon them. It is thus more than a tool which one may use in the interpretation of personal, business, social, or civic affairs. It grows out of a productive study of such affairs and is applicable to them. At every point in its development it is intimately related to them.

The functions of instruction in arithmetic, then, are to teach the nature and uses of the number system in the affairs of daily life and to help the learner to utilize quantitative procedures effectively in the achievement of his purposes and those of the social order of which he is a part. This conception recognizes two major mutually related and interdependent phases, namely, the *mathematical* and the *social*. Both phases are essential. Mere grasp of the mathematical phase does not provide for complete social significance; and, conversely, a too exclusive emphasis upon the social phase will not guarantee grasp of the mathematical.

The purposes of stressing the mathematical phase are:

[1] To develop the ability to recognize among all the attractive and objective elements of appropriate situations the number element that does not meet the eye but, nevertheless, gives them their order and exactness; [2] to introduce pupils to the systematic methods of attack upon the number elements of situations that have finally been brought together into the uni-

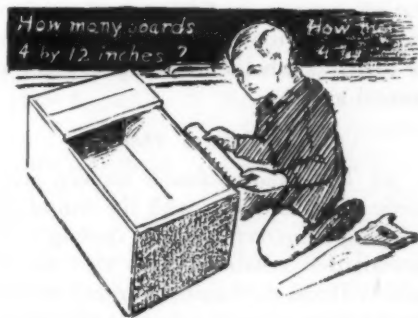
fied number system as we know and use it today; [3] to develop in pupils both confidence in the reliance one can place upon such methods of attack, and facility in their use by guiding practice in number thinking to higher and higher levels of effectiveness; and [4] to train pupils to carry to later and more advanced studies of important personal, business, social, and civic situations these methods of attack with the deliberate purpose of analyzing out their number elements and determining their relations to the other elements which with the number elements comprise the whole.

The purposes of stressing the social phase are:

[1] To insure understanding of the contributions number has made to the development of the social institutions that have made possible the progress of the human race; [2] to insure that the work of pupils in arithmetical processes will have meaning and significance; and [3] to develop in pupils the disposition and ability to apply increasingly mature procedures in the quantitative situations of life.

The purposes of arithmetic as outlined above imply certain theories regarding content, instruction, and measurement, theories by no means in accord with various current views and practices.

*The drill theory*—According to one current view, arithmetic, for purposes of learning and teaching, may be analyzed into a great many units of knowledge and skill which are comparatively separate. The pupil is to master these almost



*Growth is best observed in the mental processes which children employ rather than in correctness of the answers they secure.*

innumerable elements whether he understands them or not and is to learn them in the form in which he will subsequently use them. The ends will be attained most economically and completely thru formal repetition.

This view is not so popular now as it was a decade or two ago. No competent student of arithmetic would now advocate its general adoption. Nevertheless, many practices still common in classrooms testify that it has not been entirely abandoned.

To the drill theory this committee takes vigorous exception, because: [1] It neglects the social aim of arithmetic, since arithmetic taught in a vacuum will not be very useful as a means to happier and more intelligent social participation; [2] it inevitably fails to serve the mathematical aim of arithmetic. Repetition and unintelligent abstract practice cannot yield the quantitative understanding and insight which this committee holds essential to true arithmetical learning.

*The incidental theory* is a second view of arithmetic from which the committee dissents. According to this theory, children will learn as much arithmetic as they need, and will learn it better, if they are not systematically taught arithmetic. The assumption is that children will themselves, thru "natural" behavior in situations only in part arithmetical, develop adequate number concepts, achieve respectable skill in the fundamental operations, discover vital uses for the arithmetic they learn, and attain proficiency in adjusting to quantitative situations.

In that it emphasizes the social significance of number, the incidental theory seems to be a natural reaction against the older drill theory. But while the incidental theory should contribute to the social aim of arithmetic, it is necessarily one-sided and disregards the equally vital mathematical aim. Taught incidentally, arithmetic cannot develop in children systematic methods of dealing with the ever increasing number of quantitative problems in our society.

*The committee's position*—The committee stands for a kind of arithmetic in which both the mathematical and social aims are clearly recognized as interdependent and mutually related. Attainment of the mathematical aim is



regarded as possible only if *meaning* is made the central issue in arithmetic instruction. Arithmetic is conceived as a closely knit system of understandable ideas, principles, and processes, and an important test of arithmetical learning is an intelligent grasp upon number relations together with ability to deal with arithmetical situations with proper comprehension of their mathematical significance.

In the teaching of arithmetic there is place for practice, but not for mere repetition. Practice of appropriate nature encourages growth in thinking at steadily rising levels of abstractness; it fixes for retention what has been learned; and it increases the facility with which it can be used.

Likewise, in the teaching of arithmetic there is place for all the incidental number experiences which occur in unpredictable ways in the schoolroom and outside. But the wise teacher will not confine herself to the incidental occurrences of number in social settings. Rather, recognizing the great importance of the social aim of arithmetic, she will actively seek and plan other social situations of a quantitative character. She will lead her pupils to see the number imbedded in these situations; she will use the situations to motivate the learning of new skills and ideas; and she will help her pupils to develop the disposition to use the arithmetic which they have learned. She will show arithmetic to be both socially significant and mathematically meaningful.

#### I. SELECTION OF CONTENT

[a] Arithmetic is an important means of interpreting children's and adult's quantitative experiences and of solving their quantitative problems. Consequently, content should be determined largely on the basis of its social usefulness and should consist of those concepts and number relationships which may be effectively used.

[b] The committee believes that the social-survey technics commonly employed to determine the content of arithmetic are not adequate. This procedure merely selects the arithmetic that *is* used, but gives no indication of what arithmetic *might be* used to advantage. Likewise, the analysis of the processes of arithmetic into component elements for teaching purposes fails to provide the meanings and relationships which should be the core of learning.

[c] Mathematical processes have a high degree of permanence and coherence, but

in their social applications certain topics deserve more emphasis in one generation than in another.

[d] An effective and much-neglected means of showing children the social significance of arithmetic is to acquaint them with the history of number and with the contributions of number to our civilization.

[e] Intelligent mastery of the fundamental processes of arithmetic depends upon a thoro grasp of the meaning of number as such, the meaning of our number system, the meaning of the processes by which numbers are related, and to some extent, the meaning of the forms used in computation.

[f] Under the influence of the drill theory, the computational skills of arithmetic have been overemphasized. More attention needs to be given to the noncomputational values of arithmetic, such, for example, as are found in the quantitative thinking which should accompany intelligent reading and listening.

#### II. ORGANIZATION AND GRADE PLACEMENT

[a] Surveys of number experiences of young children indicate that they have had considerable experience with number before entering school and are ready for arithmetic. At this stage, however, abstract symbols and processes should be used as records of number experiences and generally should be postponed until after basic understandings have been secured.

[b] In general, a rich conceptual background should be developed before the manipulative phases of a topic are learned. A pupil should understand the significance of what he is attempting to learn. Usually, his environmental experience is a potent factor in his appreciation.

[c] To learn the social values of arithmetic, children should engage in appropriate activities, organized to provide an orderly growth in the understanding of number and its use.

[d] Growth takes place slowly and enriched ideas result from a multiplicity of varied experiences. Such growth requires expansion of topics rather than placement of topics as wholes according to grade or mental age.

#### III. METHODS OF TEACHING

[a] To be most valuable socially, arithmetic must be taught with the aim of developing resourcefulness in dealing with quantitative situations. This will not be achieved from mechanistic learning or from emphasis upon social values of arithmetic. Resourcefulness may be achieved by pupils who constantly utilize meaning and understanding in dealing with numbers.

[b] Practice on basic processes is useful only if introduced at the proper time and

in proper amounts, after the thing to be drilled upon is thoroly understood.

[c] In general, the integration of arithmetic with other school activities seems to be best accomplished in a non-departmentalized organization or in one in which specific provisions for integration are set up.

[d] The proper use of activities in a systematically organized program provides an excellent opportunity for effective teaching.

[e] Regardless of which methods of teaching and learning are employed in the encountering and learning of arithmetical materials, the teacher should be able to recognize desirable arithmetical concepts, principles, and processes in social-economic situations.

#### IV. MEASUREMENT AND EVALUATION

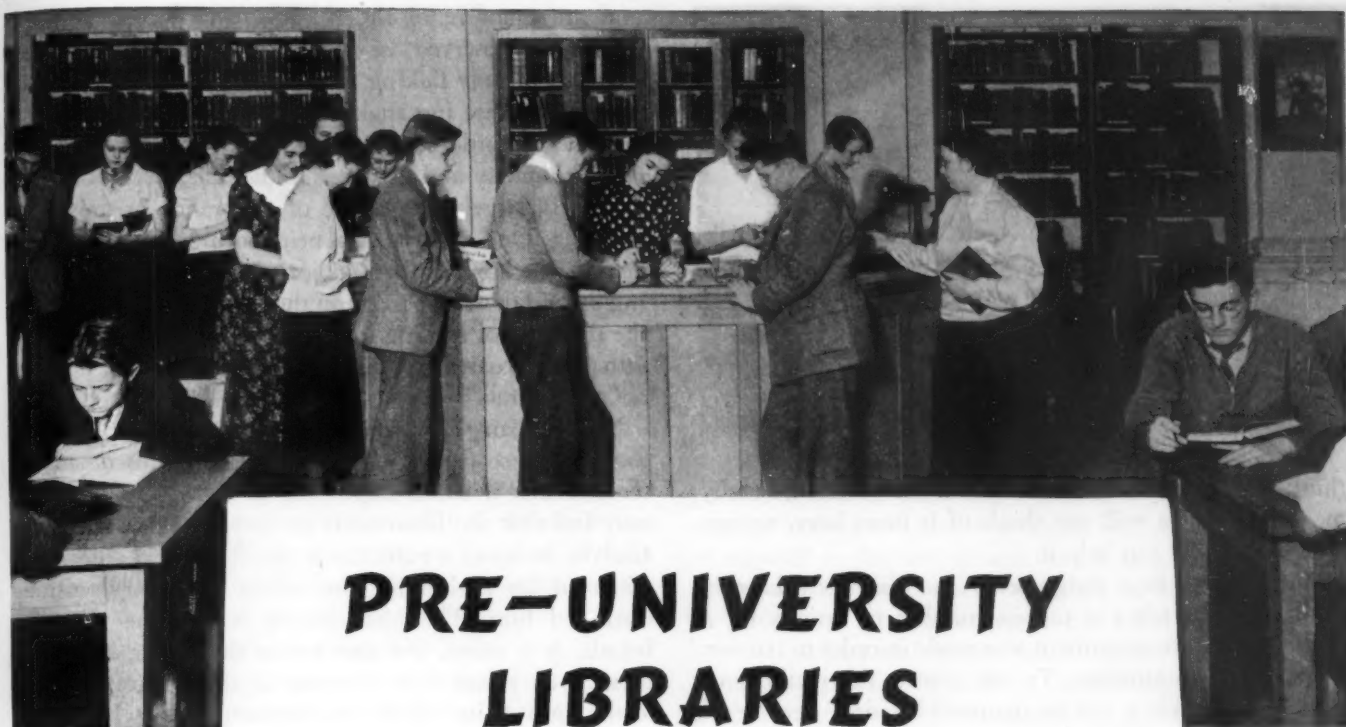
[a] Measuring results of arithmetic taught according to the point of view expressed in the preceding paragraphs cannot be accomplished by the use of tests designed for measuring results of drill. There is a conspicuous lack of tests suitable for measuring arithmetical and quantitative thinking in noncomputational situations.

[b] Speed norms should be interpreted in terms of the modes of learning and the normal reaction rates of individual pupils. In general, speed has been overemphasized at the expense of adequate understanding.

[c] Diagnostic tests are important instruments in teaching. Growth in quantitative thinking is best observed in the mental processes which children employ, rather than in the correctness of the answers they secure. While correct methods must eventually result in correct answers, it is desirable that in the process of learning the teacher be provided with tests which will enable her to identify the various degrees of understanding as the child's learning matures. Group instruction and group testing must be supplemented by individual instruction and individual testing.

[d] Individuals may be expected to differ materially in the ease with which they can acquire expertness in quantitative thinking. The measurement of these differences should result in the development of varied materials and methods of instruction.

*Conclusion*—The committee invites comments and criticisms as to its position. Naturally, the statements offered here are tentative and subject to modification. The committee desires to reach some theoretical statement upon which the teaching profession may agree and which may serve as a basis for a unified effort to improve the program of arithmetic.



# PRE-UNIVERSITY LIBRARIES

*Mary L. Spalding*

*University of Minnesota Library*

*What place does a grade or highschool library play as a preparation for a college or university library?*

NOT LONG AGO a highschool teacher took a group of pupils thru our library. Before making the tour—and to make the rounds of the University of Minnesota library can almost be called the Grand Tour—she explained that those using the reading rooms were studying and it would be discourteous to disturb them. Altho the group was large, her instructions were so effective that few of the hundreds studying at the tables were aware that a sight-seeing jaunt was in progress. Later the group came to the desk, and asked us so many questions that we felt as if we were being cross-examined, and very intelligently too. The questions were pertinent and indicated that the students were already familiar with library procedure. After taking copious notes and getting samples of the various cards and slips, they left, saying that they hoped to return some day as university students.

We sincerely hope they do, since we feel sure that most of that group will make intelligent use of the resources of a large library and will profit accordingly. All of us receive from our various contacts just as much as we are able to put into them. Students who must learn the A B C's of library routine after entering college labor under a handicap which may last thruout their entire course. An incident which occurred the winter I spent in Dresden illustrates their predicament. A young Rumanian in our pension invited two of his countrymen to spend the evening with him. The boys arrived late, but decided be-

fore playing cards to read the "Verbotens" pasted on the inside closet door. The list was long, and their linguistic talents limited. By the time they had translated the list, it was ten-thirty, and they saw to their dismay that one of the regulations said guests must depart at ten-thirty. They had to leave perforce, promising to return another time. So with the student unaccustomed to using a school library: he is obliged to spend so much time acquainting himself with the various tools that before he is aware of the fact, the study hour is used up, the lesson not begun, and another trip to the library unavoidable.

Some of the A B C's of library practice which a student coming from an institution with a library study room has already learned are simple but vital: Familiarity with the *Readers' Guide*, a working knowledge of a card catalog, respect for the rights of others and the desirability of cooperation, the ability to distinguish between legitimate demands upon the librarian's time and trivial or irrelevant inquiries, and the advantages of being forehanded.

It is our practice in referring students to the *Readers' Guide* to ask them if they understand how to use it. Many freshmen are totally unfamiliar with it. Over and over again slips are turned in at the desk with "ibid," "ill.," or "disc." given as the name of the periodical, and paging given as volume number. The uninstructed freshman is likely to look upon even simple indexes with bewilderment. Offers of assistance are too often met with the reply, "Oh, well, it isn't very important. I'll use some other reference." A detour around the difficulty is easier than learning a new routine, and the student is tempted to take it. Like Scarlett in *Gone With the Wind* he says, "I won't





think of that now. I'll think of it later." What he really means is that he will not think of it now, later, or any other time if he can help it.

One of our first assignments in Wisconsin Library School was to select a certain number of articles on a given topic. This assignment was made in order to test our ability in discrimination. To the novice, the plethora of titles in any guide is not an unmixed blessing. Because of his inexperience all titles look alike, and he is unable to distinguish between an entry listing merely a portrait and a full length critical discussion. If the student has learned in highschool to copy accurately the title, date, volume number, and paging of an article, the assistance to the librarian is great. Moreover, the entire service is speeded up, a desideratum in any library, but a prime requisite in a large unit, where slips are often handed in at the desk at the rate of several a minute.

If in addition to accuracy the student has learned to discriminate, to choose those entries which are authoritative, unbiased, and relevant, he is making good use of the educational opportunities offered him. If he has already learned to use the less complicated indexes, it is but another step to *Die Bibliographie der Fremdsprachigen Zeitschriftenliteratur*, *Norsk Tidsskriftindex*, *Nijhoff's Index*, and the other foreign indexes, and not such a difficult step as it sounds. These invaluable indexes are generally closed books, even to the person proficient in foreign languages, unless he has already acquired the habit of using English indexes.

Discipline in as large an institution as our own, where the main reading room alone seats nearly five hundred, must be enforced. The rooms are often so crowded there is not a vacant seat, and the college paper pertinently remarked that a sitdown strike could not be staged in the library since there would be no unoccupied chairs in which to sit down. Tho the discipline may seem irksome to some, the general public approves. Students have even gone out of their way to thank us; and recently a wellknown specialist said, "Those of us who use the library for serious work appreciate your efforts to make it a place for study. No one can concentrate when the room is in a hubbub, and we realize that it is only your constant surveillance which allows us to work in peace."

Undoubtedly much of the difficulty of discipline comes because many students are unused to large reading rooms,

and are unaware of the rules which courtesy demands should be observed in a library. When freshmen exclaim, "I'm only talking about my work," or "We aren't visiting. We are just making a date," we realize they are not like the little boy in *Alice in Wonderland* who only did it to annoy and because he knew it teased. Their behavior is largely the result of ignorance or misunderstanding. One mother in a neighboring city complained because the librarian there objected to her small son coasting up and down the room on the trucks. One can imagine the difficulty of reading in a room which has been turned into a roller coaster, yet this mother referred to the librarian as "an old crab."

No librarian really enjoys being a policeman, even tho that idea is so firmly implanted in the minds of all cartoonists that it seems impossible to dislodge. The public may feel that the librarian is as unreasonable as Thomas Carlyle. Being in a particularly irascible mood one day he climaxed his faultfinding by telling Jane her breathing disturbed him. The ideal library is not one where to breathe is a crime, but one where the public cooperates to such an extent that everyone is able to avail himself to the limit of its multifarious opportunities, whose value we are only beginning to realize. It takes H. G. Wells to open our eyes to the educative value of the accumulations in our libraries and depositories. At the recent World Congress of Universal Documentation in Paris, he referred to the growing appreciation of "the necessity, importance, and promise of the work of documentation," adding that this growing work of documentation and bibliography "is, in fact, nothing less than the beginning of a world brain."

If the public cooperates, the librarian can more readily make this accumulated knowledge available. Unnecessary or trivial demands are bothersome only because the time is limited, and adequate service is hindered. When the librarian is asked to locate a book in a collection of several hundred thousand by its size or color she may be flattered by the public's faith in her omniscience, but is more apt to think it is high time to begin the education of John Doe. Books and periodicals have definite titles, and the student who has acquired exactitude in highschool will naturally get more efficient service than the one whose references are vague or incorrect.

Another valuable lesson, that of being forehanded, has probably been learned in the school library. The number of duplicates in any library is limited. If one puts off reading the assignment until the day before examination, the result is apt to be disastrous. Other members of the class have, also had the same happy idea. University students who have had access to highschool libraries realize the disadvantages of an entire class trying frenziedly to get the same book at the eleventh hour.

When 3000 freshmen are enrolled in a single year, as was the case in our own university last fall, the salvation of the librarian and student alike is that the preparatory schools have paved the way. Many of the incoming students not only know how to help themselves, but unconsciously set a standard for the others. The importance of the grade and highschool libraries as a preparation for the larger institutions cannot be overstressed.

# THE TEACHER'S PRONUNCIATION

ALBERT KILBURN RIDOUT

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STUART CHASE, in his recent book, *The Tyranny of Words*, has called attention to the fact that few writers look to their tools, the words they use. "It is equally true," he says "that many of us give little heed to a much simpler matter, that is, the pronunciation of the words that we commonly use. We hear a word used and adopt it for our vocabularies without checking its pronunciation. We see a word in print, and pronounce it the way we think it should be pronounced as indicated by its spelling. We fall heirs to a pronunciation from our elders without questioning whether or not they are using the accepted form."

The matter of correct pronunciation is a vital one for the classroom teacher. Much of our time is spent in talking—entirely too much, our supervisors often say—to boys and girls who accept our diction and pronunciation as authoritative. We do not want these pupils to have to spend their adult lives in correcting misconceptions we received as school boys and girls.

Many of us say *address* for *adress*, *adult* for the preferred *adul*, *albumen* for *albumen*, *conversant* for *conversant*, and *inquiry* for *inquiry*. The commercial teacher will some-

times say *equitable* for *equitable*, *default* for *default*, and *finance* for *finance*. Some teachers of the experimental sciences will say *apparatus* for *apparatus*, *doo* for *dew* (*dyou*), *larnyx* for *larynx*. Teachers of language, who should be especially careful of their speech, sometimes may be heard to say *italics* for *italics*. In the mathematics classrooms teachers may be heard to say *pēnalize* for *pēnalize*, or *heighth* for *height*. Social science teachers frequently say "referendum and *recall*" for *recall*, *allies* for *allies*, or *swastika* for *swastika*.

Altho our pronunciation may have been correct at one time, it is important that we check it carefully from time to time. New words have come into our language and pronunciations of many old words have changed. For example, "exemplary" is now accented on the second syllable as opposed to the first syllable accent of a few years ago. "Illustrate" is now correctly accented on the first syllable. In "obligatory" the accent has shifted from the first to the second syllable, and in the word "ordeal" the shift has been from the first syllable to the second, the word still retaining, however, the three-syllable pronunciation.

Test yourself on the following list. In words which present their primary difficulty in the matter of accenting of syllables, only the accent mark has been used to indicate pronunciation. In other words it has been necessary to use a few diacritical marks. It will be remembered that the long a (ā) is the vowel sound as in "fate"; the short a (ă) is the vowel sound as in "fat." The long e (ē) is that heard as in "eve," and the short e (ĕ) is that heard as in "met." The long i (ī) is the vowel sound as in "ice," and the short i (ĭ) is that heard as in "sin."

## HOW MANY CAN YOU PRONOUNCE CORRECTLY?

|                |                       |              |                    |              |                    |              |                     |
|----------------|-----------------------|--------------|--------------------|--------------|--------------------|--------------|---------------------|
| absolutely     | ab' so lute ly        | aviation     | ā vi ā' tion       | eczema       | ek' ze ma          | neuter       | nyou' ter           |
| absorption     | ab sorp' shun         | biographical | bi' o graph' i cal | exigency     | ex' i gen cy       | orchestra    | or' kes tra         |
|                | not ab sorp z' hun    | bouquet      | bōo kay'           | exponent     | ex po' nent        | positively   | pos' i tive ly      |
| absurd         | ab surd'              | caricature   | car' i ca chur     | Fascisti     | Fa shis' te        | precedence   | pre cēd' ence       |
|                | not ab zurd           | cathode      | cāth' ode          | financial    | fī nan' cial       | presentation | prēs en ta' tion    |
| acceleration   | ac cel er a' tion     | cerebral     | cer' e bral        | folk         | fōk                | process      | prōc' ess           |
|                | not ex cel er a' tion | chastisement | chas' tiz ment     | formidable   | for' mi da ble     |              | prō cess is English |
| acclimate      | a cli' mate           | chic         | shēk               | genealogy    | gēn e āl' o ji     | quay         | kē                  |
| acumen         | a cū' men             |              | not chick          |              | not gen e ol' o ji | radiator     | rā' di ā tor        |
| address        | a dres'               | clandestine  | clan des' tine     | globular     | glah' bu ler       | radio        | rā' di o            |
| adept          | a dept' (adj)         | clique       | cleek              |              | not glow bu lar    | referable    | ref' er a ble       |
| adjectival     | aj ec ti' val         |              | not click          | gratis       | grā' tis           | remonstrate  | re mōn' strate      |
| adjourn        | a journ'              | combatant    | com' ba tant       |              | not grā tis        | research     | re search'          |
|                | not ad journ          | comparable   | com' pa ra ble     | grimace      | gri māc'           | resource     | re source'          |
| admirable      | ad' mi ra ble         | condolence   | con dō' lence      | handkerchief | hang' ker chif     | respite      | rēs' pīt            |
| adversary      | ad' ver sar y         | conversion   | con ver' shun      |              | not hand ker cheef | robust       | ro bust'            |
| advertisement  | ad ver' tiz ment      | coupon       | coo' pon           | heinous      | hā' nus            | Roentgen     | runt' gen           |
| again          | a gen'                |              | not kū pon         | hospitable   | hos' pi ta ble     | romance      | ro mance'           |
|                | not a gān             | creek        | crēk               | illustration | il us tra' tion    | root         | root                |
| aged           | ā' jed (adj)          |              | not crick          | impious      | im' pi ous         |              | rhymes with boot    |
| agenda         | a jen' da             | data         | dā' ta             | impotent     | im' po tent        | route        | root                |
| alias          | ā' li as              | defect       | de fect'           | incognito    | in cog' ni to      |              | rhymes with boot    |
| alien          | āl' yen               | demoniacal   | dē mo ni' a cal    | incongruous  | in kōng' groo us   | satiety      | sa ti' e ty         |
| alloy          | a loy'                | design       | de sign'           | indisputable | in dis' pu ta ble  |              | not sā' shi ety     |
| amenable       | a mē' na ble          | despicable   | des' pi ca ble     | industry     | in' dus try        | schism       | sīz' m              |
| amenity        | a mēn' i ty           | detail       | de tail'           | inexplicable | in ex' pli ca ble  | secretive    | se krē' tive        |
| amperce        | am' pēr               | Diesel       | Dē' zel            | influence    | in' flu ence       | sinecure     | sī' ne cure         |
| arctic         | arc' tic              | digitalis    | dij i tā lis       | inhospitable | in hos' pi ta ble  | unfrequented | un fre kwēn' ted    |
|                | not ar tick           | diphtheria   | dif thēr' i a      | irrevocable  | i rev' o ca ble    | vacuum       | vac' u um           |
| armada         | ar mā da              |              | not dip ther i a   | lamentable   | lām' en ta bl      |              | three syllables     |
| automobile (n) | au to mo bēl'         | dirigible    | dir' i gi ble      | mayonnaise   | may o naze'        | vagary       | va gar' y           |
| automobile     | au to mo' bil         | discourse    | dis course'        | mischievous  | mis' chi vous      | vaudeville   | vōd' vil            |
| (adj)          |                       | discretion   | dis krēsh' un      | Nazi         | Nah' tsee          | vehement     | ve' he ment         |



## The Story of American Education Week

AMERICAN EDUCATION WEEK is a time when the teaching profession, parents, and citizens throughout the entire nation, join in a consideration of the schools—what they are doing, the modern methods being used, how well they are meeting the needs of the times, and what may be required to make them more effective.

This occasion is a nationwide observance of the utmost importance. Each year during this week millions of parents and citizens visit their schools. Millions of others are reached thru the cooperation of the press and the radio, thru exhibits, addresses, and in other ways.

This great movement had its official beginning as a national observance in 1921 under the direction of three sponsors—the National Education Association, the American Legion, and the United States Office of Education. State programs of similar character had been developed in the years preceding but 1921 marked the first concerted nationwide effort to sponsor such an observance.

After the World War, the American Legion was concerned as to how it could serve the cause of American education. A vast amount of illiteracy and physical incompetence had been discovered in those examined for the army. Here was a peacetime problem it might attack.

In discussions with officials of the National Education Association and the United States Office of Education, certain

lines of endeavor were considered. One suggestion that a special week be set aside each year for a nationwide consideration of educational problems was acted upon and became known as American Education Week.

The purposes of the observance as stated by Henry J. Ryan, then chairman of the American Legion Committee on Education, in connection with the 1922 program, are still sound: "To promote the cause of education; to raise the standard of citizenship; to arouse the intense, determined, and genuine interest of all the people in better education; to emphasize the value and need of education in a representative government; to extend education to all the people; to show that education is an investment, and not an expense, without which posterity is doomed to chaos."

In the promotion of American Education Week thru the years the sponsors have had the ready cooperation of scores of agencies such as the National Congress of Parents and Teachers, service clubs, women's organizations, and practically all educational groups.

The nation's important public officials have recognized the value of American Education Week to our democratic government. Each year approximately forty governors issue statewide proclamations in behalf of the observance and it has frequently been recognized by a presidential proclamation or statement.

American Education Week is a project in which every teacher may participate. The classroom teacher, as well as the school administrator and specialist in school publicity, is a vital factor in developing public appreciation of the schools.

This week is an opportune time for the profession and the public to give mutual consideration to the problems of Education for Tomorrow's America. On this occasion let us encourage the people to come to the teaching profession with constructive expressions about the educational program. There is as much need for interpreting the needs of the community to the school as for interpreting the school to the community. The schools will serve democracy best as they meet the needs of all the people.

*American Education Week was inaugurated in 1921 and has been a powerful instrument for acquainting the public with the needs of our schools. With mounting interest in the need to develop an educational system that is abreast of the progress in industrial America, the attention of the public has been centered upon educational problems thru American Education Week. In 1937 nearly ten millions of us visited the schools and participated in American Education Week programs. An interest so greatly developed carries over into the rest of the school year. And the public so informed is better equipped to deal with the nation's biggest business—that of education.—HOMER L. CHAILLAUX, director, National Americanism Commission, American Legion.*

# AMERICAN EDUCATION WEEK

*To put children first; to attach importance to the improvement of our democratic way of life; to help their children and in the schools; to the education of the community; to emphasize the part that must play in the advance; to unite all the forces of unity in the schools—such are the aims of American Education Week. Every layman do his part to make this period of rededication marked by a purpose to*

ident, Nat

Thousands of communities throughout the nation annually make American Education Week an opportunity for the rededication of the teaching profession and the people to the cause of education.

The sponsorship of this observance is a cooperation with the American Legion, the National Education Association, and the United States Office of Education. It is one of the great services of the National Education Association to the parent-teacher community.

At its convention in New York City last summer, the Association passed the following resolution: "The National Education Association urges that American Education Week be observed in all schools. The theme for 1938, 'Education for Tomorrow's America,' is of vital interest and significance to the future of American democracy."



Samples of some of the American Education Week materials.

# EDUCATION WEEK

...to the school as an instrument for the  
...to deepen the interest of parents in  
...the educational consciousness of the  
...must play in a new social-economic  
...unity in a common effort to improve  
...of American Education Week. Let every teacher and  
...the period of great national revival; a pe-  
...by a purpose to go forward to better things.

REUBEN T. SHAW  
President, National Education Association

LET AMERICAN EDUCATION WEEK serve  
your school and community. Take  
advantage of this great annual na-  
tionwide period for rededicating the pro-  
fession and the people to the ideals of  
American education.  
Thousands of schools thruout the nation  
will be observing this occasion. Millions  
of parents and citizens will be visiting  
their schools. Newspapers and magazines  
thruout the nation will be carrying a vast  
amount of material on education.  
Hundreds of educational radio pro-  
grams, many of them over nationwide  
networks, will be on the air. Service clubs,  
women's organizations, churches, and  
other groups will be participating in the  
program for American Education Week.

## American Education Week in Your Community

Education will be in the news and in the public eye during this week. Take advantage of the impetus of this great national observance in your school and community.

The accomplishments of American Education Week are the result of thousands of effectively conducted local observances. The strong leadership of state education associations, state departments of education, state officers of the American Legion, state congresses of parents and teachers, and other groups has also been a large factor in the great nationwide development of this observance.

Here is the program selected by the national sponsors for the 1938 observance:

|                                                        |                                         |
|--------------------------------------------------------|-----------------------------------------|
| <i>General Theme: Education for Tomorrow's America</i> |                                         |
| Sun., Nov. 6:                                          | Achieving the Golden Rule               |
| Mon., Nov. 7:                                          | Developing Strong Bodies and Able Minds |
| Tues., Nov. 8:                                         | Mastering Skills and Knowledge          |
| Wed., Nov. 9:                                          | Attaining Values and Standards          |
| Thurs., Nov. 10:                                       | Accepting New Civic Responsibilities    |
| Fri., Nov. 11:                                         | Holding Fast to Our Ideals of Freedom   |
| Sat., Nov. 12:                                         | Gaining Security for All.               |

Each state and local school system should adapt this program to its own needs. While there are some advantages in concentrating upon a single program thruout the nation it is equally important that local needs be met. In the materials produced by the National Education Association, adaptations have been made to the needs of various types of schools.

Some of the important steps to be taken by sponsoring groups in local communities are:

- [1] The selection of committees to carry out various aspects of the program. Among the committees most frequently organized are those for the program, research, publicity, lay cooperation, publications, and exhibits.
- [2] The arousal of interest and cooperation on the part of the entire school staff.
- [3] The enlistment of the active support and participation of lay groups.

Detailed suggestions on these and other activities will be found in the American

Education Week materials prepared by the National Education Association.

If you have not already secured these materials to assist you in making the most of this great nationwide campaign of educational interpretation which will be carried out during American Education Week, do so at once. The 1938 materials, prepared thru the cooperation of twenty field committees thruout the United States, are proving exceptionally popular. They are printed in a series of looseleaf folders in a variety of lively colors. Order your materials now and avoid disappointment at the last minute. Turn to page A-136 for detailed description of materials.

The future of democracy rests with public enlightenment which is but another term for education. In a special message for American Education Week Joseph R. Sizoo writes:

"It is in the free public schools of the country where we must cultivate this new compassion which lies at the root of true democracy, this living together for the common good. It is in the public school we break down barriers which are so baffling to the national life. Children from many ways and walks of life, representing many creeds and schisms, born of various races and religions, come to the same school, learn the same lessons, share the same books, are guided by the same teachers, and are trained to take their places together as citizens of the same country. This is no time to retrench the program of public-school education; it is rather time to increase its effectiveness."

By making American Education Week a significant observance in your school and community you will help to bring about the ultimate victory of democracy.

*If the democratic social organization is to be preserved, it must provide an educational base strong enough and vital enough to assure intelligent action by the masses of people . . . If our educational system is not such as will help boys and girls now in school democratically to solve America's problems as they arise, let us during American Education Week resolve to make it such a system.*"—J. W. STUDEBAKER, U. S. Commissioner of Education, in a special American Education Week message for 1938.



American Education Week materials for 1938



## NEA Committee Recommends STUDY OF COOPERATIVES IN SCHOOLS

SHOULD OUR industrial and commercial system exist primarily for the comfort and the happiness of the masses or for the profits and the happiness of the few who control the manufacture and the selling of goods?"

Around this significant question the NEA Committee on Cooperatives, in its report presented at the New York convention, has built a series of suggestive units for integration into the highschool curriculum. The following discussion on cooperative education in the highschool is taken from Part V of the report:

"Before attacking the problem of introducing the study of cooperatives in the curriculum . . . we first assume a changing civilization. Then we assume that the schools should parallel civilization and not lag behind. Furthermore, the schools should undertake to improve the social order in many essential respects. If the school is to achieve these objectives . . . we need a continuous revision of the curriculum beginning always with the current scene. . . .

"The introduction of cooperative education into the curriculum of the highschools should not be undertaken simply by adding another subject, either to be required or elected. The integration of the curriculum as a whole, with a study of cooperatives as an integral part, should be the goal."

The report then shows how study of the various phases of cooperatives may be taken up in such larger fields of highschool studies as social science, home economics, mathematics, agriculture, health education, chemistry, and biology.

The following two units are typical:

**I. Home economics**—What is the significance of labels on various goods? Illustrate and explain labels on different kinds of goods purchased by the consumer. Illustrate and explain labels used on cooperative goods. Compare costs and qualities of the two brands. Make a study of cooperative research laboratories. What provisions do cooperatives make for sanitation in goods sold?

Discuss the advantages or disadvantages to the American home when goods are purchased direct from the consumers

cooperative. Try to discover the exact manner in which cooperatives attempt to protect their customers by accurately labeling all goods sold to the consumer.

Show how the consumers cooperative thru pooling its resources has been able to supply the individual consumer in his search for a reliable source of needed supplies.

**II. Problems of American democracy**—Study a few existing traditional types of industrial organizations of our nation to determine principles, objectives, and policies involved. Ascertain the status of employers, employees, and consumers as these groups are interrelated. What improvements and changes in these relations can you suggest?

Make a study of the cooperatives—both consumer and producer—to learn their principles, objectives, and policies. Survey farmers' marketing cooperatives, credit unions, and the ordinary consumers cooperatives in towns and cities to discover the nature of the organization of each. How are they interrelated? How does the credit union differ from the ordinary bank? What effect has the recent depression had upon the growth of cooperatives?

How do consumers cooperatives attempt to protect the individual consumer by a proper labeling of goods? How does the method of advertising by consumers cooperatives differ from that of private and corporate business?

How are the various types of cooperatives organized in relationship to each other? This study should include such retail cooperatives as farmers' marketing associations and consumer cooperative oil stations. It should also include a study of the wholesale cooperatives in relation to the retail cooperatives. Finally, the study should include the National Cooperatives, the Cooperative League of the USA, and their two-way relationships to the wholesale cooperatives and the cooperative organizations of other countries. How does this network of cooperatives compare in organization to the modernday corporation with all of its interrelationships? Make a study of cooperatives in terms of the princi-

ples and essential concepts of democracy.

Study the report submitted by the committee sent to Europe in 1936 by President Roosevelt to make a survey of the cooperative movement abroad. [*Report of the Inquiry on Cooperative Enterprise in Europe, 1937*, for sale by the Superintendent of Documents, Washington, D. C., 65¢.]

What is the meaning of the term cooperation? Laborers as a class cooperate thru trade unions to protect their interests. Corporations cooperate with each other by trade agreements, interlocking directorates, holding companies, and trust relationships. How can and should corporations and labor organizations cooperate, and how can these two groups cooperate with the consumers? Make a study of the social maladjustments resulting from the lack of cooperation.

Try to determine whether or not the cooperative movement is based on a classless society.

Negroes are finding a solution to some of their immediate needs thru the consumers cooperatives; study the Negro cooperatives at Gary, Indiana.

Teachers are finding the complete report of the Committee on Cooperatives invaluable. It contains—in addition to instructional material for highschool and college—a description and historical sketch of cooperatives, a comparison with the competitive system, explanation of different types of cooperatives, information as to how to organize and manage a cooperative. It may be secured for 25¢ from the National Education Association, 1201 16th St., Washington, D. C.

The report is one of the finest pieces of committee work performed by the Association during 1937-38. Albert M. Shaw, who teaches in the Los Angeles public schools, is chairman of the Committee on Cooperatives. Other members are Sara C. Ewing, teacher, public schools, Indianapolis; Herbert G. Lull, head, Department of Education, Kansas State Teachers College, Emporia; Mary B. McAndrew, superintendent of schools, Carbondale, Pa.; Graeme O'Geran, professor of economics, Syracuse, N. Y.

## Your Mental Heritage

**I**N THE GREAT SCHEME of things each part has its place—the soil and the sea; the flowers; the animal kingdom. Many of God's creatures are truly marvelous. Note the charming life of the birds, their freedom in flight, their skill in nest-building, their exquisite art of song. But beyond the most gifted of all animal creation comes man with a larger control over his destiny than any other creature. The center of this control is the mind, the supreme gift of all creation. Were you to inherit a million dollars would you not think carefully how to manage that heritage? You have a far greater gift in your own mind and the possibility of using it day after day to determine your achievement and destiny. The first mark of a student is an appreciation of the worth of his own mind. All the problems of the world could be settled easily if people would only think.

## Your Mind and Your Spirit

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

## Your Mind and Your Body

**D**ID you ever try to study after a heavy meal or when weighed down by physical fatigue and exhaustion? Have you noticed how a walk in the fresh air stimulates thinking? Have you ever noticed when you are not well how the lamp of adventure burns low and courage weakens? You can observe in your own daily experience these relationships between mind and body which are always at work to free your mind for its higher and finer uses, or to weigh it down in failure and defeat. You cannot abuse or neglect your body and make the best use of your mind. In your

# Your Mind in the Making

By  
**JOY ELMER MORGAN**  
Editor, *Journal of the*  
*National Education Association*

PERSONAL  
GROWTH  
LEAFLET  
NUMBER  
TWO

### THIS LEAFLET

Originally written as a message to students, "Your Mind in the Making" was first published in *THE JOURNAL of the National Education Association* for November 1932. In leaflet form it has passed thru several editions. It has been found helpful among both youth and adults. Many schools have presented copies to all students to improve the quality of study. It has been given with diplomas at commencement time. It has been distributed to enrollees in CCC camps. It seeks in simple language to emphasize the moral obligation to be intelligent and to suggest methods of increasing one's mental power. Individual excellence is the foundation of general welfare. Other leaflets available in this gift edition are:

*Your Life in the Making*  
*Future Teachers of America*

Order from the National Education Association, Washington, D. C.

## The Beginnings of a Mind

**T**HE MIND, like the body, grows by what it feeds on. Wise parents are as careful to nourish the minds of their children as to feed their bodies. They surround them with order and beauty; they plan to satisfy curiosity just as they

seek to satisfy bodily hunger. Curiosity is the appetite for mental food. It leads the child to look, to examine, to experiment, to taste, to feel, to listen, to contemplate. What he gets in this way becomes the raw material of his mental processes. Have you ever noticed how your own mind goes back to your earlier experiences? How you attach meaning to each new fact in terms of what you know? Preserve therefore your habit of curiosity. Do not close the doors to new experience but select what comes into your mind with discrimination. Richness of experience is the foundation of mental growth.

## The Importance of Habits

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

## Your Mind and Books

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

"Your Mind in the Making," the second in the new series of Personal Growth Leaflets to be published by the NEA, is now available in a gift edition, printed on attractive India stock, 3 x 5 inches, and with a larger type face than is shown here. The leaflets sell for one cent each in any quantity. No orders for less than 25 copies. Cash to accompany orders for \$1 or less. Order from the NEA, 1201 16th St., N. W., Washington, D. C.



### *Your Mind and Your Companions*

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

### *Your Mind and Radio*

**T**HE COMING of radio broadcasting, combined with the growing arts of air transportation, immensely widens the perspective of the human mind, opening up the possibility of an entirely new level of cultural growth and achievement. By the magic of radio it is possible for a single teacher to reach millions of minds in an instant. Radio like printing can debase or elevate. It can emphasize the tawdry or the noble. Radio has done much to debase human life—to appeal to the lower tastes and emotions. It has exposed home and family life to parasitic forms of advertising and to the vulgar and indecent attitudes which are developed by commercialized recreation in large cities. Radio has also done much to elevate human life thru beautiful music, inspiring sermons, and the discussion of public affairs. Select the best. Seek to improve radio programs.

### *Your Mind and the Movies*

**J**UST AS the invention of movable type opened to the masses the world of print and laid the foundation for the common school, so the development of moving pictures and talkies has extended to the masses the great art of human drama and a pictorial knowledge of current affairs. The movies are largely in the hands of promoters more interested in fortunes than in great art or making a contribution to a nobler civilization. No amount of legal regulation was able to prevent moviedom from making a hero of the gangster.

But there are good movies—occasionally great movies—which enrich and stimulate the mind. These you can select for your own. They will mean more to you because you do not waste your time on an endless round of trivial thrillers. Select your movies with the same discrimination as your companions, books, and radio programs.

### *Your Mind and Your Teacher*

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

### *Helping Your School*

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

### *The Wise Use of Time*

**B**ACK OF every great achievement there is endless detail and planning. The great bridge that spans a river, the vast building that rises in lovely majesty, or the sturdy airplane that sweeps the skies, have back of them an endless detail of mathematical calculations, mechanical

drawings, blueprints, factory schedules, skilled craftsmanship. We live in a precise and orderly world. The wise student plans his daily, weekly, and yearly work as carefully as he solves his problems in algebra or chemistry or mechanics. He makes a schedule, tries it, adapts it, sticks to it, and in consequence is able to do many times as much as the slipshod and haphazard student. By planning your time carefully you will find a place for worthy accomplishment, for generous leisure, for happy companionship, and for relaxation and meditation, which are marks of a well-balanced mind.

### *The Discipline of Writing*

**W**RITING develops one's mind and is a source of usefulness and enjoyment to one's self and to others. The way to learn to write is to do some writing daily; to maintain regular correspondence, taking pains to make one's letters full and interesting; to set down with careful accuracy records of important events and one's observations in a journal; to write out in advance talks or even one's part in expected conversation. Here are a few simple rules: Have something to say. Turn your thoughts over in your mind until they assume an orderly sequence. Make an outline or rough draft. Revise until you can think of no further improvement. Lay it aside for a few days and revise again. Keep your reader always in mind. Prefer simple words used with exactness. Test writing by reading aloud to others. Read much and memorize the best writings.

### *The Art of Concentration*

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

# Toward A NATIONWIDE PROGRAM for MEDICAL CARE

**A**MONG FAMILIES on relief, acute illness is 47 percent more prevalent and chronic illness 87 percent more prevalent than among families with incomes of \$3000 or over.

Nonrelief families with incomes of less than \$1000 experience twice the rate of disability of families in the higher income group.

No physicians' care is received in 30 percent of serious disabling illnesses among relief families and in 28 percent of such illnesses in families just above the relief level.

The death rate among infants in families with incomes of less than \$500 is more than five times the death rate among infants in families with incomes of \$3000 or more.

Forty percent of the counties in the United States have no registered general hospital.

Fifty million Americans are in families receiving less than \$1000 income a year; illness and death increase their toll as income goes down; medical care decreases sharply as need for it mounts.

These are among the startling facts brought out at the National Health Conference held in Washington, D. C., in July, sponsored by the President's Interdepartmental Committee To Coordinate Health and Welfare Activities, Josephine Roche, chairman.

Teachers—thru their intimate contacts with children—are too close to the increasingly critical problem of the nation's health to be able to dismiss these figures with a shrug. Mary, too frequently absent from school because of her mother's chronic and untreated illness; anemic Paul, too proud to accept charity; Helen, who needed hospital care and couldn't afford it—to the teacher these are boys and girls in his own class, students to whom he gives whatever assistance he can. But multiplied by thousands, these are the "cases" that make up the appalling statistics on public health.

The thinking teacher realizes, therefore, that the level of health thruout the nation is of vital concern to the educational forces. He follows with interest

the increasing discussion of how to provide adequate medical care for the thousands now unable to afford it.

The urgent problem has long been recognized. As an outgrowth of a meeting in 1926 composed of leaders in medicine, public health, and the social sciences, came the important Committee on the Costs of Medical Care, which spent five years in what was probably the most intensive survey of medical needs ever made. In its noteworthy report, *Medical Care for the American People*, published in 1932, the committee recommended:

[1] That medical service, both preventive and therapeutic, should be furnished largely by groups of physicians, dentists, nurses, pharmacists, and other associated personnel organized preferably around a hospital, encouraging maintenance of high standards and preservation of a personal relation between patient and physician.

[2] Extension of all basic public health services—whether provided by governmental or nongovernmental agencies—so that they will be available to the entire population according to its needs.

[3] That costs of medical care be placed on a group payment basis, thru the use of insurance or taxation, but not precluding continuation of medical service on an individual fee basis for those who prefer it.

[4] That study, evaluation, and coordination of medical service be considered important functions for every state and local community, that agencies be formed to exercise these functions, and that the coordination of rural with urban services receive special attention.

[5] Certain changes in the field of professional education.

Subsequent surveys have substantiated the findings of this committee, as to the unnecessary sickness and death in the low-income group due to the high cost of medical care, the gulf between those needing medical care and those prepared to render this service, and the consequent difficulty of many doctors in securing an adequate income.

After six years the proposals of the Committee on the Costs of Medical Care still remain proposals. Nevertheless our citizens—like those in other parts of the world—are in one way and another experimenting with approaches toward an adequate health program. The other leading industrial countries of the world all have some system of health insurance. The *American Observer* for October 25, 1937, describes some of the trends in the United States:

"A number of individual business and industrial concerns have their own systems [of health-insurance programs]. In some cases the costs are met entirely by employers; in others entirely by workers, who have a small sum deducted each month from their pay envelope; and in some cases by joint contributions from both. Some of the plans include complete medical care, including hospitalization, whereas others do not go so far.

"To a relatively small extent, labor unions protect their members against the hazards of illness. . . . Some workers are insured against sickness by private insurance companies. . . .

"One of the most frequently discussed private plans of group medicine is the Ross-Loos Clinic, located in Los Angeles. About 25 physicians belong to the clinic. For the sum of \$2 a month, a person is entitled to medical attention, either at the clinic or at his home. This does not cover dental or nurse service, but it does include all the members of the families.

"In New York City, the Associated Hospital Service is directing one of the largest group hospital schemes in the country. Nearly a quarter of a million members belong. For a charge of \$10 a year, it provides semiprivate care in any one of 197 hospitals for a three-week period. The service includes bed and board, general nursing service, X-ray and laboratory examinations, anesthesia, and routine medical examinations. Beyond three weeks, the patient pays at 75 percent of the regular charges. . . .

"Well over a million college students participate in group systems which exist in 150 universities and colleges."



A group health project whose difficulties have been given nationwide publicity because of their far-reaching significance is the Group Health Association, organized in 1937 by 2500 government employees in the District of Columbia. Made up chiefly of employees from the lower salary classes, the GHA is a consumers cooperative organization which endeavors thru monthly dues to provide prepaid medical care at a cost within the members' means. Physicians retained by the group and doctors who take part in medical consultation with them have been threatened with expulsion from the District Medical Society. GHA doctors have been excluded from practicing in the District hospitals.

In a special statement issued August 1 by the Department of Justice, this attempt to prevent the Group Health Association from functioning was called "a violation of the antitrust laws because it is an attempt on the part of one group of physicians to prevent members of Group Health Association from selecting physicians of their own choice." The Department interpreted anti-monopoly laws as "prohibiting combinations which prevent others from competing for services as well as goods." The report points out that:

"Cooperative health associations are primarily aimed to help families not on relief. Theirs is the most pressing medical problem today because they have no public funds and will not go to charity. . . . The medically indigent in many localities have access to free clinics or charitable services by doctors, and their unsatisfied needs may be more amply filled than at present by an expansion of private charity or governmental grants. But those with income enough to pay for some medical service either cannot avail themselves of these free facilities, or because of selfrespect they do not desire to do so. Such persons experience no difficulty when their medical needs are slight; but when serious illness strikes . . . the financial burden is excessive."

The Department held that, whether or not the cooperative health association is a proper solution, at least it is an experiment which should not be hindered by artificial impediments. The statement added:

"No combination or conspiracy can be allowed to limit a doctor's freedom to arrange his practice as he chooses, so long as by therapeutic standards his methods are approved and do not violate the law. . . .

"There should be free and fair competition between new forms of organization for medical services and older types of practice, without the use of organized coercion or illegal restraint on either side."

Teachers may secure a free copy of the complete report by writing to the Department of Justice, Washington, D. C. It is worthy of study by pupils in hygiene or social science classes.

A "medical rift" somewhat similar to that in Washington is described in *Survey Graphic* for August 1938 (p418-19)—the story of the Milwaukee Medical Center, organized in 1936 to provide medical care for certain wage-earning groups in Milwaukee. Action of the county medical society in expelling co-operating doctors was upheld by the judicial council of the American Medical Association.

The sessions of the American Medical Association held at San Francisco in June 1938 were marked by sharp controversy on the subject of group health, between a conservative majority and an insurgent minority. The former, claiming that the government might eventually gain control of the entire medical profession and subject it to political domination, maintains that the health of the people is not the direct concern

of the government. Granting that the inadequacies of medical care must be remedied, this group believes that fundamental changes toward mass methods are a step in the wrong direction, tending to lower the quality of medical service. The dissenting group, originally called the "Committee of 430," now the "Committee of 770," favors group health insurance and government subsidies to help adapt the medical structure to modern times.

The issue is not an academic one. Rather, it is a question in which public interest is keen, since health is the concern of all the people. Teachers will find an impartial statement of both sides of the controversy and a description of the various proposals advanced in the *American Observer* for June 27, 1938. Or, for opposing points of view, see "Professional or Mechanized Medicine" in *Hygeia* for July 1938 and "Government Fights for Health" in *The New Republic* for August 3, 1938.

Still another phase of the health problem to which the teacher is referred is that taken up by Dean J. B. Edmonson of the University of Michigan, in *School and Society* for August 20, 1938. Dr. Edmonson lists these debatable issues in health education as being of crucial importance to teachers and school officials:

"How complete a program of health education and care should a school provide for all children? Should the health objective or the recreational objective be the controlling aim in the school's program of physical education? What are the health facts having scientific endorsement that should be presented to pupils and what health habits should pupils be helped to form or strengthen? How much knowledge of health matters should a classroom teacher be required to possess? To what extent must the schools avoid health instruction that conflicts with the teachings of religious groups? Should school officials or other governmental officials be given the legal authority to require pupils to secure needed dental or medical attention when the parents neglect or refuse to provide the necessary care? How can the most effective coordination of the community's health services for school children be brought about?"

—MILDRED SANDISON

Emphasis on the educational aspects of health is symbolized by the coming to NEA headquarters of a fulltime executive secretary of the American Association of Health, Physical Education, and Recreation, a Department of the National Education Association (see *THE JOURNAL* for September 1938, p192). The name of this Department is in itself prophetic, signifying the integration of health with recreation and physical education. For information regarding the Department's work, consult its magazine, *Journal of Health and Physical Education*, or write to the new secretary, N. P. Neilson, 1201 16th St., N. W., Washington, D. C. Persons wishing to subscribe or to become members of this Department, should send their applications to Elmer D. Mitchell, 311 Maynard Street, Ann Arbor, Michigan.

# THE TEACHER'S CHALLENGE

*J. T. Anderson*

PRESIDENT, STATE TEACHERS COLLEGE, WAYNE, NEBRASKA

THERE ARE THOSE who charge that our schools have failed, that they have not kept faith with those who support them. As evidence of that failure, critics point to the fact that many who were trained in our schools in the past now find themselves unable to cope successfully with many practical problems of life. We, as teachers, are challenged to show that our teaching does prepare young people to overcome difficulties, to make personality adjustments, and to solve life's problems.

We are challenged to answer the charges made by opponents of public education, who point out that in the face of the most elaborate educational system in the world, crime continues to increase in our country by leaps and bounds. They tell us that if our schools had succeeded, crime should be on the decrease. The picture painted is not a wholesome thing to look upon when we are told that one murder is committed in our country every forty minutes of the twenty-four-hour day, that one major crime is committed every twenty-four seconds, and that crime has already caused two-fifths of our national debt. We are expending ten times as much on crime as we are for education—which may be a partial answer to the critics of education. Perhaps if we had spent more on education for formation of character, we would now need to spend less on reformation.

Again, critics of education point to the breakdown in the American home as evidence of the failure of our schools. They tell us that if we had taught the young people as we should, we would have prepared them for better and happier homes, whereas at the present time one marriage in five, almost one in four, ends in divorce, while others constitute situations even worse than divorce. While some mothers are forced to work and neglect their children to secure money to buy food and clothing, others who have been trained in our schools even more recently choose to neglect their children to attend the bridge

party, smoke cigarettes, and drink beer.

These same critics refer to the decline in the spiritual power of the church as evidence of the failure of the schools. They tell us that our schools should have facilitated the program of the church, whereas, according to their belief, the schools have worked in opposition to the purpose of the church. As it is, they say the church has almost ceased to exist as a spiritual institution, that it has become a social institution with very little opportunity for social uplift since less than 12 percent of our young people attend church services regularly.

Another point given as evidence of the failure of the schools has to do with the question of war. Critics say that if the nations of the world had given proper instruction to their young people, war as an institution for the settlement of differences between nations would cease to exist; but with the debt of the last war still unpaid, destruction in life and property still in evidence on every hand, individuals and nations are ready to spring at each other's throats at the least provocation. The spirit of war is as potent today as it has ever been in the history of the world.

Critics of education point to the chaos in our political and economic affairs. They tell us that our schools have failed to prepare young people for emergencies and as a result livestock and even children have starved to death in a land not only of plenty but of surplus. Taxes have gone unpaid and mortgages have taken the homes. Less than 7 percent of the people control more than 93 percent of the wealth. Other adversities in evidence on every hand present problems such as drought, dust storms, insect pests, floods, and disease, which the present generation is unable to solve.

Why have the schools failed to meet the approval of the critics of education? Is it because we have not taught algebra and Latin as we should? We probably could have made these courses more meaningful to those who took them.

Is it because buildings are poor? When

I go to to visit my friends in other cities they often take me for a drive about the town. As we go up and down the streets, past churches, residences, and school buildings, I am asked such questions as these: "Don't we have beautiful homes? Aren't our churches magnificent? And aren't our schools the most wonderful you have ever seen?" I am often constrained to say that I can't tell by looking at the house what kind of home exists within; neither can I tell by looking at the church structure anything about the spiritual efficiency of that institution; likewise I cannot tell what kinds of schools exist in those beautiful buildings. These institutions are spiritual in nature and depend for their success upon more than material things.

Again, if our schools have failed is it because the teachers are poorly prepared? In many cases they are. Our profession is the only one I know which permits individuals to enter upon the practice of the profession at the time they begin their training.

Can the failure of the schools be credited to the fact that we have spent too little? Can it be because of inefficient boards of education? Or because our homes have not cooperated? Or because we teach one thing in our schools and practice something else in life?

For example, if I should go next Monday morning to visit the primary room of one of our schools at the opening exercise time, I should no doubt find there a group of happy little children eager to do the bidding of their teacher, willing to work and anxious to learn. I might listen to them as they say their morning prayer in which they ask the good Lord to bless their efforts during the day. As I stood there watching these children sit with bowed heads and folded hands, I would see in my mind's eye thousands of other little children doing the same thing at the same time. Then I should probably say to myself: "Surely when these boys and girls have grown to maturity and have entered the business of the work-a-day world, the spirit of the Great Teacher shall prevail among men and we shall practice the Golden Rule as we have never practiced it before."

And I could go on thru the intermediate and upper grades and into the highschools and all day long hear conscientious teachers striving to build into the hearts and lives of these young peo-



ple traits of character which will mean happiness and success to them. I would feel contented with the good work of the school and predict that our economic, social, religious, and political problems would soon be solved. But when the work of the day is finished and these boys and girls leave the school buildings to go to their homes, I should probably see a group of children stopping to enter into conversation with some careless wag of the community. More can be done to destroy character in five minutes in this situation than the school has been able to do all day to build it.

If I should follow another group of children into a store to make some purchases for the home, I should probably see there business practices out of harmony with principles of honesty as taught in the schools.

If I should follow another group of children down to the corner drugstore and watch them gather around the magazine stand and notice the type of literature in which they are most interested, I should realize that more can be done to destroy character in the reading of one of these trashy magazines than the school can do in a long time in building it.

I might go with another group of these children to their homes on the farm. As we pass along the highway I could probably see beautiful pictures advertising cigarettes and liquor. I would remember that during the day teachers were striving earnestly to comply with the law to teach these children the evil effects of alcohol and narcotics. But more can be done at one glance to teach these children to use tobacco and liquor than the school can do all day to teach them not to use them.

Or I might go with another group of these children to the movies and probably see pictures that ridicule virtue, make light of the sanctity of the home, or teach vice and crime. And then I would probably conclude that about all the school has been able to do for these children has been destroyed by their contact with the life outside the school. I would wonder how much of the good work of the school would return with these children on the morrow. It would be easy to admit failure.

No, education of the right sort has not failed, altho it has had to face many

handicaps. It has been the means of carrying the torch of learning and civilization itself thru perilous times and dark places into the broadest light, liberty, and selfrespect. I have a feeling that the American school will meet its challenge and that brighter days lie ahead.

The school began as an institution for the eradication of illiteracy; it has done that job and done it well for you find few citizens who cannot read or write. Then there came a time when money-making became a chief objective of the American school and we placed upon our bulletin boards statistics showing that a boy who finished the eighth grade could make so much money. If he finished highschool he could make more and if he finished college he could make still more.

Next there came a time when increased production was one of the chief objectives of the school program and we talked about making two blades of grass grow where one grew before. Then later someone came along and told us this was all wrong, that we should make one grow where two grew before!

I suppose in the mind of the average layman today economic security should be the chief objective of the school. In my estimation the most important objective of the school at the present time is moral and social stability, for what shall be the value of material achievements if the general public has not the moral and spiritual strength to use them wisely?

For example, what shall be the value of the radio if its chief use is to be for the propagandist to oversell his wares to the public beyond its ability to pay? What shall be the value of television if the principal thing we are to see is destruction of the lives of men, women, and children as we would see today if our instruments were attuned to the battlefields of Spain? What shall be the value of the airplane if it is to be used as an instrument of war to rain bombs of destruction upon helpless women and children? What shall be the value of the automobile if it is to continue to destroy life in America at a rate more rapid than that caused by the World War in a like period of time? What shall be the value of increased production if the average man has not the money with which to buy? What shall be the value of freedom if freedom is

to be for the select few while the great masses of the people remain slaves to their environment? What shall be the value of education if increased learning is to be used to take advantage of a less fortunate brother? What shall be the value of religion if so-called Christian nations continue to manufacture instruments of death and destruction to be used in war? What shall be the value of labor-saving machinery if we fail to provide for leisure and if leisure continues to breed vice and crime? What shall be the value of social security if at the same time we legislate for social security we also legislate for social insecurity? When we voted to repeal the Eighteenth Amendment we legislated insecurity upon thousands of our citizens and pronounced a curse upon our young people that will take years of toil and sacrifice to overcome.

As teachers we are challenged to consider the whole child and not simply a part of his being. We are challenged to analyze the present, to predict the future, and in the light of that prediction so to train these young people that they will be able to meet emergencies and to live successfully in a changing world. We are challenged to correct the evils in the present without wrecking the good. We are challenged to make greater use of the radio, the movies, and other forms of visual education used in informal training which at times seem more potent than much of our formal education.

We are challenged to cause our teaching to carry over into the community life in some form of adult education which will cause parents to move forward in education along with their children. We are challenged to teach these boys and girls to enjoy the blessings of progress without falling a victim to their use. We are challenged to show that our teaching administers to the abundant life of the group as well as the individual.

We are challenged to prove that our teaching is functional in practical situations. We are challenged to show that knowledge alone is valueless unless there is moral courage and spiritual stability to accompany it. And finally, we are challenged to provide for democracy in education to the point where every man, woman, and child may receive a training comparable to his individual ability to learn.

THE TEACHER'S WORK

*The day's work counts—it isn't what  
You mean to do a week ahead;  
It isn't what you know you'll gain  
When all annoyances have fled;  
It isn't what you dreamed and planned—  
Such hopes are but a phantom land—  
The day's work counts.*

*The day's work counts—it isn't much,  
The gain of those few painful hours,  
But be content if there is shown  
Some product of those sacred powers  
Which guide each mind—uphold each  
hand,  
Strive with the best at your command—  
The day's work counts.*

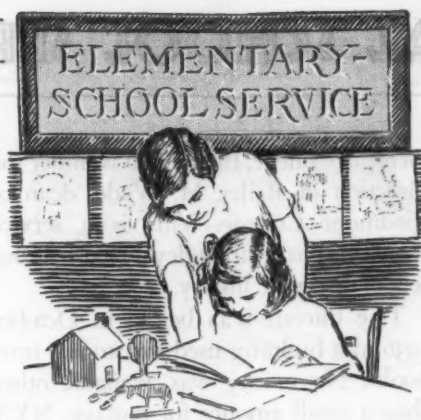
—ARTHUR CHAPMAN.

WHY NOT TRY THIS?—"Menus of the three best Sunday dinners the children had ever eaten were placed on the blackboard and a lively discussion of foods which they liked ensued. Beside the items on these menus, the children tried to arrange books which could be substituted for various parts of the meal. It was observed that a number of the books read would do for dessert, but would hardly be nourishing enough to grow on. The pupils now had a purposeful desire to read many kinds of books. Every child wanted to make a book menu of his own."

This is one of several thousand teaching devices described in *Newer Practises in Reading in the Elementary School*, the 1938 Yearbook of the Department of Elementary School Principals of the NEA—the outstanding book-of-the-month-for-elementary-teachers. Sent to members of the Department; \$2 a copy to others.

HAS YOUR TEACHING PROGRESSED?—"The first of the old teaching procedures was the *assigned situation*. The teacher said to the class, "Work the next ten problems or read the next two chapters." Then the *imaginary situation* replaced this technic, and situations were played or imagined in the classroom. This method was more interesting but it lacked the test of reality. The teacher could control results, and the pupils could not realize the seriousness of making a mistake.

To overcome these disadvantages the *actual situation* has been adopted by leading elementary-school teachers. This



method, unlike the other two procedures, tests the results of the learner. For example, in a first-grade class, during the rest period, the instructor may arrange an actual situation for teaching a child his own name and those of the others by simply printing each name on a separate piece of wrapping paper large enough for one to lie down on. At the beginning of the period, if the room is warm enough, the pupils are told to get their papers and lie down on them. The child goes to the pile of papers, finds the one with his name on it, and while doing this, sees his classmates selecting theirs. In this way he will soon learn all the names in the room. This is an actual situation; for if he fails, he is without a paper and recognizes his own failure, which provides the most intelligent way of testing.—W. W. Hill, superintendent of schools, Fort Payne, Alabama.

TO ENCOURAGE PUPILS TO DEVELOP HABITS OF PERSONAL CLEANLINESS, many New York City schools distribute a card, which children may hang over their bedroom mirror as a reminder:

AM I READY FOR SCHOOL?

Is my HAIR brushed  
Is my FACE washed  
Are my EARS clean  
Are my TEETH brushed  
Is my NECK clean

?

Are my HANDS washed  
Are my FINGER-NAILS clean  
Have I a clean HANDKERCHIEF  
Am I free from COLD, COUGH, and  
SNEEZES

?

Are my CLOTHES neat  
Are my STOCKINGS clean  
Are my SHOES shined

?

WHAT OUR SCHOOLS MEAN TO US—Using this theme, students from every grade level supplied material for the *New York State Education Magazine*, May 1938. This is a good theme for any school to promote better pupil-teacher understanding.

SYMPTOMS OF COMMON CHILDHOOD DISEASES are described by James Frederick Rogers, M.D., consultant in hygiene, U. S. Office of Education, as follows:

*Measles*—cold in the head, with sneezing, running nose, red and watering eyes, cough, fever. The eruption does not appear until the third day.

*Scarlet-fever*—vomiting, sore throat, fever; a fine scarlet rash appears within 24 hours on neck, chest, arms, and to some extent on the face.

*Diphtheria*—general signs of illness. There may be vomiting or a chill, or only prostration. The throat may be red and a patch of gray membrane present. Soreness may be complained of. Fever is present, altho it is usually not high. A watery nasal discharge which irritates the upper lip should in time of epidemic make one suspicious of nasal diphtheria.

*Tonsillitis*—there is sore throat; there may be a chill or chilly sensations, and usually high fever. There is much prostration. The throat is much inflamed. Yellowish spots may be present on the tonsils.

*Smallpox*—chills, fever, backache, nausea, and vomiting are usually present. The eruption appears on the second or third day. Symptoms may be very mild and the disease difficult to distinguish from chickenpox.

*Chickenpox*—an eruption of discrete, red, raised spots appears usually first on the forehead. There may be fever but other symptoms are slight.

*Mumps*—there is swelling of the parotid gland, in front and below the ear, or a gland below the jaw on one or both sides; there is pain in this region, especially on swallowing, and generally signs of illness.

IS YOUR SCHOOL READY for American Education Week? See page A-136 for helps.

A PERSONAL REQUEST TO YOU—If teaching is truly a profession should there not be certain books which belong to the profession as a whole to every teacher everywhere? What books would you include in such a list? Write the editor of THE JOURNAL your choices.



**AN INVITATION TO RURAL TEACHERS**—Any member of the National Education Association may become a member of the Department of Rural Education upon request and without payment of further dues become eligible to attend the annual convention meetings of the Department, to vote, to hold office, and to receive annually three or more issues of the *Rural Service Bulletin*. This is an opportunity to join the ranks of those in the service of rural schools. We invite you to take part.—Mrs. Katherine M. Cook, president, NEA Department of Rural Education.

**HAVE YOU SEEN *Newer Types of Instruction in Small Rural Schools***, the 1938 Yearbook of the Department of Rural Education? (144 pages, illus. 50¢) Chapters on the social studies, local environment, and the language arts are outstanding.

**OUR SCHOOL FORESTRY CLUB**, which also includes local highschool children, takes hikes and field trips, makes collections of materials, and works in nature hobby groups. This and a wild-flower garden planted on the edge of the woods near the school which will gradually become a living museum of local plant life, do much to stimulate interest in nature. Children go out to paint or paint scenes from the window at the easel. They are studying science and physical geography just now in relation to farming problems in the local community.—Anne Hoppock, helping teacher, Warren County Public Schools, Belvidere, N. J.

**FOR YOUR LIBRARY**—Each rural school may well keep a selected library of bulletins from the U. S. Department of Agriculture. It is good training for an older student to act as librarian. He can write to the Department of Agriculture in Washington, D. C., for lists and information as to how to order.

**A COUNTY MATERIALS BUREAU**—That teachers need tools and materials with which to work was the idea back of the Habersham County, Ga., Materials Bureau (see *Georgia Education Journal*, Oct. 1937, p10). Founded by Nettie Brogdon, a faculty member of the West

Georgia College, the bureau is under the direction of Bailey M. Wade, dean of Piedmont College. This is a service which might well be developed by your school or public library.

The bureau was begun in October 1936 in a building used for storing textbooks. No money was available other than a small amount for postage. NYA students from Piedmont College assisted in collecting materials. Under the leadership of Superintendent Claude Purcell of Clarkesville, a campaign was made to collect free books, magazines, and newspapers. Books with educational material were cataloged and made accessible to county teachers. Pictures of educational value from magazines and newspapers were mounted on cardboard. Free pamphlets were ordered. Newspaper articles were clipped and filed.

Two principal purposes have motivated the work—first, to furnish materials for the classroom teacher and adults in general; second, to serve as an agency for training prospective and inservice teachers. Informal groups meet constantly for help on particular problems. Teachers, when beginning the study of a new unit, come to the bureau to borrow for two weeks or longer all suitable materials, pictures, clippings, slides.

**A SPECIAL RURAL-SCHOOL PACKET** (see page A-136) has been prepared for American Education Week. Order your copy now.

**THE NOON LUNCHEON HOUR** is a most enjoyable time. Each child has his own luncheon mat made of oilcloth. Paper napkins are passed and the lunches are brought in by the boys while the girls are washing. After the boys have washed, everyone is ready to eat. Three days a week cocoa is made and served by the children. Occasionally, special dishes are cooked on the hot plate. Italian spaghetti was popular while we were studying Italy. Guessing games are popular during the luncheon hour. In late spring and early fall we eat on our shady lawn.—From *Modern Education in the Small Rural School* by Kate V. Wofford (Macmillan, 1938, 582p. \$2.75), a book written for those who teach or will teach in rural schools, and filled

with practical suggestions for program-making, individual instruction, progress charts, and inexpensive classroom materials.

**FOR SCHOOL DISCUSSION**—Can the pupils in your school answer these questions:

- [1] When did the first settlers establish themselves in your school district?
- [2] What is the highest price per acre paid for land in your district during last year? The lowest?
- [3] How many people live in your school district?
- [4] How many children are born there each year?
- [5] What races and nationalities are represented in the district?
- [6] What are the three major crops raised in the district? What price does each bring? What is the cost of producing each?
- [7] How much money is invested in your school district plant?
- [8] What is the annual school budget for the current year? Where does the money come from?

**FOR SUPPLEMENTARY READING AND CHARACTER EDUCATION**—

### *When I Am a Guest*

When I go alone or with my parents into another home, I shall try to prove that I have good manners. I shall be very careful with all property and when I play, I shall remember I am a guest and not expect to have things my way. I won't be quarrelsome with the children there. I won't go to any room to which I am not invited, nor will I handle books or anything else in that home until I am very sure it is proper to do so. With all such things I shall be extremely careful. I will not run, nor jump, nor romp, nor be noisy even if the child entertaining me in his home should be so. I want his parents to think well of me, so I must watch myself.—From *I Am Growing Up*, Book II, "Manners," by Garry Cleveland Myers.

**THE GREATEST FARM PROBLEM IN AMERICA TODAY** is the problem of the rural school. The surest form of farm relief is some measure which will bring to the rural school the highest forms of administrative and teaching service and to every boy and girl a fair start in life. Write to THE JOURNAL describing briefly one pioneering activity which your school is undertaking to improve rural life.

TWELVE RULES OF LIFE

- [1] The success of perseverance
  - [2] The pleasure of working
  - [3] The dignity of simplicity
  - [4] The worth of character
  - [5] The power of kindness
  - [6] The influence of example
  - [7] The obligation to duty
  - [8] The wisdom of economy
  - [9] The virtue of patience
  - [10] The improvement of talent
  - [11] The joy of originating
  - [12] The value of time
- [For your bulletin board]

YOUTH IN A DEMOCRACY—In a democracy, every young person should learn:

- To think for himself.
- To make intelligent, discriminating choices.
- To take an active interest in civic affairs.
- To speak well in public.
- To preside over a meeting with ease.
- To maintain goodwill and poise in the face of difficulty.
- To assume his share of responsibility for the general welfare.

The student who serves well as a class officer, as an editor or reporter on the school paper, as a member of the student council, or in some other worthy school activity, is performing civic duties which help to prepare him for lifelong participation and leadership in a democratic civilization.—Willard E. Givens.

WHAT IS YOUR LIST?—For a six weeks' course in contemporary books for high-school seniors, Edwin Smith, Classical Highschool, Springfield, Mass., suggests the following: "We make three stipulations as to texts the students read. They must read something they can understand; they must enjoy it; and they must always read on two sides of any controversial question. For beginners, we have accessible a good number of the Headline Books published by the Foreign Policy Association. All students find such books as *I Went to Pit College*, *You Have Seen Their Faces*, *Rich Man Poor Man*, *Middletown*, *Rich Land Poor Land*, *The Robber Barons*, and *Road to War* well within their range. Russia is invariably interesting to them, and when they have contrasted Maurice Hindus, Walter Duranty, or Irina Skariatina, with the Tchernavins or



Eugene Lyons, they are curious enough to read on. Naturally Europe today attracts others, particularly Italy and Germany; for these John Gunther, Sir Philip Gibbs, William Teeling, Vincent Sheean, and any number of contemporary journalists will do nicely. Books dealing with philosophies and ways of life different from our own are surprisingly attractive to thoughtful boys and girls: Stuart Chase's *Mexico*, Lin Yutang's *My Country and My People*, Yeats-Brown's *Lives of a Bengal Lancer*, Peter Freuchen's *Arctic Adventure*. And incredible as it may seem, I have found sixteen-year-olds who have understood Mumford's *Technics and Civilization*, Strachey's *The Coming Struggle for Power*, Niebuhr's *Reflections on the End of an Era*, Stanley Casson's *Progress and Catastrophe*, and Belloc's *Crisis of Civilization*. Naturally, we have to adapt the reading to the individual—and sometimes to the individual's parents—but there is material for all!"

ADULT EDUCATION IN ACTION—A High-school Speakers' Bureau, organized in the Berkeley, Calif., Highschool by Kathryn Heinz Livingston, chairman of the English department, is an important factor in community-school understanding. Problems of American democracy are discussed on community forum, panel, or radio programs by students who are prepared thru class study.

WHAT DO THEY GET OUT OF IT?—A recent survey of some 988 boys and girls in a New York highschool revealed that during the school year they devoted on an average two hours and five minutes a day to the radio.

THE CASE AGAINST NARCOTICS is graphically presented for highschool students in two recent pamphlets: [1] *Top Form* (Alcohol Education, 1730 Chicago Avenue, Evanston, Ill., 15¢, \$1.20 a dozen)

which quotes Olympic champions and other leaders to the effect that high attainment and alcohol do not "mix." [2] *Marihuana, the New Dangerous Drug*, by the Opium Research Committee, Foreign Policy Association, National Press Building, Washington, D. C. 15¢, \$1.44 a dozen.

AMERICAN EDUCATION WEEK MATERIALS (see page A-136) have been prepared with the cooperation of school people from all sections of the country.

A FRIENDLY GUIDE—*The Promise of Tomorrow* by Walter E. Myer and Clay Coss (Civic Education Service, Washington, D. C. 538p. 1938, \$2.50, \$2 in quantities of five or more) offers valuable counsel to highschool students planning to build careers in a disordered and not too friendly world. Getting and keeping a job, income and conditions of work in specific vocations, and habits of life which make for happiness are presented against a revealing picture of social conditions in America today.

TO IMPROVE STUDY HABITS, give a copy of "Your Mind in the Making" to each of the older students and discuss its contents (see page 213).

FOR YOUR CLASS IN CURRENT AFFAIRS—How to study all factors in a geographic section which influence the wellbeing of the people is illustrated by the recent *Report on Economic Conditions of the South* (64 pages, free from National Emergency Council, Washington, D. C.). The report outlines the urgent need for adequate medical care, for education not only in the classroom but outside of it, abolition of child labor, improved employment conditions, and conservation of soil, two-thirds of which has been wasted by erosion.

MAY WE HEAR FROM YOU?—The highschool is the people's college. It can perform its greatest service only as it becomes an expression of the best life of the community and an eager servant of that life. Its task is not to prepare people to leave the community but to render larger service in it. Write THE JOURNAL describing a pioneering enterprise in your highschool in training for leisure, vital health programs, classes in home architecture or community planning.



FOR THE FRESHMEN ASSEMBLY—*To be at home in all lands and ages; to count nature a familiar acquaintance and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends—this is the offer of the college for the best four years of your life—William DeWitt Hyde in Kappa Sigma.*

WILL YOUR COLLEGE MAKE THE MOST OF AMERICAN EDUCATION WEEK as a time for interpreting its service to the community? See page A-136 for materials.

FIRST-AID FOR FRESHMEN—A plan of upperclass counseling for freshmen and transfer students has been in operation at Purdue University, Lafayette, Indiana, for four years. Some services rendered by upperclass women are: Helping students get acquainted with classmates and faculty members; advising as to appropriate dress for social functions; assisting with routine registration; getting dates; helping to ward off homesickness. After the first two or three weeks, upperclass women suggest solutions for roommate "difficulties," advise in effective use of time, in getting a start in campus activities, and in learning to use the library.—Dorothy C. Stratton, dean of women.

DURING THE NEXT TWENTY-FIVE YEARS when many of the homes of America will be rebuilt, every university should have a department of architecture with emphasis on the design of the individual home.

A PREPARATORY COURSE FOR MARRIAGE is offered at the University of North Carolina, Chapel Hill, for senior students. See "Teaching Marriage at the University of North Carolina," by Ernest R. Groves, *Social Forces*, October 1937, p87-96.

FUTURE TEACHERS OF AMERICA—Each college or teachers college interested in the improvement of the teaching profession is entitled to form a Future Teachers Club under the sponsorship of a member of the faculty. Write to the NEA for a 16-page leaflet, "Future Teachers of America," one cent each in any quantity, but no orders for less than 25 copies; cash to accompany orders for \$1 or less.

IS YOUR COLLEGE HELPING young men and women to acquire gracious manners and a wider knowledge of life than they can get in the classroom alone? In *Hungry Hearts*, by Anzia Yezierska, there is a touching story of an immigrant girl who earns her way thru college by working nights in a laundry. In her classes she is brilliant, but no one teaches her how to dress, how to speak in a pleasant voice, how to carry herself when she comes into a room. She makes no friends; she is so unkempt when she graduates that she cannot get a good teaching position; she becomes an embittered and cheated woman. If your college has a plan for meeting such problems, make it available to other schools thru THE JOURNAL.

THE EVALUATION OF HIGHER INSTITUTIONS is the title of a series of seven monographs based on the investigation conducted for the Committee on Revision of Standards, Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools. Published by the University of Chicago Press, the volumes deal with: Principles of Accrediting Higher Institutions; The Faculty; The Educational Program; The Library; Student Personnel Service; Administration; and Finance.

GOOD READING is the title of a guide for college students and adult readers, briefly describing about a thousand books which are well worth knowing, enjoyable to read, and largely available in inexpensive editions. Order from Committee on College Reading, National Council of Teachers of English, 211 W. 68 St., Chicago, 20¢ a copy, \$1.80 a dozen, \$13 a hundred.

A MUSEUM OF INDIAN RELICS and other rare materials is being arranged for Western State Teachers College, Kalamazoo, Michigan, by President-emeritus Dwight B. Waldo.

EIGHT QUALITIES OF A "GOOD" COLLEGE TEACHER, stated by President Frank Baker, Milwaukee State Teachers College:

- [1] Possession of a love of human nature and a desire to promote its welfare.
- [2] The ability to think problematically.
- [3] The ability to organize intellectual materials.
- [4] Understanding of the minds to be taught.
- [5] Understanding of the skills and technics of teaching.
- [6] Possession of a general education.
- [7] Evidence of a capacity for citizenship in terms of performance.
- [8] Possession of a critical attitude to discern social and professional needs and the courage to state them.

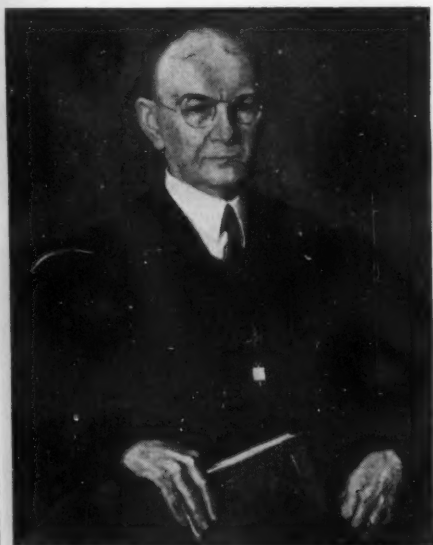
HORACE MANN AT ANTIOCH by Joy Elmer Morgan (608 pages, clothbound, 26 illustrations, many of them full-page, \$2 postpaid from the NEA) is a vivid life saga of one of America's greatest college presidents. This is a book for college teachers and students, for everyone who would catch the vision of a wellrounded life as set forth by Horace Mann and his followers at this pioneer American college. Includes "A Budget for Your Life," "The Antioch of Today and Tomorrow," and all of Horace Mann's addresses at Antioch, two of which have never before been published.

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES has opened a national headquarters at 744 Jackson Place, Washington, D. C. Walter Crosby Eells is executive secretary.

WILL YOU HELP THE JOURNAL make this page rich in suggestions that can be applied by college and university teachers everywhere in their daily work? Include in your letter a short, specific statement describing pioneering activities of unusual significance.

## President Shaw's Activities

☆ PRESIDENT REUBEN T. SHAW took up Association activities immediately after his election at the New York convention and has spent much time in conference and travel. His itinerary during July, August, and September has included several visits to NEA headquarters and travel thru Pennsylvania, New Jersey, New York, Virginia, West Virginia, Kentucky, Ohio, Indiana, Vermont, New Hampshire, Massachusetts, Illinois, Wisconsin, North Dakota, Montana, Washington, Oregon, California, Utah, Wyoming, Colorado, and intermediate points. During October he will spend time in New England and the Middlewest.



JOSEPH H. SAUNDERS

*superintendent of the Newport News, Virginia, public schools and chairman of the Board of Trustees of the National Education Association, was recently honored by the Newport News Education Association, which recognized and paid tribute to his service to education in Newport News, in Virginia, and in the nation, by having his portrait painted by the noted artist, Albert Sterner. The portrait—unveiled by Miss Jane Saunders, a daughter of Dr. Saunders—hangs in the library of the Newport News Highschool.*

## God's Artisan

*What you, today, have taught these girls and boys  
They will forget. Too soon the mind employs  
Itself with needless cares and counts as naught  
The lessons which in early youth were taught.  
But what you are within your heart today  
Is marked indelibly upon the clay  
Of their young lives, to help or harm the plan  
Which God designed to make a perfect man,  
And trusted then to you, His artisan.*

CANDIDE BREAUX, Loreauville, Louisiana



## School Bells

Thruout the land their echo rings,  
And each clear tone a vision brings;  
The nation's strength and hope and pride  
Thru far-off years shall e'er abide—  
*While school bells ring.*

Above the din of crowded street,  
'Mid ceaseless tread of hurried feet,  
Thru fruitful fields of countryside,  
Where hamlets 'neath the mountain hide—  
*The school bells ring.*

Their music tells of opened doors  
To education's richest stores.  
The hand is trained, the mind is freed,  
The heart is stirred by word and deed—  
*Where school bells ring.*

Where'er young lives are taught aright  
That truth and honor are man's might;  
That character is life's chief gain,  
That righteousness tow'rs o'er the brain—  
*There school bells ring.*

Ring out, school bells, across the sky,  
Proclaim the cause that ne'er shall die.  
Thru distant time, in ev'ry clime  
Where men lift eyes to heights sublime—  
*Let school bells ring.*

—CHARLES G. REIGNER.

## Noted Professional Leader Dies

☆ AS THE JOURNAL goes to press, word comes of the sudden death on September 13 of Charles O. Williams, secretary of the Indiana State Teachers' Association since 1917. Mr. Williams, a member of the NEA since 1893, has served upon many important committees of the Association. He has been NEA Director for Indiana since 1930, for four years a member of the Budget Committee of the National Education Association, a member of the National Council of Education, and a Consultant of the Educational Policies Commission of the NEA. He was president of the National Association of Secretaries of State Teachers' Associations in 1927. He was one of a group of pioneers who as secretaries of the state associations made exceptional contributions to the development of the profession.

## Home Economics Department Participates in AEW

☆ THE DEPARTMENT OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS of the National Education Association thru the co-operation of the Department President,

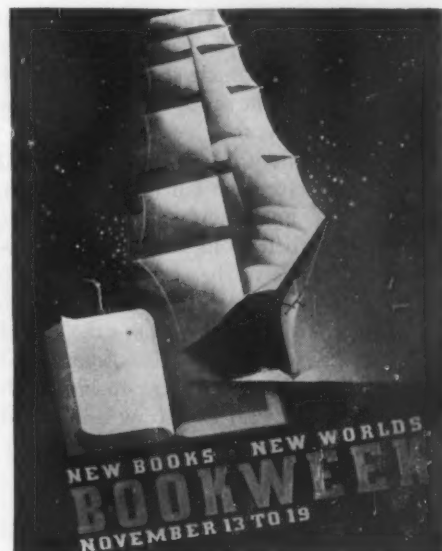
Freda Gerwin Winning of New York University, and a committee headed by Clara Lee Cone of the Atlanta, Ga., public schools, has prepared a set of helpful materials and suggestions for teachers of home economics in planning their local observances of American Education Week. The material includes quotations on the value of home economics, suggestions for activities, a list of plays suitable for programs, and a list of sources of program material. Copies of this ten-page document in attractive mimeographed form may be secured by sending 10¢ to the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C.

## A Letter from a School Patron

☆ "FEW PEOPLE really know what school teachers mean to the community. They not only hold the future of a child, but, in some instances, even the life of the child. I have had two experiences of this kind, and to me the school teacher is more than the greatest physician.

"My own youngster was critically ill five years ago with pneumonia. Attending physicians resorted to every possible means to save his life, but gave little hope for his recovery, as all means of giving him nourishment and medicine both by natural and artificial means had failed. He fought off the doctors, nurses, and even his parents. He was wasting so much energy that the doctors said the only hope that remained was to get nourishment into his system without sacrificing his energy.

[Cont. on next page]



## BOOK WEEK POSTER

*Book Week will be observed November 13-19. For helpful material write to Publishers' Weekly, 62 West 5th St., New York, N. Y.*



A hundred thousand men coming one after another could not move a ton weight, but the united strength of fifty would transport it with ease.—George Washington.

### New Life Enlistments

ALABAMA—Noble B. Hendrix  
ALASKA—Mrs. Rhoda Thomas  
CALIFORNIA—Julian Beck, Anne Bradley  
CONNECTICUT—Wilfred H. Moody, Mary O'Connor  
DISTRICT OF COLUMBIA—Edna A. Gerken, Anna Eleanor Roosevelt  
ILLINOIS—Glenn M. Kilby  
INDIANA—Mrs. I. Ward Frey  
KANSAS—Virginia Sappington  
MICHIGAN—Mabel E. Rugen  
MONTANA—Zoe Baur  
NEW YORK—Marvin M. Brooks, Ina M. Cole, Johanna M. Lindlof  
OHIO—Glendale O. Scott  
PENNSYLVANIA—Levi Gilbert, Harry B. Marple  
PUERTO RICO—Carmen Gómez Tejera  
TEXAS—Louise Gayle, Charles S. Ware  
VIRGINIA—Herbert D. Wolff

### Completed Enrolments

THE following schools have completed their 100 percent enrolments in the National Education Association for 1938-39 and have maintained their 100 percent standing for the number of years indicated.

#### NINETEEN YEARS

MISSOURI—St. Louis, Simmons

#### THIRTEEN YEARS

MISSOURI—St. Louis, Roe, Wyman

#### NINE YEARS

MISSOURI—St. Louis, Mallinckrodt



#### EIGHT YEARS

MISSOURI—St. Louis, Dumas, Eliot, Gundlach, Hamilton, Herzog, Madison, Meramec, Pestalozzi, Shenandoah, Washington, Wilkinson

#### SEVEN YEARS

MISSOURI—St. Louis, Carondelet, Carr Lane, Clay, Clinton, Delany, Dewey, Humboldt, Lincoln, Longfellow, Oak Hill, Resident Open Air, Rock Spring, Scruggs, Wheatley

#### SIX YEARS

KENTUCKY—Lexington, Arlington; Paris, Public Schools  
MISSOURI—St. Louis, Ames, Central High, Cole, Cottage Ave., Grant, Harrison, Jefferson, Marquette, Meramec Hills Farm, Mullanphy, Stix, Turner, Walbridge

#### FIVE YEARS

MISSOURI—St. Louis, Adams, Baden, Bellefontaine Farms, Carr, Harris Teachers College, Lafayette, Monroe, Mount Pleasant, Penrose, Porter Open Air, Shaw, Sigel, Stowe Teachers College, Wade

#### FOUR YEARS

KENTUCKY—Lexington, Cassidy  
MISSOURI—St. Louis, Buder, Fanning, Gallaudet, Gardenville, Garfield, Gratiot, Hodgen, Long, L'Ouverture, Mason, Michael, Peabody, Schroeder, Sherman, Special School No. 2, Special School No. 7, Taussig Open Air, Waring, B. T. Washington High, Woodward

#### THREE YEARS

KENTUCKY—Lexington, Ashland, Johnson, Lincoln, Maxwell; Louisville, James Russell Lowell  
MISSOURI—St. Louis, Busch, City Hospital School No. 1, Educational Museum, Froebel, House of Detention School, Laclede, Lindenwood, Virginia Ave.

#### TWO YEARS

KENTUCKY—Lexington, Public Schools  
MISSOURI—St. Louis, Banneker, Bates, Clark, Columbia, Corrective Speech Teachers, Divoll, Emerson, Field, Henry, Special School No. 4, Special School No. 14, Vashon Vocational, Woerner  
WISCONSIN—Winneconne, Winneconne

#### CURRENT YEAR

ALASKA—Talkeetna, Talkeetna  
CALIFORNIA—San Francisco, Alvarado, Bay View, Burnett, Kate Kennedy, John Muir  
CONNECTICUT—East Lyme, Public Schools; Fairfield, Holland Hill  
IOWA—Mason City, Harding, Jackson, Roosevelt  
KANSAS—Cambridge, Cambridge  
KENTUCKY—Pendleton County, Public Schools  
MISSOURI—St. Louis, Cote, Brilliante, Dessalines, Nottingham Ave., St. Louis Childrens Hospital, Southwest High, Special School No. 10, Wayman Crow, West Belle  
NEW YORK—Brooklyn, Edward Everett Hale No. 106, School No. 159, School No. 205; Edgemere, School No. 106; Long Island: Bellerose, School No. 133; Jackson Heights, School No. 148; Jamaica, School No. 82, School No. 131; Long Island City, School No. 70, School No. 122; Whitestone, School No. 30; New York City: Bronx, School No. 38, School No. 49; Manhattan, The Henry A. Rogers No. 84; Staten Island: Charleston, Kreischer No. 4; Linoleum, Carteret No. 26; Mariners Harbor, School No. 44; New Dorp, School No. 41; Richmond, Richmond No. 28; West New Brighton, Westerleigh No. 30  
NORTH CAROLINA—Winston-Salem, West End  
UTAH—Iron County, Public Schools; Paragonah, Paragonah; Parowan, Parowan  
VIRGINIA—Roanoke, Morningside; South Norfolk, South Norfolk High  
WEST VIRGINIA—Bluefield, North Side

[Cont. from preceding page]

"Here was where the school teacher came in. I figured that he would at least respect his kindergarten teacher, from Taylor School. I called upon her to give a lending hand, which she only too willingly did. It meant the giving up of a New Year's Eve party, to which she had looked forward for months. Instead, she dressed as she did before the Christmas vacation, came to the house with one of the little school milk bottles in her hand, sat beside the bedside of the child, and for two hours read stories to him as she had done in school. In his delirium the child thought he was in the schoolroom and when the teacher came close to him with the milk bottle and the straw and asked him to take his drink, he didn't resist. He still had respect for the teacher. By the time she left that evening, he had swallowed two ounces of nourishment and medicine. The following day she was back in the sickroom and again he did what the teacher asked—with the result that within three days the child passed the crisis.

"Several years ago I happened to be in a Pacific coast bound train on which

there was a group of teachers. On the first evening out of Chicago we joined the teachers in bridge games. On the following afternoon our party suggested to the teachers that we play several rubbers. Practically in unison they thanked us and replied, 'Not till tonight. We want to see the scenery so that when we get back to our schools we won't have to read descriptions from books to the children but can tell the youngsters what we really saw.' I never before was interested in scenery, but since there was nothing else to do I looked out of the window, too. In this way I got my first education on what is to be seen from a railroad window.

"Some people just figure the school teacher as one that comes to school in the morning and when the class is dismissed the day's work is done. I dare say there are few teachers like this. They do a great deal of reading outside, make trips—not only to broaden their own views and keep up to date, but to impart this invaluable information to their classes.

"Can we do too much for this class of educators by giving them the proper facilities so they can make better future men

and women for our community? Let's not hamper them."—This letter was written to the editor of a local newspaper by a patron of Taylor School, Cleveland Heights, Ohio, just prior to an election day when a school tax levy was approved by a large majority. Teachers may wish to have the letter reprinted in local papers in connection with American Education Week.

### Dates To Be Remembered

**October 25-28**—67th annual meeting of the American Public Health Association in Kansas City. For information address this organization, 50 West 50th St., New York, N. Y.

**November 3-5**—Conference of Food Service Directors to be held in Rochester, N. Y. Address Grace H. Miller, 154 East 68th St., New York, N. Y.

**November 14-15**—Conference of the Child Study Association at Hotel Roosevelt, New York. Write to this association, 221 West 57th St., New York, N. Y.

**November 25-26**—Annual convention of the National Council for the Social Studies, to be held in Pittsburgh, Pa. Write to R. O. Hughes, Board of Education Building, Pittsburgh.

**February 25-March 2**—Cleveland convention of the American Association of School Administrators. Chairman of the Housing Bureau is Mark Egan, 1604 Terminal Tower, Cleveland.

[Cont. on page A-132]