

tron reactions," "teacher training institutions." One would expect these expressions to be hyphenated, like compounds, but they rarely are. The "teacher training institution" deserves especial attention, for its designation is characteristic. One never hears of "lawyer" or "doctor" training institutions. In this connection may be mentioned also the annoying tendency of educators to use "vision" as a verb. Witness: "To make up one's mind concerning this great problem . . . one must vision the teaching profession of this country as a whole," or "One must also vision the 20,000,000 children of America."

From time to time a term which has belonged to the jargon becomes *passé*. The term "vitalize" that flourished a few years ago is now seldom heard. So also, "trends in education," "inductive method," "formal steps." "Service" has become so Babbitized that it is disappearing from the educational lingo, though teachers still receive "calls to service." It is to the credit of the profession that the realtor's use of "sell," as in "sell your school to the community," "sell your personality to the school board," is now meeting with disfavor. The best element in the profession resents borrowing expressions that belong to the stock of those who barter. This resentment is well expressed by the following gem from the pen of an eminent professor of philosophy:

HIGH SPOTS IN EVOLUTIVE EDUCATION

(Composed after reading current educational propaganda)

One hundred percent
Put it across
Get by with it

Punch
Pep
Personality
Project

Motivize
Supervize
Americanize
Vocationalize
Citizenize
Socialize

Individualize
—ize!

Learning by doing
Hand, not head
Cash value brains

Motive
Motor
Motion
Moron

Speed up
Forward steps
Evolutive Education
Uplift
God processes
Spiritual planes

High spots
School high spots
Specific high spots

Sell the idea
Sell your education
Sell your institution
Sell your man—
Sell your soul!

Do you get me?

OLIVIA POUND

CHOOSING A LIFE VOCATION

THE ninth grade had just finished a semester's work based on the topic *Choosing a Life Vocation*. They wished to share their knowledge by the presentation of a pageant program portraying phases of the various vocations they had studied.

I. What the Students Did

- A. Clubs organized to prepare their parts for program, membership being based on pupil's choice of vocation.
- B. Clubs prepared their episodes by:
 1. Going on excursions to find:
 - a. Incident to portray
 - b. Illustrative material to show
 2. Rehearsing incident chosen
 3. Writing an introduction
 4. Collecting their properties
 5. Costuming their characters

C. Clubs decided to leave a record by:

1. Making a bibliography by vocations
2. Preserving collected materials
3. Presenting costumes to school costume box

II. Information Used to Prepare Episodes

A. Vocations

1. Principal types of vocations were considered as a basis for selection:
 - a. Professional—doctor, lawyer, statesman, musician, minister, professor
 - b. Commercial—merchant, salesman, bookkeeper, banker, broker, farmer
 - c. Technical—engineer, machinist, electrician, designer, architect, contractor
2. Self analysis was used as a means of choice*:
 - a. Do I like drawing, planning, or calculating?
 - b. Do I like buying, selling, or bargaining?
 - c. Do I like working with machinery?
 - d. Do I like taking the lead in matters?
 - e. Do I like organizing work?
 - f. Do I wish to be of service to others?

3. Economic factors were discussed as a foundation for selection:

- a. Is it a growing or a contracting field?
- b. Is it a seasonal or study job?
- c. Is it conducive to a high standard of living?
- d. Is special preparation required?

B. Pageants and Pageantry

1. Characteristics of a pageant were noted.
 - a. Portray natural activities

b. Are acted in a formal, impressionistic manner

c. Are staged less formally than drama

d. Are held together by continuity of action or emotion

2. Organization for effective presentation was learned.

a. Pageant chairman to co-ordinate the efforts of all other officers

b. Pageant master to take charge of the actual production

c. Episode director to work out the individual unit

d. Costumer to plan color and kinds of garments

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GLADYS HOPKINS

Thirty per cent of the elementary school children in Indiana are taught in one-room schools. Last year 352 one-room schools were abandoned, but there are still 3,029 in the state. Only one county, Marion, has entirely discontinued one-room schools, but three other counties have only one one-room school each.

*Refer to chart on page 138 for specific information to guide in making self-analysis.

CHART SHOWING TYPE OF INFORMATION ON ONE BROAD OCCUPATION IN EACH FIELD*

PROFESSIONAL (DOCTOR)			
<i>Characteristics</i>	<i>Preparation</i>	<i>Opportunities</i>	<i>Duties</i>
Patient	General Education	General Practitioner	Serve Public
Courageous	Medical College	a. alleopath	Aid Health Dept.
Intelligent	Interne Work	b. homeopath	Aid Charitable Cases
Tactful	Special Training	c. osteopath	Discover New Treatments
Resourceful		Surgeon	Put Profession before self
Observant		Research	
Studious			
Healthy			
Unselfish			
<i>Advantages</i>			
Wide Field			
Adequate Compensation			
Great Service			
COMMERCIAL (MERCHANT)			
Systematic	General Education	General	Serve Public
Diligent	Commercial Course	Grocer	
Pleasant	Salesmanship Course	Salesman	
Healthy		Clerk	
Thorough		Manager	
Honest		Bookkeeper	
Cheerful			
Persevering			
Progressive			
<i>Advantages</i>			
Public Service			
Adequate Compensation			
TECHNICAL (ENGINEER)			
Imaginative	General Education	Civil	Design and construct
Judicious	Technical Work	Mechanical	Invent machinery
Creative	Trade School	Electrical	Develop electricity
Executive	Training	Mining	Utilize resources
Resourceful		Industrial	Benefit mankind
Practical			
Healthy			
Intelligent			
<i>Advantages</i>			
Broad Life			
Travel Opportunities			
Growing Field			

*Table based on information secured from Rosengarten—*Choosing Your Life Work*. McGraw-Hill Company, New York.