

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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PUBLISHED MONTHLY, EXCEPT JULY, AUGUST, AND SEPTEMBER, BY THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS MATTER OCTOBER 28, 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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The Superintendent, an Economist

PRESIDENT EDWIN C. BROOME in the program for the Washington convention had many significant and timely features built around the theme, "Education: our guide, and our safeguard, and one of the chief sources of our spiritual life, our cultural growth, and our material power." Especially helpful was that part of his program which dealt with the present crisis and public education. There were discussions by outstanding leaders that went to the very roots of the economic and financial situation which has seriously threatened the integrity of educational enterprise. For months preceding the convention, the Department of Superintendence had at work an able committee on school costs, under the chairmanship of Superintendent David E. Weglein of Baltimore.

This committee submitted at the Washington convention a report covering [1] the present emergency in school finance, [2] possible economies which may be effected, [3] apportionment of state school funds and possible sources of educational revenue for school purposes. This committee has come to grips with the plain fact that no large reductions can be made in school costs without curtailing much-needed services to the children. The committee calls special attention to the fact that:

Concern over this problem is not, and should not be, limited to the educational profession. The effective and continuous functioning of the schools is a matter of first importance to the statesman, the business man, the parent, the manufacturer, and the public in general. Solution of the problems of school support calls for careful research, clear thinking, and cooperative action by all groups, both within and without the profession. Our social heritage, our democratic form of government, and our present industrial civilization alike demand a continuously effective school system. Crippling the schools thru unwise retrenchment, therefore, means an irreparable loss to American childhood, a lowering of national standards of culture, health, and efficiency, and a dangerous attack on the soundness of our democratic institutions. At

the same time, the taxpayer has both a right and a duty to assure himself that his taxes for schools are being wisely expended. Intelligent economy, which means getting the max-



MILTON CHASE POTTER, president of the Department of Superintendence for 1932-33, is superintendent of schools at Milwaukee, Wisconsin.

imum return for every dollar spent, should characterize the school program both in prosperous and adverse times.

America has cause to be proud of the vision, energy, and integrity of her school administrators. No other phase of American life can show a higher level of performance and efficiency. With one person in every four giving his full time to the schools as pupil or teacher, we are spending upon this enterprise only \$1 in every \$33 of the national income.

The best school superintendents of America have made themselves students of school finance, taxation, and social planning. They are burrowing deeper into the whole theory of the economic values. It becomes increasingly plain

that if the vital services of government and education are not to be crushed by blind economic forces, not only superintendents, but principals and teachers and members of boards of education and eventually citizens generally, must be made intimately familiar with the great economic facts and trends upon which the wellbeing of us all depends. It is a wholesome sign that many superintendents are economists. They are in a position to know that the real purpose of money is to enrich the human values—to build up, beautify, and ennoble human life.

To get at the roots of present economic difficulties, it is necessary to give attention to a number of related problems which influence the reservoirs from which taxes are drawn, including such issues as:

- The creation of fictitious real estate values
- Stock watering and writeups in utilities
- Stock exchange gambling and manipulation
- Costly crime, fostered by corrupt city politics and illorganized, uneducated police
- Corruption and "watered" salaries in business and industry
- Parasitic industries selling valueless or harmful products
- The excessive concentration of buying power in cities
- The need for coordination of local, state, and national taxation
- City, regional, state, and national planning
- Coordinated industrial, agricultural, and business planning

America has her own distinctive future. She is rich in human resources cultivated thru education. She is able to go far beyond any other country. She can abolish poverty, provide economic democracy and security, and raise the standard of living. Her schools must move forward to a new effectiveness in the education of children and to the development of a comprehensive program for the education of adults. [Read H. G. Wells' *The Work, Wealth and Happiness of Mankind*]
—J. E. M.

I CONGRATULATE the Department of Superintendence of the National Education Association most cordially upon the success of its conference just closing in Washington; and the nation upon the inspiration in the high service of education that flows out to the country from its deliberations. [These serve again to remind our people that however the national economy may vary or whatever fiscal adjustments may need be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We cannot afford to lose any ground in education. That is neither economy nor good government. Yours faithfully, Herbert Hoover.—A letter to the new president of the Department of Superintendence, Dr. Potter, February 25, 1932.]

What Education Costs

I WISH that sometimes our free public schools were not free. I wish we could have one day each year when every parent would be asked to pay the cost of the school's services to his children for that day.

If this were done I am sure that we would all think of school expenditures in a different light. Instead of talking about budgets calling for thousands of dollars we would think of our payments to teachers in the same terms as our payments to the doctor or the dentist or the music teacher. Suppose you had to engage a tutor to teach your child in your home. Such service usually costs \$1.50 to \$3 per hour. Have you ever thought to inquire how much it costs to teach a child in the public schools?

I am going to ask you to imagine that a day on which each parent has been requested to pay the costs of his children's training has been proclaimed. The Robinson family is discussing the situation at breakfast.

"Dad," says Jane, "don't forget to give me some money for school today. You know this is the one day of the year we have to pay for school."

"Well, how much do you want, Jane? I'm afraid this is going to be pretty expensive. Teaching you geography and history and spelling and arithmetic and English isn't exactly an easy job. Then there are your books and the janitor and coal."

"It's not so much, Dad. In fact it is just about the price of a new golf ball. Fifty-one cents will be enough, Dad."

Yes, 51 cents is enough. That is the average daily cost of giving a modern American education to the average American child. Think of that when you drive the next golf ball into the rough. Think of it when you buy a box of candy. Think of it when you buy a pair of tickets to the movies. Think of it when you are talking about school budgets and salary cuts. Remember that American schools are run so economically that they will give your child books, a classroom, equipment, a playground, and a day's instruction under a well-trained teacher, for the price of a golf ball or the cost of a box of candy.

But not all of that 51 cents goes to the teacher. Of this amount she receives only 28 cents. That is all—28 cents for teaching one child for a day.

Let us imagine again. Jane with the 51 cents that her father gave her to pay for her school day is entering Miss Net-

T EACHERS INTERPRETING THE SCHOOLS
—To interpret the schools to parents and citizens is as much a part of the teacher's work as the instruction of children. Our schools belong to the people; they will go as far and no farther than the people wish. Every officer in the school system is an interpreter, but the teacher can do more than anyone else. The parents of the children you teach think of education and school in terms of you and your classroom. Do they understand the needs of the schools? Are you prepared to interpret your own work and that of your fellow teachers? Can you explain methods, objectives, and achievements?

tie Black's seventh grade geography class with 29 other boys and girls.

"Good morning, children," says Miss Black. "You remember that I requested you to bring to school today enough money to pay the cost of teaching you geography during the next hour."

"You may put the money on my desk. Leave only enough to pay the cost of my services in teaching you this one hour."

Now, how much do you think each child put on Miss Black's desk? Just guess. Exactly 5 cents. How much would you pay a high-school girl for staying with the children in the evening? How much would you pay a man to fire your furnace? Of course, you may say the teacher instructs an entire class. True, but to her the 30 children are 30 separate individuals demanding individual help and attention.

For teaching a class of vigorous American boys and girls for six hours each day; for preparing lessons the night before; for checking papers and asking questions to make certain that each child has learned his geography and history and spelling; for work as exhausting and demanding as can be found in any profession, this able teacher receives \$116 per month. This figure I use is a 12-month average and like all other figures I have used is based on both high-school and elementary-school data.

Today many communities are asking their schools to help bear the burdens of the financial depression. The teachers have already responded with liberal

gifts of money and services. Communities are studying their schools and every other agency of government to discover what economies can be made to bring expenditures within the community's capacity to pay.

Parents owe it to their children to weigh carefully the many proposed methods of economizing in school expenditures. A false step here can cripple the fundamental services of the schools. In the years just ahead of us lie important problems. These problems cannot be solved by a blighted generation of imperfectly trained children.

Among the factors bearing on school efficiency that communities will want to study is the teacher's share of the school tax dollar. Contrary to general belief the teacher's share of the school tax dollar has decreased steadily since 1890. Forty years ago we gave our teachers, who were men and women not nearly as well-prepared as our modern teachers, two thirds of the school dollar. Today teachers receive but little more than half of the school dollar. What does this trend reveal? Perhaps it reveals that we are putting more trust in buildings and books and equipment than we are in teachers.

Wise buyers know that there is really no such thing as a bargain. In the long run you get exactly what you pay for. The quality of ability attracted to teaching varies according to the rewards for teachers' services. The quality of instruction your child receives at school is governed by factors beyond the control of the teacher—beyond control of the superintendent. It is governed in the last analysis by the share of the tax dollar which your community is willing to pay for teachers' salaries.

Both the United States Office of Education and the National Education Association stand ready to supply you with vital information bearing on school problems. They are eager in this emergency to help citizens in their efforts to keep the quality of education available to their children up to the splendid standard democratic America demands. Let us all work together to keep our schools up to that standard.—William Dow Boutwell, of the United States Office of Education, in a radio address from the studio of the National Education Association.

Ideas from the Washington Convention

A CRITICAL examination of the more expert opinion and research devoted to ability grouping indicates that decisive evidence is still lacking concerning its ultimate desirability.—**Fred C. Ayer**, professor of educational administration, University of Texas, Austin.

There are scarcely a half dozen American liberal colleges which devote themselves thoughtfully and intelligently to providing a liberal education in terms of the conditions and needs of the twentieth century. The remainder of these colleges show vestiges of the liberal education of 700 years ago, combined with a chaotic accumulation of other materials. This situation is largely due to the dictatorship which research has succeeded in setting up in areas in which it should be the servant and not the master.—**Thomas E. Benner**, dean, college of education, University of Illinois, Urbana.

Graduation will come to depend on the passing of comprehensive examinations and the accomplishment of some considerable piece of independent work, instead of on the mere accumulation of course-credits.—**Karl W. Bigelow**, professor of economics, University of Buffalo.

Special classes are provided nine times as often for the very slow as for the very bright.—**Roy O. Billett**, specialist in school administration, U. S. Office of Education, Washington, D. C.

The educational world must awake to the need of character in teachers. When they do, high ideals will have more value than high degrees.—**Agness Boysen**, principal, Lyndale School, Minneapolis.

Despite its notable growth, secondary education is still highly selective, only half of youth being enrolled, and the offerings are not appropriate to any respectable fraction of the students.—**Thomas H. Briggs**, professor of education,

Teachers College, Columbia University.

There is no greater responsibility that is put upon us individually or as a race

WHATEVER RETRENCHMENTS are made in public education should be made by the friends of children and not by those who would sacrifice the welfare of the schools to serve selfish ends or to promote their own political fortunes or those of their party, or who in this period of distress, seek to gain temporary and cheap popularity with the overburdened taxpayers by loudly denouncing the public school as costly and extravagant. Economies in the administration of schools are being made and possibly further economies may be effected, but they should be made only after careful and sincere study by those, both educators and laymen, who honestly believe in the truth of the theme of our convention, that education is "our guide, and our safeguard, and one of the chief sources of our cultural growth, and our material power."—**Edwin C. Broome**, president, Department of Superintendence, 1931-32.

than the proper use of leisure. Our leisure must take in two qualities; first, play in order to relieve strain, which must take the place of any artificial escape, and second, recreation to build up our bodies so that they will be prepared to meet the strain.—**George B. Cutten**, president, Colgate University, Hamilton, N. Y.

With few exceptions our states have not as yet accepted the duty, clearly placed upon them by specific provision of most state constitutions, of maintaining free public schools at the expense of the state government. Dependence upon a direct tax, placed upon tangible property, will not meet the situation. In my opinion, the most equitable means of securing the necessary financial support for education is thru the income tax.—

Russell Dearmont, state senator, Cape Girardeau, Mo.

As long as the great mass of the population is warminded there will be wars. If we can make the next generation peace-minded there will be peace.—**Lawton B. Evans**, superintendent of schools, Manchester, N. H.

I look forward to the day when we shall have a system of adult education in every state which will reach every man and woman as we are now reaching every child, and the librarian will be as important a factor in that place as the formal teacher or lecturer, perhaps the most inspiring factor.—**John H. Finley**, editor, *New York Times*.

Democracy is a struggle between propaganda and education: there is no third alternative.—**Ross L. Finney**, associate professor of educational sociology, University of Minnesota, Minneapolis.

Recent studies have shown that materials may be organized so as to enable pupils to learn by themselves with great rapidity what is now laboriously taught by the teacher.—**Arthur I. Gates**, professor of education, Columbia University.

The public schools are the people's schools and the people must know and understand the schools, otherwise the people will not support them. School superintendents are inclined to be idealists and optimists and to believe that the good work done in the schools will speak for itself. Unfortunately good work does not speak for itself. The schools need an advocate with the people.—**J. M. Gwinn**, superintendent of schools, San Francisco.

Children love to go to school and they worry when they think the door of the schoolhouse might be closed, contrary to some of the public superstition that prevails against that thought.—**Florence Hale**, president, National Education Association.



Section of photograph showing Department of Superintendence with President Hoover on the White House grounds.

Supervision is a democratic, cooperative enterprise in which the personality of the teacher must be recognized to the fullest.—**John S. Herron**, principal, Lafayette Street School, Newark, N. J.

Conclusions drawn from studies of P. R. Stevenson were that the size of class when considered alone is not the determining factor in instruction. The total teaching load is the significant factor rather than the size of class.—**T. C. Holy**, professor of education, Ohio State University, Columbus.

Intellectual energies can be released by actual thinking in the classroom. Esthetic energies can be released by engaging pupils in creative artistic work. Social energies can be released by having pupils participate in all the activities of the school, including the governmental. Constructive energies can be released by making and building things out of raw materials.—**Herman H. Horne**, professor of philosophy of education, New York University.

By educating man as a whole, you educate him for leisure and for everything else. You turn him into the sort of man who can do a job he never did before whether in labor or in leisure.—**L. P. Jacks**, Oxford, England.

The power of the teacher lies in a sincere devotion to his calling, rich and fruitful scholarship, and not in a would-be technology.—**F. C. Landsittel**, associate professor of education, Ohio State University.

The teachers college must select for the profession teachers who are fitted by nature and education to make possible the ideal school of the future, cosmopolitan in interests, homelike in atmosphere, friendly in human relationships.—**A. Grace Lind**, principal, Johnson-Bancroft School, Washington, D. C.

We challenge anyone to point out in real life, outside of our penal institutions, anything remotely approaching homogeneous grouping.—**James R. McGaughy**, professor of education, Teachers College, Columbia University.

Prevention has continued to be a chief aim of visiting teacher work, prevention of failure, of social and emotional maladjustment, in individual children.—

Lois A. Meredith, visiting teacher, N. J. State Normal School, Newark, N. J.
Problems in school finance of immedi-

THE SITUATION demands teachers who are more than drill masters. The work of the teacher in our society must be measured by the degree of leadership which he is able to offer to young people in their attempt to understand our modern complex social life. He must be a student of society as well as a student of human nature. He must seek to lead boys and girls in their attempt to think straight with respect to the most difficult problems with which men have ever had to struggle. He must seek to develop those ideals which will make possible the regeneration of our society.
—**George D. Strayer**, professor of education, Teachers College, Columbia University.

ate importance are [1] the investigations of retrenchment steps now being taken which promise to be real economies rather than sacrifices in educational opportunities; [2] an investigation of the nature and returns on various levels of expenditures; [3] the development of standards for the reorganization of rural taxing and administrative units; and [4] the gathering of facts which will be helpful to legislatures in the developing of more adequate state aid systems.—**Paul R. Mort**, director, school of education, Teachers College, Columbia University.

In too few instances has the school broken with the old textbook learning. The high school should contribute to making American minds critical of American life. The school, admittedly an instrument for social control, enforces the standards of present-day society and thru outside pressures contributes to the lag in social and political affairs.—**Jesse H. Newlon**, director, Lincoln School, Teachers College, Columbia University.

The goal of character education is the discovery or creation of a way of living which conserves and produces as many values as possible for as many people as possible over as long a time as possible. Any good curriculum is a character education curriculum. To the extent that a curriculum makes a sincere, intelligent,

and courageous attack on the real problems of living, it meets the requirements for character training.—**Mrs. John K. Norton**, associate director of research, NEA, Washington, D. C.

Unless educators furnish leadership in the present crisis it will come from the wrong source and will lead in the wrong direction. The demands for disastrous retrenchment at the expense of education do not come from the great mass of informed people. They come, generally, from selfseeking politicians, demagogues, the privileged few whose large incomes are temporarily reduced, and from those who are either ignorant or deceived.—**J. A. Stoddard**, professor of secondary education, University of South Carolina, Columbia.

By 1960 it is predicted that practically all the children of farmers will attend full-time schools to eighteen years of age, and that thirty to fifty percent will seek at least two years attendance at liberal colleges.—**David Snedden**, professor of education, Teachers College, Columbia University.

Freedom to do independent thinking, to try experiments, and to carry out creative activities should be given principals by superintendents.—**Paul C. Stetson**, superintendent of schools, Indianapolis.

Only within the last score of years has education in the large actually turned from the letter to the spirit.—**Herbert S. Weet**, superintendent of Schools, Rochester, N. Y.

There is one irreducible minimum for effective teaching. This one basic requirement is good teaching. Such service can be expected only from men and women of broad training and high personal qualities. Such people are everywhere and always in demand.—**David E. Weglein**, superintendent of schools, Baltimore, Md.

The most unfortunate person is the one who is all dressed up educationally and has no place to go. To have been prepared and then not be wanted is a tragedy. The duty of the school is to evaluate the child, to study society's needs, and thru education to make the child fit in somewhere.—**Ray Lyman Wilbur**, Secretary of the Interior.

THE NEW social psychology gives us ground to believe that the thrill of doing one's part in a larger task may be made as powerful a motive for work as doing the whole of a small job better than someone else. In the school of the future the altruistic thrill of participation should be used more often than the selfsatisfaction of egoistic successes in ranking one in the class, in having better marks, accumulating more credits, more rapid promotions, more honors, more degrees than the other fellow. The pursuit of school distinctions which involve odious comparisons with most of our neighbors is strong motivation for sharpening the intellectual fangs and claws of a few, but it discourages the many and leaves all who learn in such regimen without adequate education in the appreciative ways needed for democratic cooperation.—**Henry Suzzallo**, president, Carnegie Foundation for the Advancement of Teaching, N. Y.

Education as a National Enterprise

I WISH this morning to insist upon a paradox. The first half of it is that there is an educational system in the United States; and the second half of it is that the parts of that system should be independent of one another.

There is an educational system in the United States. The separate origin of its various parts has obscured the fact of its existence. We have heightened the impression of its nonexistence thru that mutual disdain with which we have customarily treated one another. That you have asked the presidents of two privately endowed universities to address you on education as a national enterprise suggests that we here today, at least, realize that our work is interdependent, that our financial interests are identical, and that our problems are the same. In this sense—the sense of joint occupation in a common enterprise—we are all parts of the educational system of the U. S.

Our work is interdependent. The universities may develop ideas in higher education of striking symmetry and beauty; they are futile unless they penetrate the public schools. At seventeen, or eighteen, or nineteen, the student is, from my point of view at least, far too old to effect radical changes in his habits and attitudes. The schools may experiment to their hearts' content; their accomplishment must fall short of complete success if they are unable to dislodge the ancient prejudices of universities. Even privately endowed universities have been able to restrict the scope of high schools managed by their own departments of education thru solid indifference to their work and rigid adherence to requirements framed as tho they did not exist. There is, moreover, a twilight zone between the college and the high school, the zone of general education. We do not know what to do with it. We shall never find out unless we are prepared to engage in a co-operative attack on its problems. The integration of the elementary school and the high school has resulted in great savings of time and money. Only thru similar integration of the high school and the college can the problems of general education be solved.

Our financial interests are identical. *If the schools are cut to pieces this year, the state universities will be next year. If the schools are crippled now, the colleges will be later, either thru reductions in*

their funds or thru gross defects in the preparation of their students. If our work is interdependent the universities cannot without protest watch a major operation performed on the schools which, to judge by its present rate and direction, seems more likely to kill the patient than to profit him or the community. The president of the University of North Carolina has taken a position for which he deserves the thanks of everyone in education. He has said that since the university is part of the educational system of the state, it must receive in this emergency the same financial treatment as the public schools. This position is as sound as it is courageous. In selfdefence the universities must defend the educational system of which they are a part.

Undoubtedly in the hysteria of inflation the schools, like the colleges and universities, did some things that they can now do without. But the things that communities propose to do to them in the hysteria of economy far surpass the wildest aberrations of bullmarket days. We hear a great deal about frills. What are frills? Teachers' salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community, we close them and throw 75,000 people into the streets. *The plain fact is that the schools are under attack because it is easier to get money from them than it is to correct the fundamental iniquities and antiquities of local government.* Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency. . . .

I must at this point insist on the second half of my paradox: the parts of this system must be independent of one another. Because students at different stages require different treatment, separate organizations of specialists have grown up, each designed to care for the special needs of students at a given stage. Each of these organizations requires complete freedom to work out its own program. It must devote itself to meeting the needs of its students rather than to meeting the demands of some other organization.

One reason why there is confusion in universities as to the function of the junior college, the senior college, and the

graduate school, is that no one of these groups has had this freedom to work out its own program. The tendency is always for the organization above to regard the organization below as merely preparatory to its own efforts. The organization above, therefore, will always seek to dominate the organization below in order to secure students who will fit readily into its machinery. But it must be clear that as long as the junior college is controlled by the senior college and the senior college by the graduate school, no one of them can make its full contribution to the advance of education in America. *No educational institution can flourish unless it is free to determine its own ideals and its own methods of achieving them.*

It must follow that the public schools must have this freedom. The forces of experiment and progress latent in them can never be released if they are compeled to think chiefly of meeting the requirements imposed upon them by institutions of higher learning. *If one thing is clear it is that the primary purpose of the high school is not to prepare students for the colleges and universities.* By behaving as though it were, the colleges and universities repress the high schools, and to that extent weaken themselves by weakening the educational system to which they themselves belong. *The great task of educational administration in America is to take the organization above off the neck of the organization below.* Our slogan must be cooperation, and not domination.

The problems of education are more complex and baffling than they have ever been before. The elaborate structure that has been rapidly erected is in danger from misunderstanding without and disagreement within. Much of the misunderstanding without results from the discord within. If we can envisage an educational system in the United States, built on cooperation and not on rigid central control, if we can grant to each organization that independence which its full development requires, we shall illuminate the educational scene for our people and for ourselves and in the light of a new day perform our common task.

—Robert Maynard Hutchins, president, University of Chicago, in an address before the Department of Superintendence, Washington, D. C., February 25, 1932.

Resolutions Adopted at Washington

THE NEED for a continuance and extension of national educational leadership in the present economic crisis by the National Education Association, the Department of Superintendence, other departments of the National Education Association, and the United States Office of Education was the first topic discussed in the report of the Committee on Resolutions which was adopted by the convention on Thursday, February 25.

Other resolutions included those calling for adjustments in the social studies curriculum; economies in governmental administration which will not cripple services to children; increased financial support of the U. S. Office of Education; a study of the report of the President's Advisory Committee on Education which was termed "a state paper of first importance," its proposals being concurred in by the convention; increased emphasis upon citizenship training; instruction in history and other social studies which presents impartially the factors and influences operating in domestic and world affairs; continued vigorous and impartial enforcement of the entire Constitution and a reaffirmation of "our belief in the principles of the Eighteenth Amendment"; the influence of the Department of Superintendence to be directed toward

the realization of the ideals of the "Children's Charter" adopted by the White House Conference on Child Health and Protection; boards of education and superintendents of schools to maintain even closer relationships with parent-teacher organizations and acknowledge their splendid spirit of cooperation and helpfulness; school administrators to "gain and keep the confidence" of their respective communities thru "increased efficiency of the school system, the impartiality of its officials, and the far-sightedness and justness of the policies of boards of education" and recommended for all cities, large and small, the establishment of a department of public relations; the Lay Relations Committee of the Department of Superintendence to formulate methods of procedure which "will give to the active members of the Department of Superintendence the same adequate protection now afforded to the members of the legal and medical profession"; the schools to promote only those enterprises which represent the best interests of the children in their charge and to refuse "to allow them to be exploited in any way whatever" by outside organizations; the discouragement of district, state, and national contests, and eventually their abolishment unless of proved

social and educational benefit; the setting up of standards by which school administrators can measure the value of requests for the observance of special days and weeks; the promotion of world understanding including indorsement of the World Federation of Education Associations for its program toward this end; the commendation of the Departments of Secondary School Principals, Elementary School Principals, and Classroom Teachers of the National Education Association, stating that "if education is to realize its ideal as one of the 'chief sources of our cultural and spiritual life' it will be realized only thru the type of services rendered by the principals and teachers in the buildings and classrooms of our public schools"; paid tribute to school people who have gone steadily forward in spite of the handicaps of the economic crisis; expressed gratitude to the city of Washington, to the press, to the radio systems, and to Superintendent Ballou and his assistants for their hospitality and kindness. President Broome was commended "for his inspiring leadership and for the high plane upon which he planned and conducted the meeting." [Copies of resolutions will be sent on request. They appear in full in the Official Report.]

The Superintendents at Mt. Vernon

THE PROGRAM of the sixty-second annual convention of the Department of Superintendence fittingly recognized the bicentennial of George Washington's birth. The feature of this recognition was the never-to-be-forgotten ceremony on the great eastern piazza of Mt. Vernon. Thousands of educational leaders of the nation gathered on the lawn overlooking the sun-bright waters of the placid Potomac as the caravan of 125 buses, specially chartered for the occasion, discharged its passengers at the Virginia end of an eighteen-mile line of vehicles which began at the convention meeting place in Washington.

Convention guests were greeted by the Mt. Vernon Ladies' Association, the organization responsible for the preservation of this sacred shrine, and by Colonel Robert Lecky, Jr., who expressed a welcome from Governor John Garland Pollard of Virginia.

The great white mansion with its trim green shutters stood out sharply against the blue sky of a perfect day. Early arrivals saw cordons of soldiers and marines, their bright uniforms and equipage flashing in the mellow sunshine, take their places as a guard of honor along the ivy-clad wall which leads to the tomb of the Washingtons. Against this simple mound among the cedars, already piles of floral wreaths bespoke a nation's homage to the Father of Our Country.

The program began with the first radio broadcast ever originating from Mt. Vernon. Under the auspices of the Department of Superintendence, it carried, particularly to the boys and girls of America, many of whose school superintendents stood before the microphone, a sense of the spirit of reverence which marked the historic occasion. President Edwin C. Broome, and Superintendent William J. Bogan of Chicago, standing where Wash-

ington often stood to greet his guests, spoke to the nation of the significance of the ideals of Washington for our youth.

President Hoover and Mrs. Hoover with their entourage of cabinet members, congressmen, service officers, and the bicentennial commissions were joined by President Broome and Miss Florence Hale, president of the NEA, in a procession to the tomb, where these representatives of America's educators, and President Hoover laid floral tributes on the sarcophagi of George and Martha Washington.

Afterward President Hoover spoke to the Department of Superintendence from the great porch. That none did honor to our first President more appropriately than the nation's educators was the theme of President Hoover's brief address. "To you more than to anyone else we entrust the translation of Washington to our children," the President said.

Education, the Nation's Safeguard

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NO WORDS of mine can express the necessity of universal education in a country like ours as impressively as do the words of George Washington. In his farewell message addressed to the people of the United States near the end of his second term as president, he said: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

I am sure that every member of this assembly accepts the statement of the founder of this republic as a commission from a great commander. It lays upon each of us the obligation to do whatever is necessary to promote education in times such as these, when all the institutions of our national life seem to be in process of re-evaluation and reconstruction—none more so than the educational system.

The command of George Washington is even more urgent today than when it was first issued, for we find the governments of all countries giving ever increasing attention to education. We observe the revolution which brought communism to Russia and find that schools flourish under the new regime as major instruments of social control. We observe the dictatorship of Italy, removed in theory and practise as far as possible from communism, and we note once more that education is the instrument used by the dictator to guide youth into the new ways approved for national life. We see the ancient civilizations of Western Europe, crippled by war and disrupted by economic stress and storm, opening new schools for the common people, making higher education free to increasing numbers, looking to the future for happier times when educated democracies shall be better able to cope with the problems of organized society. Even the Orient, aroused from its long lethargy, is organizing schools for the masses, seeking thru education to overtake the Occidental world.

When all the peoples of the earth are beginning to realize that a free universal education is the only sure guaranty of civilization, shall we falter and withdraw

from an educational program which has been one of the characteristic features of our democracy? There can be but one

OUR FINANCIAL DESPOTISM—How the concentration of material wealth paralyzes buying power among the masses is suggested by a simple calculation which anyone can verify for himself. There are in the United States today some twenty concerns with assets each of more than a billion dollars. It is well known that money at a moderate rate of interest compounded regularly doubles itself within ten years. In a decade one billion dollars becomes 2 billion; in a second decade, 4 billion; then 8 billion; then 16; 32; 64; 128; 256; 512; and by the end of a century more than a thousand billion dollars—or nearly three times the total present national wealth of the United States. Is it any wonder that these staggering aggregations of wealth rolling on like mighty snowballs paralyze rural life, destroy the towns, eat up the reservoirs from which taxes are drawn, and leave the individual not only bereft of buying power, but the slave of forces which he can hope to control only thru the collective action of an energetic government?—J.E.M.

answer to that question. We are gathered here today to counsel together for the better organization of American education, and our counseling shall not be in vain.

The present emergency has done much to teach the American people that all their institutions are interrelated. There has been some disposition in times past to think of schools as detached institutions. Leaders in commercial, industrial, and political life have seldom considered it to be important for them to spend time and energy in improving schools. School people have too often looked upon business and politics as subjects entirely outside the circle of their interests. The economic crisis has made us all aware in a new and vivid way that schools are a part of the general social order and that the curriculums of schools and their methods of dealing with pupils are largely determined by the conditions of life outside the schools.

Let us state in concrete terms the situation which now confronts this country. The industrial system has built cities. More than half the population of the

United States has been crowded into limited spaces. These spaces are not adequate to provide children with the opportunities which nature intended they should have. A recent canvass of conditions in 257 representative cities revealed the fact that in the seven years from 1921 to 1928 the percentage of persons living in one-family houses decreased from 58.3 to 35.2. The narrow confines of an apartment, or even of a house, on a thickly populated street do not permit the children to play and work as they should if they are to develop normally. The city has erected schools as a part of its building program. Mark that not a word is said for the moment about what is provided in the program of instruction. School buildings are absolutely essential factors in the solution of a city's housing problem. As mere devices to keep children off the streets, school buildings are necessary. There could be no cities if there were no schools to supplement the narrow living quarters occupied by the majority of the people of this country.

Are present-day schoolhouses too lavish in their equipment? The industrial system of the United States has erected great factories and warehouses. It has developed an elaborate system of highways. It has amassed great fortunes. This same industrial system has an obligation to erect for the young people schoolhouses which furnish ample light and air and space for study and play. Cities have taken something away from human beings, especially youthful human beings who are in process of developing. Cities must provide adequate substitutes for that which they have taken away. Without a school around the corner from every block of city apartments, the apartments would be intolerable. Let us be clear and explicit in our dealings with industrial leaders. Schools have a right to a substantial part of the earnings of industry.

Let us consider the situation from another point of view. Formerly, industry protected many children and housed them in its factories. The protection which it gave was, to be sure, sometimes a fraud because it exploited children and profited by their cheap labor. As industrial processes became increasingly complicated,

industry found it less and less profitable to keep children in factories. Of late years industry has not wanted children; it has shut its doors to them. Sometimes it has offered to the public the pretense that it is filled with the spirit of philanthropy. Many a law compelling children to attend school has been passed in the name of charity when it was in fact a law excluding children from industry.

Go, if you will, today with the youth who has completed the curriculum of an elementary or secondary school, or, for that matter, of a college, and see him in the market place or at the door of the shop offering his services. See him ask for a place in the world of productive labor. You know how his application is received. More than five million young people were added to the school population of the United States during the decade from 1920 to 1930. Each decade from 1880 to the present, the population of our high schools has doubled. Since 1900 the population of institutions of higher education has increased fourfold—from 285,000 to more than 1,200,000. This social migration is not due to the caprice of youth. Great fundamental forces have been operating in American society. Those forces originated in an industrial system which has substituted machines for human hands and has become so complex and exacting that it no longer needs or desires the labor of young people.

The veritable avalanche of human life which has descended on the schools has precipitated in these institutions a whole series of problems more momentous for the welfare of the country than are any of the problems which have come with the present economic crisis. This crisis is a symptom of a new social order. The schools have been struggling for a generation to prepare for this new order, while those who lead in the operations of our modern machine industry have given little or no heed to the change which has been impending for years. *The schools have sought to adjust themselves to new conditions of life. They have exercised an ingenuity of invention far beyond that of industry itself.*

How well we remember the arrogance with which business vaunted itself before October, 1929. How often we were exhorted to learn from business management how to conduct schools. The fact is that business was then and is today far less effective in rendering genuine service to the nation than are the schools.

I confess that I am filled with resentment when I hear the criticisms of those

who say that the American schools are failures. There are the smug exploiters of society who have been driving communities to the brink of ruin by their greed and selfseeking. They have refused to adopt new taxing systems. They have refused to study social movements. They have been parsimonious with the schools, and they have had the effrontery to pass adverse judgment on the experiments which the schools have been trying in the effort to prepare society for its new day. There are the exasperating critics who belong to our own fraternity, seekers after a little cheap notoriety, carping and complaining but doing nothing to clarify the situation. *If the worst that our critics say were true, there would still be ample ground for pride in what has been achieved.*

Very little imagination is required to frame an accurate picture of what has been happening. A short generation ago the upper grades of the elementary school and the whole high school were attended by limited numbers of pupils, all of whom were seeking the same kind of education. The majority of the young people of the country were leaving the schools before they reached the seventh grade and were finding their places in industry. The community found it comparatively easy to support schools because the attendance was small, especially at the upper levels. Then came the change, not primarily in the schools but primarily in the industrial and social systems. Great numbers of pupils of an entirely new type were sent to school. Teachers were called on to conduct classes made up of young people who had no slightest interest in the traditional subjects. Altho the teachers had not been trained by society to give instruction in new subjects, they willingly tried as best they could to meet the situation forced upon them. Many teachers equipped to teach Latin or mathematics tried to organize courses in English and science and the arts. *Society, be it repeated, made no adequate provision for the reception in the schools of the young people whom it crowded into those institutions. It was the teachers who met the situation, not the industrial system.* The United States Office of Education is authority for the statement that the high schools of 1890 taught nine subjects whereas the high schools of today include in their programs as many as two hundred and fifty subjects. It is no wonder that some of the new courses are open to criticism. They are emergency measures intended to provide for young people who have been pushed out of in-

dustry. Even the elementary grades have been obliged to change the content of their courses in the effort to keep pupils interested and alert. The institutions of higher education have expanded their curriculums to include commerce and forestry, agriculture and engineering, and many other lines of information and training which were wholly absent from their programs of instruction a generation ago.

Some of the additions to school programs of instruction have been made because new bodies of knowledge have accumulated in recent years. It should not be overlooked, however, that the impulse which stimulates man to seek new bodies of knowledge originates in modern civilization itself. Knowledge grows in response to the demands of life. Every development of modern life has compelled the curriculum of the schools to expand.

Of course, the introduction of new courses has been slow. Even today some schools are unable to offer suitable instruction to their pupils. I remember going some years ago, as a member of the staff of a state school survey, to visit a small rural high school. I climbed up a steep hillside and found some eighty or ninety pupils in a school building which had no equipment but fixed desks and bare walls. The rooms of this school were obviously intended for textbook courses. There were three teachers, including the principal, a young and inexperienced college graduate. The school was in a continuous uproar. I stayed until school was dismissed, or, perhaps I should say, until the session broke up for the day. I sat down with the principal and asked him what was the matter. He answered by saying that the pupils were not interested in their studies. "What are they interested in?" I asked. The answer was one of the most revealing I have ever heard. "What are they interested in?" he replied. "The bus ride." The bus ride took those children out of their squalid homes. It gave them companionship. It carried them along one of industry's new highways. It took them up the hillside and deposited them in a place where society unfortunately had made no adequate provision for their reception. Society sent them where there was none of the thrill of the bus ride, where there were no contacts with the productive industries which they were eager to enter. They were not interested. Who was to blame—the three teachers, the traditional subjects of the curriculum, or the industrial and social systems which sent

to the school erected for one purpose young people who were absolutely unadjusted to that purpose?

Restless, uninterested pupils express emphatically, tho not intelligently, the demand of society for a new program of instruction. A new program of instruction cannot be developed in a day or a year. It requires the highest intelligence to prepare new courses adapted to the demands of a new type of life. Not only so, but, when schools begin to experiment in the organization of new courses, it always happens that some members of the older generation charge the schools with being full of fads and frills. In the city in which I live there has been much criticism of the schools because an industrial high school for girls teaches millinery. A very good way to answer this criticism would, in my judgment, be for the city to require the persons who object to millinery to interest the girls in that industrial high school in a traditional subject of unquestioned respectability, such as Latin or trigonometry.

The schools stand between the generation which is passing out and has no adequate understanding of the new social order and the oncoming generation, which is eager to take its part in the world and unwilling to be bound by the fetters of a narrow program conceived and established in a day when machinery was new and cities were uncommon.

I have perhaps spent more time than I should in discussing the past. Our meeting today is far more concerned with the future than it is with society's failure to recognize its duty to young people. Our present task is one of consolidation and organization, of improvement and amplification, of education.

After all, there is a hopeful possibility of inspiring American society with enthusiasm for a new educational program. The individual parents of this country are eager to provide their children with opportunities which were denied to themselves. The increase in school population is the aggregate result of many a domestic conference in which it was decided that the family must make a sacrifice in order that its younger members might be equipped as fully as possible for success in life. Even when the parents who send their children to school pass thru the period of emotional disturbance which always attends the paying of taxes, they are eagerly desirous of securing advantages for their children. If we can keep the parent as taxpayer fully conscious of his duty as a parent, adequate support can be secured for the schools.

A striking exhibition of the fundamental American attitude toward education has been furnished during the past few months by the citizens of the state of North Carolina. That state, which recently passed a new school law, has witnessed some fifteen referendums on school support. Each of these referendums was initiated for the purpose of reducing local taxes. Each referendum was made possible by a petition signed by 25 percent of the voters of the district. The campaigns which preceded the referendums were so clear in the issues which they presented that every one of the referendums resulted in a vote favorable to the continuation of local taxes and the maintenance of the schools.

With the assurance which such examples supply, school administrators can well afford to attack with new courage and zeal the problems of the schools. We have not yet reached the highest levels to which we can attain. We have developed many new courses to meet the needs of modern life. We can now ask whether it is possible to make the present courses better and whether it is desirable to introduce into the curriculum new courses which will add essential elements to the program of instruction.

I believe that we can reorganize instruction in high schools and colleges so as to provide more compact and therefore more useful courses. I venture the rough estimate that the two hundred and fifty subjects now taught in the high schools of the United States can be reorganized into some ninety or a hundred substantial courses. At the college level the process of rearranging the contents of courses has made rapid progress in recent years. Orientation courses, or general-survey courses, as they are sometimes called, have gathered up the scattered findings of specialists and are presenting to students the essentials of large fields of knowledge. The curriculum of the elementary school has been reorganized in such an efficient way that the lower grades cover adequately the rudimentary subjects. The upper grades are detaching themselves from the lower school and are taking on the pattern of the high school. All these changes are alike in that they are consolidating and systematizing the courses which were invented to meet the needs of present-day society. The reorganization thus hopefully begun calls for the best intelligence of our profession. Not only so, but it is our duty to show communities how important it is for the young people of the nation that time and energy be expended in this

labor of reconstructing the curriculum.

Boards of education are in the habit of spending public money on teaching. They do not always understand that there is a function of the educational system quite as important as teaching, that is, the function of collecting materials to be taught and of arranging these materials so as to make them most valuable to pupils. If the world were static and if a subject of instruction once introduced into the school program could always be taught in exactly the same way generation after generation, schoolboards might possibly be justified in asking teachers to devote all their energies to mere routine teaching. We all know, however, that the world is not static and that the schools cannot be content to repeat the same materials year after year. Therefore, school boards must be persuaded to provide for constant and vigorous reorganization of materials of instruction. My recommendation, therefore, is that we enlist the cooperation of communities, thru their representatives on the boards of education in a better organization of the school program. I have tried to lay foundations for a campaign looking toward this better organization by pointing out that society is responsible for the present state of the schools and that society in general is obligated to cooperate with school people in perfecting educational institutions and adjusting them to the needs of modern life.

If I could have my way, I would bring it to pass that the leading citizens of every community would come together and discuss education, not as a political or financial issue but as one of society's greatest undertakings. I do not believe that the community as a whole realizes its obligations to schools. If we of the schools have been remiss in not seeing to it that the schools receive adequate public attention, let us resolve today that we will be more active in bringing together the leaders and informing them with regard to the experiments thru which we are reorganizing the schools.

May I make a second recommendation? Man has been so busy compelling the material world to serve him that he has not taken time to understand the social institutions which he has invented. Especially is it true of our own nation that we have expended our energy in pioneering. We have swept across the continent and mastered its physical resources. Today we are discovering that the material resources which we have accumulated may be our destruction unless we learn what government is and

what transportation and communication do to human beings. We do not know what money is and how it determines the progress or lack of progress of nations and of the world.

It would, of course, be foolish to hope that we can overcome our ignorance regarding social institutions and social forces in a day. It is even more foolish to omit from the program of our public schools the study of social institutions. We teach pupils in the elementary schools to compute taxes, but we do not tell them about taxes. We teach pupils in the high schools the history of ancient states and their problems, but we dare not discuss the urgent present-day problem of who shall own public utilities in the cities of the United States. We seem to be afraid that some local banker or board member or the Federal Trade Commission will interfere if we discuss public utilities. The Federal Trade Commission has indeed in recent years practically banished the topic of public utilities from the high schools of the United States. I do not have the honor of acquaintance with the gentlemen of this commission, but I am quite sure that the Federal Trade Commission is not so constituted that it can be trusted with the power to determine either positively or negatively what should be taught in the schools.

My recommendation is that we who are directly responsible for the schools be the first to recognize the obligation to introduce the young people of America to a fuller knowledge of social institutions than is now supplied by American education. If I had my way, I would bring it to pass that the center and core of the school curriculum at every level would be instruction regarding the social order. I would teach pupils when they use number, that they are enjoying the advantages of one of the greatest intellectual inventions that the race has ever perfected. When they study science, I would have them learn that knowledge is the product of long cooperative labor. When they study literature, I would have them realize that they are being initiated into

the ideals of the civilization of which they are a part.

It is no simple task to transform the curriculums of the schools into the instruments for the spread of social mindedness. I have referred to experiments in other lands. Communism has laid its hand on youth and has shown its determination to dominate society by compelling thinking to follow prescribed lines. Dictatorship has organized youth to perpetuate its undemocratic rule. It is our opportunity and our duty to evolve a plan of education that will provide every individual with that broad training which leads to freedom of the type guided by insight and understanding. If the freedom which our form of society boasts as its greatest virtue is to be conserved and fostered, our people must depend not on a political doctrine inculcated by drastic compulsion, but on enlightenment.

I have argued with such vigor as I can command for a consolidation of the school program and for the introduction of a new core into the curriculums of all schools. What I have advocated cannot be accomplished by any single school system or by any loosely integrated organization. This Department meets year after year, bringing together agencies which have great potential influence. After our meeting we scatter, and as single administrators we are comparatively ineffective in reconstructing the curriculum or improving the attitude of the public toward schools.

Representatives of the natural sciences were able during the war to organize a foundation which has been powerful in promoting the cultivation of all the studies that have to do with material things. The schools of this country need an educational foundation which shall be the center of cooperative studies and of cooperative action. This foundation, if it is to be effective, will require resources at least as large as those now devoted to the promotion of the natural sciences. Should not this Department be energetic, together with other educational organi-

zations, in bringing into being an educational foundation the functions of which will be the study of the internal problems of the schools and the development of a clear understanding of the relation of the schools to industry, business, and politics? What the educational system of this country needs is organized and informed leadership.

It is futile to wait for the government to move if the representatives of educational administration exhibit no power of concerted action. It is futile to duplicate efforts at scattered points. The wisdom of educational leaders must be focused, and their influence must be strengthened thru cooperation.

If we say to pupils that the cultivation of intelligence is their highest privilege and duty, is it not doubly our obligation to organize for the purpose of bringing the highest intelligence to bear on our tasks?

In every part of this nation individual school administrators are struggling to meet as best they can an emergency which threatens the institutions we serve. There is a very general lack of understanding on the part of the people of the United States of the unique character of their educational system. We have come to a time of stress illprepared to meet its demands. The emergency has revealed to us weaknesses which we must correct.

Only thru concerted action can we effectively carry out the injunction of our great leader:

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

[This address was delivered at the second general session of the convention of the Department of Superintendence, February 22. It was received with appreciation and applause. There were many requests for copies to be given school-board members. High-school teachers may use this material in their classes.]

WHEN a former American ambassador issued recently a list of sixty-four economic "rulers" of America, he presented some impressive names and provoked a lot of discussion. Despite their power and prominence, however, the list was far too long. Our economic government is not oligarchic; it is more nearly monarchic. There are not sixty-four "rulers" of America; there are only a very few. In fact two names today loom larger probably than all the other sixty-two combined. These names are J. Pierpont Morgan and John D. Rockefeller. [Strictly speaking, it is not Morgan and Rockefeller who rule, but the "groups" of which they are the heads; but in the groups these men are outstanding. Morgan rules as an organizer and banker, Rockefeller as a stockholder. Of the two, Rockefeller has more wealth, Morgan more power.—From "Moving Toward Monopoly" by Laurence M. Hughes in *Scribner's*, February, 1932.]

Individual Counseling

ANY COMPREHENSIVE program of character education includes not only activities which involve entire groups of children at one time but also activities which affect but one individual at a time. Supplying special experiences and the opportunity for their interpretation by class or school groups is taken for granted. School people increasingly are recognizing that there is need also for systematic provision for the study and guidance of individual boys and girls in the direction of the adopted objectives of character education.

As the child develops from infancy to adulthood, he needs to learn to make a great many adjustments to the environment in which he finds himself. The regular school is set up to meet at each age level the needs in adjustment which are most common at that level. Thus, speaking very generally, the kindergarten-primary unit aids children to adjust to group life; the elementary grades give children the so-called fundamentals of modern life in groups; the junior high school helps the child thru the period of early adolescence and aids especially in the choice of vocation; the senior high school provides further training in the direction of the vocation; the college gives advanced general education and training on the professional level.

Thruout the school period, however, there are children with special needs not met by the regular organization. They may be old for their grade, young for their grade, unusually mature mentally, or physically handicapped. Or these children may be those in whom some maladjustment has continued and grown over a period of years until it stands out conspicuously. Such cases may require any one or a combination of several types of adjustment—personal, social, instructional, or administrative. The number of children with special needs of one sort or another is probably very large when considered over the entire school life of the child. Practically every child requires distinctive study and treatment at some time during his school career.

Youth needs helpful counsel more urgently today than ever before. The rapidly increasing complexity of modern life introduces new problems and accentuates old ones which must be met by each new generation. Changes in the industrial order complicate the choice of an occupation; wise vocational guidance

is needful. Larger and larger proportions of all types of pupils continue into the junior and senior high schools, making them ever more heterogeneous; the cur-



SUPERINTENDENT A. L. THRELKELD, of the Denver schools, chairman of the commission on character education, which prepared the Tenth Yearbook of the Department of Superintendence from which this statement is abridged.

riculums of these schools are highly differentiated, and increased freedom of election is afforded the pupil; as a consequence, skilful educational guidance is called for. The standards of right conduct appear to be shifting, and assuredly are in frequent conflict; ethical and personal guidance is demanded. The current attention to the study and adjustment of individual boys and girls in American schools may well be expected to continue to grow.

It must be recognized that there is a wide range in the activities which may be called individual counseling. They vary greatly in the complexity of the problems involved and in the thoroughness with which they are handled. At one extreme are such activities as the endeavor of the teacher to investigate and treat the situation of Johnny's stealing a pocketbook from Marie, and the effort of the principal to develop a better attitude toward school on the part of Earle and his father and mother. At the other extreme is the exhaustive case study of a problem child which may consume the equivalent of months of time for the psychiatric social

worker, attendance officer, and others concerned. These illustrations are alike, however, in that the purpose is re-education in the direction of adopted character objectives, and the method is individual as contrasted with group.

The function of counseling should be, not alone the correction of maladjustments which have already developed, but also the prevention of maladjustment in normal individuals. As in the practise of medicine, the emphasis must be placed on keeping healthy people healthy—if healthy is defined broadly enough to mean physically, mentally, and emotionally vigorous and balanced. The adjustment of problem cases is an important part of the counseling program, but it should never be allowed to overshadow the constructive assistance often necessary to normal persons.

Individual counseling, as the term is used here, includes all types of study and treatment of individuals as such. A great deal of the work ordinarily done by the following specialized workers will be considered to be individual counseling; educational and vocational counselors, visiting teachers, deans of boys and girls, psychologists, attendance officers, school physicians, school nurses, psychiatrists, psychiatric social workers. In addition, much of the time and energy of teachers and pupils is properly directed into similar channels.

The assumption is that every teacher and principal will, to some extent, use individual counseling as an aid to character education, but that also, particularly in the larger school systems, there will be available professional counselors [The term counselor is used here to refer to all workers in the school system who specialize in individual study and treatment of pupils.] who have had special training and experience which fit them to work on the more difficult cases.

Types of problems best met by individual approach—Obviously the cases where the individual approach is most useful are those where the individual differs materially in some significant regard from the others who are with him in the same school group. This difference may be either in the degree to which the individual is attaining the goals sought in character education, or in conditions which seem likely to influence his character development.

There are many such cases. Some of

situation

them are: the girl who is moody and oversensitive; the child who is inordinately selfish; the pupil who experiences success in every activity in which he engages; the child who deserves encouragement for the way in which he utilizes his opportunities; the boy who sells his birthright for a mess of pottage—who sacrifices large future benefits for small present conveniences; the pupil whose achievement is slight in relation to his capacity for achieving; the person who feels himself to be unpopular; the high-school or college student who spreads himself over too many activities; the child who "hates school"; the bully; the quarrelsome child; the person who has very strong prejudices; the child who cannot decide on what vocation to choose; the child who wishes to prepare for a vocation such as the practice of medicine when the chances of success are very much against him; the child who has temper tantrums; the child who has no regard for property rights; the child who does too much day-dreaming; the child who comes from a home where the income is inadequate for the necessities of life; the child from a broken home; the truant; the child with a serious handicap, such as poor hearing or an orthopedic defect; the child with defective speech.

The majority of the cases cited assuredly differ from other members of the school classes in which these children are found. On the other hand, certain of the cases mentioned, as, for example, the person who has very strong prejudices, are commonly found among many pupils in every grade, and therefore may properly be studied and treated by the provision of appropriate experiences and interpretation to whole classes at a time. Nevertheless, individuals with very strong biases and prejudices differ greatly among themselves as to what lies behind these prejudices. In addition to the group treatment of such cases, there is need for diagnosis of the causes of each individual case and for specific guidance and treatment on the basis of this diagnosis.

Organization of the school counseling program—The counseling program did not spring full-born from the forehead of any educational leader. Rather has it been developing by slow and devious routes without a definite, consistent plan. Each type of professional counselor has entered the system in response to a need for certain services. Each type was backed by a different group within and without the schools. Thus,

medical men generally advocated the introduction of school nurses but had no share in the beginnings of vocational

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guidance in the schools. Those types of counseling departments which were directed by energetic, capable persons with ability in "selling" their departments grew more rapidly than did those other departments which were not so fortunately led.

As a consequence of such a history, the counseling program in most school systems is not wellintegrated. For example, the work usually done by deans may be omitted entirely in a school where there is no dean and where the vocational counselor may have emphasized educational and vocational guidance to the virtual exclusion of those elements of personal counseling which are outstanding in the work of a dean. In addition to such gaps in the program, there may also be much overlapping. Vocational counselors, attendance officers, and psychologists may all work on problems of substantially the same type. In some cases there may be jealousy and interdepartmental strife. In any event, unless the program is wellorganized, the contacts between the counselee and the various professional counselors may be badly coordinated. Too frequently when there are several agencies active in a case, the program of study and adjustment is not integrated as it should be around the person counseled.

The ideal organization of the services of child study and adjustment cannot be stated positively or finally, for both general school organization and our knowledge of the principles of counseling are continually changing and developing. Furthermore, cities of different size will be served best by different schemes of organization. Likewise schools of different size and type need different organizations of counseling service.

Principles of organization of counseling service—Some tentative principles to be kept in mind while planning or appraising an organization of counseling services may be stated as follows:

[1] In a good counseling program, the primary consideration is the greatest present and future good of the counselee which is consistent with the welfare of the school and society as a whole. Every other factor in the situation, including the observance of mass standards and requirements, the desire of a particular agent or agency for prestige, and the comfort and convenience of the worker, should be subordinated to the welfare of the child.

[2] In a good counseling program, the basis of action in any individual case is all the facts of every type bearing on the case, or at least as many of them as can be secured.

[3] A good counseling program, regardless of the size of the school or city, provides for all phases of individual study and adjustment—including physical, mental, emotional, social, educational, and vocational analysis and treatment.

[4] A good counseling program provides for using every classroom teacher, as far as may be, as a student of the needs and problems of the individual pupils under his care.

[5] A good counseling program provides for some specialization on the part of the professional counselors concerned, in order that diagnoses and treatments may be founded most surely upon unquestioned facts and upon theories of child-study accepted by the leaders in each field.

[6] A good counseling program utilizes as many sources of information about each case as are needed but, in order to integrate the program around the child, employs only one or at most very few agents in the actual conduct of the treatment of any one child.

[7] A good counseling program is unified and coordinated under one person. In the small system, this may be the superintendent himself. In the medium-sized system, an assistant superintendent or supervisor may be assigned this task in addition to his other duties. In the large system, the importance of the activity of individual counseling warrants the assignment of a staff officer to this function as his sole responsibility.

[This material is abridged from chapter 10, of the Tenth Yearbook of the Department of Superintendence. The commission on character education of the Department of Superintendence of the National Education Association which prepared the Tenth Yearbook includes A. L. Threlkeld, *Chairman*, Bertie Backus, George S. Counts, Frank N. Freeman, Charles B. Glenn, Paul T. Rankin, Belle M. Ryan, Goodwin Watson, and David E. Weglein.]

Can the Monster Be Stirred?

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IF CHINA really is a sleeping monster, we wonder when visiting that fascinating country whether the monster can be stirred. On the periphery he is stirred now; in fact, he is greatly agitated. Students and their kind are milling about, trying to do something about the Manchurian affair provided it does not involve physical danger to themselves. But this is merely the twitching of some surface muscles while the monster sleeps on, for the masses of China's people scarcely know what is going on outside the little home circle of each.

There are some leaders now rising up to declare that the monster can be awakened, that the masses of people can be stirred into national action, and serious efforts are under way to prove it. That these masses constitute something like a quarter of the whole human race does not deter these leaders, for they are delightfully idealistic and nothing seems to discourage them—not even the fact that there are hundreds of millions of illiterate individuals to be reached before the monster can be stirred into anything like a program of constructive activity.

If this means the promise of better times ahead for the common man in China, one is tempted to remark that it has been a long time in coming. For thousands of years the common man has patiently toiled: building the Great Wall many hundreds of miles in length, to say nothing of numerous other walls smaller in comparison but actually no mean task in themselves; building beautiful palaces and temples with astounding feats in transporting heavy blocks of granite and marble and an incredible amount of carving of stone and wood; terracing thousands of hills and leveling the plains for tillage of crops. Thru all this the toiler has been considered merely a pair of hands. He was not expected to share in the better things of life which the upper ten percent took unto themselves, and this is still true of the masses. But perhaps there is a light breaking thru for him and it may mean the opening to a larger life.

This is the real significance of the movement called "mass education" and of other related movements which do not officially travel under that name.

What is generally known in China as "mass education" was started by Dr. James Yen in 1925 as an effort to decrease the appallingly great illiteracy in that country. At first the plan included only an organized teaching of 1000 Chinese characters to as many common folks as could be mobilized for study at odd times when their regular work permitted, the theory being that all that China needed was to dispel illiteracy and all her other difficulties would disappear. ["Making New Citizens for China" by James Yen was published in the November 1928 JOURNAL.]

Four barriers—A few years of experience, however, proved this to be a fallacy and the plans were changed, for it was found that merely teaching the people to read a little was not meeting the whole problem but only one-quarter of it. A careful analysis showed that there are four chief barriers preventing the masses of Chinese people from attaining the successful position which Dr. Yen and other leaders think they ought to occupy. The original plan for mass education would remove only one of the four.

The first of these four barriers is ignorance, dense and dark. This does not mean total ignorance about all things, for the Chinese peasant farmer is really an intelligent fellow within his own sphere of activity and is as successful as anyone could reasonably be expected to be in the circumstances—tilling the soil well, getting relatively excellent yields, meeting his daily problems with enough success to have enabled his kind to persist as a people thru more centuries than any others have in recorded human history. Notwithstanding this, they are ignorant to an appalling degree. Ability to read a little would help greatly but even so there would have to be some way of giving them the right things to read, written in the particular 1000 characters selected out of

the many thousands for which the Chinese language is famous.

The second barrier is poverty, and ability to read would not be much of a help for that. In fact, it would probably make the masses more painfully aware of their poverty and thus make their lot seem worse instead of better. So to the original campaign against illiteracy there were added several features designed to help the farmer or villager increase his productivity and thus improve his economic position. As the great majority of these masses of people are farmers, obviously it would be necessary to help improve the farming methods thru scientific experimentation and agricultural instruction and demonstration.

The third great barrier was seen to be disease, which is due largely to undernourishment and is really a part of the poverty problem, for these people are living right at the borderline of existence much of the time. Disease takes a great toll, the infant mortality being in some places as high as 90 percent. Therefore, the "mass education" plan must be extended to include as much protection against these ravages as possible. This means better sanitation in their crude little homes, more knowledge about the principles of nutrition, and campaigns against certain prevalent diseases.

But a fourth barrier was noted, in some ways more difficult to deal with—lack of cooperation among the people. This is a thing not easily corrected for it has to do with their habits of thinking and their inbred suspicions of each other but somehow it must be met. By the organizing of cooperative societies for credit, for marketing, and perhaps for such farming operations as would be benefited by cooperation, it is thought that the value of cooperation can be impressed upon the people and this very fundamental weakness of the Chinese correspondingly helped.

The experiment—To explore the way in this huge problem, one county has been selected as typical of the country

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and a number of workers under the leadership of James Yen are concentrating their efforts there to learn by experience how the larger task should be attacked thruout the whole country. This county has a population of 400,000 inhabitants, living in 472 villages. All the rural population of China lives in villages. These are sometimes merely a cluster of little huts but more commonly they are miniature cities with some form of village government and often with an enclosing wall to protect the inhabitants against bandits and marauders. Small shops are maintained in all these villages, for the selling of food and minor household supplies, but the larger buying and selling takes place in a few chief centers in the county.

Each farmer's holding of land is small, sometimes pitifully so. In the most fertile parts of the Yangtse River valley it is said that the population is over 6000 people per square mile, which means that the average family [of between 5 and 6 people] has about one-half acre from which to make a living. When one deducts the areas occupied by the villages and by irrigation canals, roadways, boundary ridges, and by the ubiquitous grave mounds, there is less than a half acre for each family. In the county used by Dr. Yen for his experiment the population is less dense because the land is less productive, but competition is no less severe. Not only is there competition between man and the elements, but between man and his departed ancestors who still continue to occupy land and exact a heavy toll from the meager income of the living.

Three approaches to the task are being made: thru schools, social groupings, and the homes. The schools are simple affairs—a bare room borrowed or built for the purpose wherein a small crowd of adults gathers for an evening or when it is possible to be spared from the day's work. This small crowd is a class which meets on some kind of schedule during a period of four months, for this is the duration of one course and another group is waiting to form another class. In these four months, adults are supposed to learn to read 1300 characters in 96 lessons. The original quota of 1000 characters has been increased to 1300. Their reading lessons give them valuable information on agriculture, health, and citizenship.

Later, when they have caught up with the task, it is planned to direct this schooling toward the children rather than adults, but just now the children are waiting their turn. It is almost wholly an adult education movement thus far and probably will remain so for some time.

To follow up the work of the schools it is necessary that the "graduates" be given something to read which is written in the 1300 characters they have learned. So,

WHEREAS, the current emergency re-emphasises the fact that the financing of public education is a responsibility which should involve the technical advice of experts in taxation, the cooperation of professional school people, and the educational policy of the public,

Be it resolved, That the Department of Superintendence recommends that there be constituted in every state a group of citizens, including expert economists, competent school people, and representative laymen, to make a careful study of the existing system of taxation, and

Be it further resolved, That since a comprehensive national study of school finance is under way under the direction of the United States Office of Education, the utmost cooperation should exist between such groups as may be established in the several states and the National Survey of School Finance.—Special resolution adopted by the Department of Superintendence, February 23, 1932.

newspapers, pamphlets, and books are being turned out as rapidly as possible. The purpose of these is twofold—practise in reading and enlargement of their field of knowledge.

Three sets of books are being issued—for farmers, urban people, and soldiers. Soldiers are a conspicuous part of the present social and economic structure of China and constitute a particularly serious problem.

The other two approaches to the task are much like the extension service of America: helping the farmer to improve his economic position by cooperation with his neighbors and by taking advantage of such scientific helps as are available, and helping the homemakers to improve their living conditions without increasing the costs beyond income.

The temptation is to throw excessive funds into this work in order to demonstrate the more effectively what can be done in a typical county but the leaders are aware that unless the costs are moderate the work will not be extended to other parts of the country for it could not be afforded. Accordingly, the costs are kept as low as possible, altho it is recognized that in the initial experiment the costs are bound to be higher than in a larger undertaking with standardized methods. The work in this first county is

costing nearly \$50,000 [U. S. gold] per year, the funds for the enterprise coming chiefly from friends in the United States.

Other efforts—The work of James Yen is not the only effort being made to improve the lot of the common man in China. Missionaries for many decades have been devoting themselves to this task and perhaps it is not unfair to say that undertakings like Dr. Yen's are largely the byproduct of the work of the missionaries.

Another quiet leader in this field of work is Dr. Ta Chen, professor of sociology at Tsing Hua University in Peking. With the help of his associates this man is conducting an extensive experiment in social reorganization and regeneration in an industrial district in the Shanghai region, bringing education to the masses and helping them to help themselves.

Nanking University is doing a significant piece of work for the farmer. Thru the researches of Dr. Buck, whose wife is the author of the famous book, *The Good Earth*, a great fund of information is being gathered to show just what is the status of farming in central China and what is the economic and social environment in which the average farm family lives.

Using as a basis this work of Dr. Buck's and some equally valuable researches in crop improvement being carried on by the agronomy staff, the extension division of Nanking University is developing an effective service which reaches out to farmers even hundreds of miles away, giving them practical assistance and guidance in cultivation methods and control of crop diseases and pests, and especially in the increase of their crop yields thru better seed. In some districts there has been an increase of fifty percent in the yields of rice and other crops due to the seed selection of this university.

It looks as tho better times may be in store for the masses of China, provided one remaining barrier can be removed—organized banditry and plundering by so-called armies which often are not distinguishable from the bandits. Perhaps the result of this mass education will be to develop so great a demand for good government that the present chaos will be reorganized along sound lines, thereby ultimately stamping out banditry. Perhaps the masses will eventually work out their own salvation. If they do, it will be in a Chinese way—not American or Russian. The monster will then, indeed, be awake and doing.

Adjustment of the Concrete-minded Child

THE CHILD that we have before us for consideration this month is a contrast in many ways to the child we considered in last month's JOURNAL. Both children were studied when they were in the junior high school. The boy we are considering has been mentioned in other articles of this series. He was reported for study on the basis of attention-getting behavior in the classroom. Thru-out his junior high-school career he had been known to the teachers as a clown and had been a constant source of disturbance in the classroom. His case history reveals the following problems: show-off behavior, teasing, disobedience, rebellion against authority in school, cutting classes, evasion of responsibility, failure in school subjects, grade repetition, lack of interest, nervousness, and sensitiveness.

Walter's elementary-school history reveals the fact that he repeated the sixth grade and that his scholarship and conduct record became increasingly lower during his elementary-school period. At the end of the seventh grade in junior high school he failed in arithmetic, history, English, and hygiene, and was not promoted. During his second repetition of the seventh grade he failed in art, history, geography, arithmetic, and English. During this repetition he received a B in gymnasium and C in music, manual arts, and penmanship. The principal has a record of the notes sent to him by the teachers complaining of Walter. The reasons given by the teachers for reporting him are as follows: "fooling in class," "continual disorder," "disturbed class after being warned," "yelled out when another boy pinched him," "noisy, silly remarks," "general nuisance." Finally he was found smoking cigarets in a shed during school hours and was suspended by the principal. At the mother's request the boy was reinstated at the close of the period of suspension; later he was expelled.

According to the Binet test he places in the lower level of the normal group. He did especially well in tests requiring visual imagery and scored on the 18-year level. He seemed alert, interested, and gave his best attention to this type of test. He appeared to have special difficulty in work with numbers. Each time digits were presented there appeared to be a definite blocking and hesitancy, followed by a random answer. Fluctuating

attention and restlessness appeared in connection with these tests. There was more evidence of concentration and in-

WE SHALL never succeed in educating all the children of all the people till we first succeed in establishing in the minds of our people the basic truth that labor is not a curse, but a blessing, and that it is not the purpose of an education to free a child from the necessity of labor when he is grown, but that its end and aim is to fit him so that he can do to perfection the work in this world that he undertakes or is set to perform.—William Hawley Smith.

terest on tests of ingenuity and concrete planfulness than on any of the others. His definitions in the vocabulary test were at an immature level. In association, apparently stimulated by one of the test questions concerning the hanging of a man, Walter said, "Lots of times people want to end it all if they don't get their own way or something. I feel that way myself sometimes."

The physical examination revealed an apparent malfunctioning of glands in the endocrine system which seemed related to his small stature and delayed puberty. The psychiatrist found that this was a family characteristic and that the men in his family developed normally tho late.

His home life has always been happy. His father demands obedience but is companionable. His older brother has always been a close friend. Walter has never been confidential with either his father or his brother about his inner thoughts, tho he is not ill at ease with them. His mother is conscientious in her care of her children and has been sympathetic with them. The home is comfortable and in a good neighborhood. It was visited several times by those interested in Walter's problem and the concensus of opinion was that it seemed a stable home providing the children with security and intelligent understanding, with one exception. The parents tended to overprotect Walter and looked upon him as a younger child, giving him few opportunities to do independently the things that are usually permitted boys of his age.

In looking over the above data we can at least venture an hypothesis as to the causes of Walter's behavior and suggest possible treatment. Like our superior child, his behavior was motivated

by the desire to secure attention and approval from his contemporaries. Also like our superior child, he had never achieved recognition in athletics because of his small stature. Unlike our superior child, he did not have the ability to attain recognition and approval on the basis of academic success or creative endeavor. He had the ability to achieve with his hands in mechanical work but his school placed its emphasis on academic achievement and provided no opportunity to succeed along the lines of his ability, so he strove to gain attention thru clowning.

He had not completed the eighth grade so technically he was not ready for the vocational school in his state. What did the educational system hold for him which would really fit him for life in a democratic society? His present school placement was certainly making for a disintegrated personality. He was in a position where he could not achieve even a minimal degree of success. Had he been given any chance during his seventh-grade experience to achieve in the type of thing in which he really had ability and any opportunity thru success to gain the approval of his teacher and his classmates, it is probable that his whole seventh-grade behavior would have been different. His response to the treatment planned for him substantiates this hypothesis.

Fortunately a wide-awake, progressive principal of a vocational school made up largely of teachers who are really concerned with individual adjustment, decided to take this boy on the recommendation of a child guidance clinic, altho he had not passed his eighth-grade work. Thru the clinic the principal recognized that the boy's intelligence was average, that he was cooperative, and had a pleasant personality. They believed that if he were given a chance to work where he had a real possibility of succeeding, he would make good.

In this new situation his adjustment far exceeded the expectations of the child guidance clinic. Walter showed eagerness for his work and was conscientious from the start. In a short time he had charge of one shop and was responsible for giving out and checking up the tools. Over a period of two years in this new situation he was never considered a behavior problem.

What are the implications of this case for the public school? A large percent

of our population is concrete-minded and works best with its hands. Upon this group is our industrial civilization based. It is a serious question whether or not this group should be separated and educated by a special type of school emphasizing only the concrete, the mechanical, and the practical. Such procedure seems inconsistent with a philosophy of education which proposes to develop well-rounded individuals. Specialization in work, the trend of our materialism, tends to group people too closely and leads to a lack of breadth of view, cooperation, and appreciation of the rest of society.

But even granted that the vocational school may always be the best place for this type of child, it is important to consider what happens to him during the eight years before he is ready for vocational school. Can we not say of the ad-

justment of this concrete-minded child the same thing that we said of the adjustment of the superior child—that he can best be provided for in a school situation most nearly like life—a situation in which people of various abilities are working toward ends worthwhile to them as a group? Let us be frank. A concrete-minded child is looked upon by the average academic teacher as being an inferior person and his transference to a vocational school is often considered a step down in the social scale. These facts are damaging to his personality adjustment. Why is he still forced to contend against such discrimination? First, schools and their curriculums are built on a traditional conception of what the school should be; they go back to the period when work with the hands was looked down upon. If the school curriculum were

based on life as it is, rather than life as it has been, this child would not have difficulty in finding his proper place. Second, some teachers' academic interests combined with their social failures tend to make them intellectual snobs.

Altho this child was treated by a mental hygiene clinic, his problem was almost entirely one of school handling. The psychiatrist pointed out the reasons for his small stature and delayed puberty, but the important treatment was carried out by the teachers in the vocational school. This case gives us good reason to repeat that effective mental hygiene on the preventive level must be carried out by the classroom teacher for every child in his group.—This is the sixth of a series of articles by Caroline B. Zachry, director, Mental Hygiene Institute, State Teachers College, Montclair, N. J.

For Thinking America

WHAT CAN BE learned from other depressions? What are the causes of unemployment? How can the unemployed prepare themselves for new lines of work? What can be learned from the Russian plan? Can the labor market be organized? What about the farmer? What shall we do with our leisure time? How can depressions be avoided? What have banks to do with it? Why a gold standard? Are taxes too heavy or too light?

Those who are reading good books on these questions are thinking more clearly and talking more intelligently about them. Here are a few good books, honestly written. They are only samplings. There are many others, and pamphlets too, and new ones are appearing every day.

America weighs her gold by James H. Rogers. 1931. Yale. \$2.50. A popular interpretation of the international gold situation and the economic forces and policies responsible for it.

America's way out by Norman M. Thomas. 1931. Macmillan. \$2.50. A "program for democracy."

Business adrift by Wallace B. Donham. 1931. Whittlesey House, McGraw-Hill. \$2.50.—and a plan to anchor it.

The economics of money, credit, and banking by F. Cyril James. 1930. Ronald Press. \$4.

The epic of America by James T. Adams. 1931. Little, Brown. \$3. The story of the abandonment by a rich and powerful people of the ideals of their hard-pressed and high-minded ancestors.

Fields of work for women by Miriam S. Leuck. 1926. Appleton. \$2.50. Professional and occupational opportunities for high-school girls and college women.

How to spend your money by Ernest McCullough. 1931. Cape & Smith. \$2. Sensible advice on apportionment of income and on investments.

Major forces in world business depression by National Industrial Conference Board. 1931. Nat'l. Industrial Conf. Bd. \$1.50.

Making farms pay; a way out for owner and tenant by Cornelius J. Claassen. 1931. Macmillan. \$2. The first book treating group management of farms.

The menace of overproduction, its cause, extent, and cure edited by Scoville Hamlin. 1930. Wiley. \$2.75. Overproduction with its resultant unemployment is an evil but seventeen industrialists and economists differ about the remedies proposed.

Middletown, a study in contemporary American culture by Robert S. and Helen M. Lynd. 1929. Harcourt. \$5. Civilization in America as portrayed by the dissection of a typical small city.

My life work by Robert L. Cooley and others. 1930. McGraw-Hill. v.1. Building and metal trades. \$1.75. v.2. Office and store occupations. \$1.50. v.3. Printing and servicing trades. \$1.50. v.4. Representative industries. \$1.75.

New roads to prosperity; the crisis and some ways out by Paul M. Mazur. 1931. Viking. \$2. "The day of opportunity is still at its dawn, but the days of opportunism must be ended."

New Russia's primer by Il'ia I. Marshak [M. Ilin, pseud.]. 1931. Houghton. \$1.75. A complex plan made simple and dramatic.

Our mysterious panics, 1830-1930, a story of events and the men involved by Charles A. Collman. 1931. Morrow. \$2. Shows how human human beings are.

Out of the depression—and after, a prophecy by Stuart Chase. 1931. 27p. John Day. Paper, 25¢.

Piatiletkha; Russia's 5-year plan by Michael S. Farbman. 1931. New Republic. Paper, \$1. Presented clearly and succinctly and illustrated with camera studies.

The problem of unemployment by Paul H. Douglas and Aaron Director. 1931. Macmillan. \$3.50. Extent and costs; varieties—seasonal,

technological, and cyclical; the development of employment offices and unemployment insurance systems.

Reducing seasonal unemployment; the experience of American manufacturing concerns by Edwin S. Smith. 1931. McGraw-Hill. \$3. Many cases show how regularization of sales and production have promoted economies and steadied employment.

The rise of American civilization by Charles and Mary Beard. 1930. Macmillan. 1 vol. ed. \$3. The whole circle of American life—economic, social, political, agricultural, industrial, intellectual.

Some folks won't work by Clinch Calkins. 1930. Harcourt. \$1.50. For those readers who wish to get close to the experiences and feelings of the unemployed.

Taxation in the modern state by Alzada P. Comstock. 1929. Longmans. \$2. Changes in tax systems and developments in tax administration since the war.

Unemployment as a world problem edited by Quincy Wright. 1931. Univ. of Chicago Press. \$3. Nine distinguished lectures by an Englishman, an Irishman, and a German.

Vocational selfguidance; planning your life work by Douglas Fryer and others. 1925. Lippincott. \$3. A discussion of twenty-one of the "business professions," each by a man of experience in his field. The introduction is intended as a guide to self- and job-analysis and furnishes tests.

The way out of depression by Hermann F. Arendtz. 1931. Houghton. \$1. Good presentation of the case for international bimetalism.

The way to recovery by Sir George Paish. 1931. Putnam. \$2. The way out of the depression as seen by a great English economist.

Your job and your pay; a picture of the world in which we work by Katherine H. Pollak. 1931. Vanguard. \$2. Intended to stimulate workers' interest in labor problems. [Use this list published by the American Library Association to build up your school library and for special classes and courses. Keep your curriculum up-to-date.]

Diagnosing Pupil Difficulties

INVESTIGATIONS have shown that arithmetic is one of the most difficult subjects in the elementary school. The causes of this condition have been systematically analyzed, and technics for diagnosing the specific factors that result in the failure of a particular pupil to make satisfactory progress have been devised. In this article a statement of the causes of failure in arithmetic will be given and technics which the teacher may employ to diagnose the difficulties of pupils will be described. The discussion will be limited to the computational phases of arithmetic instruction.

The essential technical background of a person who wishes to make a diagnosis of difficulties in arithmetic includes:

A knowledge of types of behavior which are evidences of underlying causes of inability not only in arithmetic but in related subjects such as reading, and the analytical ability to observe and interpret these manifestations of difficulty; an adequate technic for bringing to the surface, facts concerning the nature of the pupil's disability or methods of work which otherwise would not be noted; a thoro knowledge of the factors underlying the development of arithmetic ability and the ways in which these factors operate; a knowledge of the specific skills and controls which constitute the hierarchy of habits needed for successful work in arithmetic; and a knowledge of what remedial measures to apply when the diagnosis has been made.

Some of the factors that contribute to failure to master arithmetic processes are of a permanent kind; others are temporary in character and can easily be obviated. These contributing factors vary widely from pupil to pupil and may appear in various combinations.

Lack of mentality or native ability is undoubtedly the greatest single cause of failure to learn. In most schools teachers now have access to records which show the mental level of the pupil as determined by intelligence tests. Such information is invaluable in making a diagnosis. However, altho a low mental level often is associated with inferior arithmetic ability, it must be recognized that sometimes pupils of relatively high mentality fail to make satisfactory progress in arithmetic due to other factors which must be analyzed.

Physical handicaps often seriously interfere with the development of power in arithmetic. The undernourished, anemic, fatigued child cannot make the sustained effort required. Defects of vision and hearing are, obviously, serious

handicaps. Incipient illness may sap the vitality of the pupil. Fortunately the careful examination by the school physician can locate these faults and steps can be taken to remedy the condition.

Emotional factors such as fear of the teacher, dislike for the subject, or a faulty relationship with others in the group, may result in the development of a condition which will lead to unsatisfactory growth in arithmetic. Pupils with such emotional maladjustments may make little effort to master the subject. They may exhibit little or no initiative in their work. They may be unwilling to ask the teacher for help on difficult points and hence flounder helplessly and hopelessly. Often they fail to stick to the task at hand and their attention is easily distracted by minor interruptions. Much of this kind of interference with learning can probably be prevented by providing interesting situations in which the pupil will be impelled to active participation because he sees how what he is learning functions. If the right attitude between teacher and pupil exists, the pupil will regard the teacher as a counselor and guide in rich educative experiences.

Faulty attitudes of the pupil toward his school work are often due to unsatisfactory environmental conditions, such as strained relations in the home, indifference of parents toward his success in school, broken homes, and the like. Dishonesty, untrustworthiness, and other undesirable moral traits often develop in such situations. Obviously it is the duty of the teacher to be familiar with the social background of the pupils in her class in order that she may intelligently analyze the needs of each individual and make necessary adjustments of instruction. In many school systems, social agencies are available which will aid the teacher to determine the conditions in the home and elsewhere which contribute to pupil failure in their school work. Social and psychological clinics, educational clinics, and hospital classes have been established with considerable success. However, the relatively small number of such clinics means that most teachers must study their own pupils and apply insofar as they are able those diagnostic procedures which have been devised by educational science. It is their duty to become increasingly familiar with these technics thru the

study of the published reports of diagnostic studies.

Pedagogical factors over which the school has some control often contribute to the failure of pupils to make satisfactory progress in arithmetic. Instruction may be unskillfully done; the materials of instruction may be inadequate and poorly constructed without consideration of the known difficulties the subject presents; instruction may be by mass methods and not individualized, a condition which results in the development of many faulty, inefficient habits of work by the pupils; difficulty with some process such as long division may be due to weakness in some more basic skill, such as inability to multiply or to subtract, which should have been mastered before long division was taught, rather than to general weakness in the process; the subjectmatter taught may be too difficult for the pupil to master; it may be set up in an uninteresting and unattractive manner; due to excessive absence or to transfer from one school to another, there may be big gaps in the pupil's knowledge of processes. Many similar illustrations of conditions which may result in unsatisfactory growth will readily occur to the reader. Almost all of them can be obviated. An important and integral part of any diagnostic and remedial program is to make certain that pupils are using as wellmotivated, efficiently organized, and wellgraded materials of instruction as it is possible to procure and that effective teaching procedures are employed in the classroom. However, due to other factors that are beyond the control of the teacher, there will be pupils who will fail to make satisfactory progress. In such cases the teacher must attempt to diagnose the difficulty, that is, to identify and to determine the nature of the deficiency or weakness.

The approach to diagnosis of arithmetic difficulty may be either thru measurement and general observation or thru the use of more refined and specialized clinical methods. For purposes of discussion, three kinds of diagnosis may be differentiated: general, analytical, and psychological.

By *general diagnosis* is meant any procedure which will give the teacher a general picture, not a detailed one, of the pupil's ability in arithmetic. For ex-

ample, the results of such survey tests as the Stanford Achievement Test yield scores which can be interpreted to show the general level of the pupil's ability in arithmetic. However, such scores do not reveal his ability to solve examples in fractions or decimals, or on which of the four fundamental processes he may be deficient, normal, or superior in ability. Tests of this kind merely enable the teacher to select those pupils whose performances are below standard so that their work can be more carefully observed and systematically analyzed to determine specific deficiencies and faults and what steps should be taken in the remedial program.

The purpose of *analytical* diagnosis is to enable the teacher to determine the specific phases of arithmetic in which the pupil is deficient. The basis of an analytical diagnosis may be a pupil's performance on a series of carefully constructed diagnostic tests, each of which yields a measure of the pupil's ability in a single phase of arithmetic. Such a series may include separate tests in each of the four fundamental processes in whole numbers, fractions, or decimals, or exercises in which any one process is broken down into the major or the specific skills which constitute it. By means of analytical subject tests of this kind, the teacher can locate the particular process or specific skills in a process in which a pupil may be deficient. Another kind of diagnostic test consists of a wide variety of types of examples in a particular process, such as subtraction of fractions, for which there are at least fifty-three different types of examples each containing a different combination of skills. Such exercises are very valuable to the teacher when a process is first being taught since the results of the diagnostic tests enable the teacher to determine what types of examples the pupils have not learned to solve. Furthermore, the analysis by the teacher of the differences between the types of examples included in such comprehensive exercise shows the kind of examples there should be in practise exercises if potential difficulties due to lack of familiarity with particular types are to be obviated. The method of analytical diagnosis reveals the processes in which a pupil is deficient or the specific phases of a process which may be the source of difficulty. However, these results yield only a partial diagnosis, since the teacher must in addition determine the causes of the difficulty by more penetrating technics than such tests provide,

especially in the case of pupils whose work exhibits serious weaknesses. A pupil's score on a test may show that he is much below standard in ability in some process but it does not reveal the *causes* of this condition. The assignment of practise exercises to strengthen weak spots without a careful study to determine the causes of difficulty may be worse than useless, since faulty habits that exist may be strengthened thereby.

By *psychological* diagnosis is meant any procedure the teacher may use to identify the more subtle causes or nature of the difficulties located by the analytical tests. To be able to make a satisfactory psychological diagnosis, the teacher must know the possible causes and symptoms of maladjustment, the most common faults that have been found to exist in the work of pupils, various methods of making the diagnosis, and the use that can be made of data in various school records and the reports of special workers, such as the school physician or the social worker. Some simple technics useful to determine the causes of difficulty will now be described.

Thru observation of the pupil at work or play, the teacher can learn much concerning the pupil's social behavior as well as his work habits. Faulty procedures such as counting, dawdling over the assigned work, lack of interest or effort, visual defects, and the like, can thus be readily discovered.

Thru an analysis of the pupil's written work, the causes of many errors can be determined. For example, in the subtraction example, $81 - 37 = 42$, the pupil obviously did not know the correct answer to the combination $11 - 7$. This is shown by the partial answer, 2. In the example, $962 - 783 = 189$, the cause of the error is not so obvious. Did the pupil forget that he had borrowed from the 6, or was his error due to giving the incorrect remainder in subtracting 8 from 15? An analysis of the written work does not reveal the mental processes of the pupil at each step of the solution. They may have been involved and uneconomical but this is not evident from what is written on the paper. In the example, 6 and one third minus 1 and five sixths $= 3$ and five eighteenths, it is not possible to determine what the cause of the error is. In an analysis of approximately 2500 errors in addition of fractions, it was possible to determine only two thirds of the errors by examining the written work. These data suggest that while the first step in any diagnosis may well be

an analysis of the written work to determine where possible the cause of the error, more penetrating methods must be used when the cause is not revealed by such an examination.

The chief weakness of this technic is the lack of reliability of the diagnosis. In many doubtful cases, the examiner is forced to make inferences as to the nature of the difficulty which may be incorrect, as illustrated in the second example above. More penetrating technics must be used to determine the causes of difficulty not apparent from the analysis of the written work.

A technic of diagnosis which may be used in such cases has been developed by Curtis and has since been employed in many of the investigations of causes of difficulty in arithmetic processes, namely, the analysis of the oral responses of the pupil as he works the example aloud. The examiner in using this technic merely asks the pupil to state aloud the mental steps he may take in solving the example and the language he may employ. This plan may be supplemented by sympathetic questioning to locate faults the pupil may not be conscious of. These technics enable the examiner to note any roundabout, involved, or otherwise faulty habits of work which may be the basis of the difficulty. A teacher who has never had a pupil whose work is unsatisfactory give the steps in the solution of an example aloud, can hardly be aware of the strange tricks and peculiar methods of thinking such a pupil has. For example, the study of pupils deficient in arithmetic by Buswell and John reveal the following faults of pupils in grades three to six in carrying in column addition:

Added carried number last; forgot to add the carried number; added carried number irregularly [sometimes first, sometimes last, sometimes in the middle of an example]; wrote the number to be carried; carried the wrong number [sum 28, wrote 2, carried 8]; carried when nothing to carry; wrote carried number in the answer; added the carried number twice; subtracted the carried number.

It is apparent that such faults cannot be detected by test scores or analysis of the written work. They must be searched out by technics that are more clinical in nature. Such faults as those listed above can only be remedied by pointed remedial teaching. Every teacher should study the procedures involved and apply them so that they may be effective elements of his technical professional equipment. A knowledge of the faults that have been revealed by psy-

chological diagnosis will impress on the teacher the necessity of seeing to it from the beginning that effective procedures and economical thought processes are mastered by the pupils. It is known that many pupils whose tests scores are up to standard are working at much below their optimum levels because of the ineffective methods they employ. Standardized diagnostic tests and record blanks containing the most common faults of pupils in each of the four fundamental processes in whole numbers, fractions, and decimals are available.

The use of such clinical methods in teaching and diagnosis brings to classroom instruction the same refinement of technics that is found in other professions, such as medicine. No one would think of submitting to treatment by a physician who used such random methods of diagnosis as were employed by medical science a few generations ago. Modern clinical medicine uses diagnostic devices which determine with precision what the cause of the difficulty is and in the light of such information prescribes the remedial treatment. The profession of teaching may be raised to higher levels if increased use is made of diagnostic technics such as have been described and if teachers consciously try to avert the development of faulty habits and systematically seek to determine the causes of difficulty apparent of pupils making little progress.

The procedure to follow in making a clinical diagnosis may be summarized as follows: [From *Diagnosis and Reme-*

dial Teaching by Brueckner and Melby. Houghton Mifflin, Boston. 1931]

[1] The teacher should give a survey test to secure an initial picture as to the status of the class as a whole.

[2] The teacher should make a careful analysis of the work on the test to locate the obvious deficiencies or the types of exercises most frequently solved incorrectly by the class.

[3] The teacher should then select for careful study those pupils whose work was considerably below the standard in one or more of the processes. Usually not more than ten percent of the pupils in a class will need much study. The students should be given the ordinary assignment of work to be done at their seats, so that all may be profitably occupied.

[4] After the class has begun to work on the assignment, one pupil who has been selected for special study should be called to the teacher's desk. The pupil should be told that the purpose of the teacher is to help him to determine the cause and nature of his arithmetic difficulties and he should be encouraged to assume a cooperative attitude in the undertaking. The teacher should think of his part of the examination as being like that of a physician who is making a clinical diagnosis of the cause of the illness of an individual. The purpose of the diagnosis by the teacher should be the location of faulty methods of work, lack of knowledge on the part of the pupil, and other possible causes of inefficiency of work. At this step the teacher should not attempt to remedy the situation by teaching correct procedures.

[5] The teacher should next select a standardized diagnostic test in the process to be investigated, such as the Buswell-John or Brueckner tests, or, if they are not available, should use some similar set of examples prepared for the purpose. Usually only one process at a time should be studied, to avoid fatigue on the part of the pupil.

[6] The teacher should explain to the pupil that he will make it easier to diagnose his difficulties if he will do his work aloud, so that the

teacher may observe his procedure. The teacher should illustrate the method by working one or two typical examples. Pupils readily respond to these directions and demonstrations, especially if the teacher has created the right attitude and if the examination is conducted in a friendly, helpful spirit.

[7] As the pupil works the teacher should make notes of the types of faults that are discovered. Such a record is facilitated by the use of the record blanks that are prepared on certain of the standard diagnostic tests. It is obvious that the teacher must have a firsthand appreciation of the various kinds of errors that may be discovered and of their symptoms. Sometimes the pupil stops in the middle of an example and apparently is blocked by some difficulty. By careful questioning the teacher should make an effort to get the pupil to tell what his mental processes are during the period of apparent inactivity. Altho the method of securing the pupil's testimony as to his mental processes may not be a wholly reliable one, due to his inability to describe them accurately, an observing teacher with insight can usually secure quite a vivid picture of what mental activity takes place. The length of the time required for a diagnosis will, of course, vary according to the extent and nature of the faults discovered in the pupil's work. The average time required for a single process is between fifteen and thirty minutes.

[8] When the work of the test has been completed the teacher should carefully analyze the notes taken during the examination and summarize the findings of the diagnosis. These may be recorded on the standardized blank, on the pages of a notebook in which records of a diagnosis are kept, or may be filed in some other convenient form for reference.

[9] The necessary reteaching and remedial work should then be undertaken in the light of the findings of the diagnosis.

[This is the sixth of a series of articles by Leo J. Brueckner, College of Education, University of Minnesota, Minneapolis.]



On the beach at Atlantic City. Should not every child average at least seven hours per week in the sun and open air?

Public Elementary and Secondary Education in 1930

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

States	Number of pupils enrolled in public elementary and secondary schools	Number of pupils in average daily attendance in public elementary and secondary schools	Percent of pupils enrolled which attend daily	Average number of days schools were in session	Value of all property used for public elementary and secondary schools	Value of school property per pupil enrolled	Expenditures for public elementary and secondary schools ¹	Expenditures per pupil enrolled in public elementary and secondary schools
1	2	3	4	5	6	7	8	9
Continental United States...	25,678,015	21,264,886	82.9	172.6	\$6,211,327,040	\$242	\$2,320,776,036	\$90.38
Alabama.....	622,988	473,553	76.0	150.0	55,635,090	89	21,657,857	34.76
Arizona.....	103,806	75,969	73.2	175.1	17,914,326	173	10,878,167	104.79
Arkansas.....	456,185	330,825	72.5	149.4	38,217,950	84	14,148,155	31.01
California.....	1,068,683	908,765	85.0	178.3	427,909,411	400	148,816,078	139.25
Colorado.....	240,482	190,742	79.3	180.0	62,147,540	258	24,555,281	102.11
Connecticut.....	319,453	274,482	85.9	183.7	111,494,568	349	35,741,255	111.88
Delaware.....	42,360	36,255	85.6	183.0	11,290,862	267	5,108,186	120.59
District of Columbia.....	80,965	68,312	84.4	173.6	30,224,587	373	12,666,081	156.44
Florida.....	346,434	267,042	77.1	154.4	79,826,066	230	18,533,721	53.50
Georgia.....	713,290	538,271	75.5	148.0	51,200,389	72	18,676,829	26.18
Idaho.....	120,947	98,479	81.4	162.6	24,106,667	199	10,326,210	85.38
Illinois.....	1,395,907	1,203,537	86.2	188.4	441,075,353	316	154,740,774	110.85
Indiana.....	667,379	596,416	89.4	173.4	160,439,184	240	63,329,806	94.89
Iowa.....	554,655	465,051	83.8	175.9	123,307,362	222	50,757,133	91.51
Kansas.....	431,166	364,801	84.6	169.8	92,232,351	214	38,843,407	90.09
Kentucky.....	588,354	432,862	73.6	165.0	48,057,372	82	22,973,665	39.05
Louisiana.....	434,557	349,594	80.4	151.0	55,328,518	127	21,835,855	50.25
Maine.....	154,455	138,043	89.4	179.0	32,654,172	211	11,185,706	72.42
Maryland.....	277,459	235,555	84.9	186.1	55,741,316	201	24,672,143	88.92
Massachusetts.....	759,492	675,676	89.0	183.3	243,063,424	320	86,891,313	114.41
Michigan.....	970,582	844,967	87.1	185.6	338,675,700	349	119,457,501	123.08
Minnesota.....	551,741	456,836	82.8	180.1	158,899,830	288	51,789,778	93.87
Mississippi.....	595,449	436,162	73.2	133.4	43,919,500	74	17,395,052	29.21
Missouri.....	656,073	576,417	87.9	180.5	151,439,993	231	56,470,043	86.07
Montana.....	120,337	105,327	87.5	173.5	30,416,023	253	13,678,881	113.67
Nebraska.....	325,216	259,188	79.7	175.2	81,835,361	252	27,142,345	83.46
Nevada.....	18,041	14,977	83.0	178.9	5,876,038	326	2,755,034	152.71
New Hampshire.....	74,240	65,966	88.9	179.0	18,487,801	249	6,935,522	93.42
New Jersey.....	792,012	662,961	83.7	188.4	292,728,594	370	117,633,537	148.52
New Mexico.....	102,084	76,216	74.7	172.2	12,563,138	123	6,799,409	66.61
New York.....	2,141,479	1,866,243	87.1	187.5	871,228,178	407	361,512,754	168.81
North Carolina.....	866,939	672,895	77.6	154.3	110,421,315	127	37,301,084	43.03
North Dakota.....	169,277	148,614	87.8	165.7	39,876,647	236	16,453,171	97.20
Ohio.....	1,277,636	1,141,324	89.3	179.2	409,649,302	321	145,910,353	114.20
Oklahoma.....	470,090	400,090	85.1	173.3	89,975,124	132	30,867,706	45.22
Oregon.....	202,595	155,166	76.6	182.9	51,985,092	257	19,616,351	96.83
Pennsylvania.....	1,937,433	1,661,128	85.7	181.2	512,424,820	264	184,238,972	95.09
Rhode Island.....	118,704	102,584	86.4	175.3	32,614,300	275	13,259,880	111.71
South Carolina.....	469,370	348,482	74.2	147.0	41,284,326	88	15,332,324	32.67
South Dakota.....	165,624	138,635	83.7	178.5	39,617,298	239	15,304,063	92.40
Tennessee.....	627,747	481,962	76.8	163.2	53,932,508	86	22,880,371	36.45
Texas.....	1,308,028	1,073,847	81.9	146.0 ¹	206,257,538	158	78,323,048	59.88
Utah.....	138,046	120,573	87.3	172.5	29,704,113	215	11,643,061	84.34
Vermont.....	65,976	57,975	87.9	172.1	12,523,067	190	5,663,229	85.84
Virginia.....	562,956	452,567	80.4	164.1	68,553,725	120	23,636,186	41.99
Washington.....	344,731	278,520	80.8	179.4	83,878,496	243	33,612,352	97.50
West Virginia.....	395,505	350,046	88.5	165.7	74,653,553	189	28,242,563	71.41
Wisconsin.....	564,022	473,258	83.9	179.2	169,651,775	301	54,092,429	95.90
Wyoming.....	54,505	47,730	87.6	161.3	16,387,377	301	6,491,415	119.10
Outlying Possessions:								
Alaska.....	3,436	2,899	84.4	176.2	1,110,000 ²	323 ³	449,312	130.77
American Samoa.....				142.0				
Canal Zone.....	7,003	6,070	86.7	207.6	323,480 ⁴	46 ³	378,864	54.10
Guam.....	3,683	3,532	95.9	203.0	108,430	29	54,587	14.82
Hawaii.....	71,657	68,510	95.6	169.0	13,081,898	183	5,638,215	78.68
Philippine Islands.....	1,121,233	1,008,904	90.0	192.0	23,744,137	21	14,497,483	12.93
Porto Rico.....	221,248	193,396	87.4	191.2	10,392,926	47	5,299,450	23.95
Virgin Islands.....	3,061	3,061		190.0	82,500	27	109,758	35.86

THE above table gives pertinent figures as to public elementary and secondary education in 1930 for the various states and territories.

You may obtain the figures for your state by reading the table as follows: In Alabama there were 622,988 [column 2] pupils enrolled in public elementary and secondary schools; on the average 473,553 [column 3], or 76 percent [column 4] of these were in daily attendance. In this state schools were in session on the average of 150 days during the year. The estimated value of all property used for public school purposes was \$55,635,090 [column 6],

or \$89 [column 7] per pupil enrolled. The amount expended for this type of public education in Alabama in 1930 was \$21,657,857 [column 8], or \$34.76 [column 9] per pupil enrolled.

From inspection of the figures above we see that there is a wide discrepancy among states as to educational opportunity offered, e. g., the average number of days schools were in session ranges from 188.4 days in New Jersey to 133.4 days in Mississippi; the value of school property per pupil enrolled varies from \$407 in New York to \$72 in Georgia; states such as New York and California expended approxi-

mately 5 times as much per pupil enrolled in public elementary and secondary schools as do such states as Georgia and Mississippi.

The data given in this table are based on figures of the United States Department of the Interior, Office of Education, and are for the school year 1929-30.

¹ Statistics for 1928-29.

² Statistics for 1927-28.

³ Property value for 1927-28 divided by enrollment for 1929-30.

⁴ This figure includes expenditures for current expenses and capital outlays. It does not include payments for debt services.

The Results of Planning

ONE of the most important results of proper planning would be that enough of everything could be produced. It is impossible to overemphasize the importance of the fact that for the first time in the world's history society has the productive capacity to turn out enough goods for everyone. The difficulty in America at the present time is not that we *cannot* produce but that various maladjustments keep us from producing. Proper planning would eliminate these maladjustments. This one reason is quite enough to justify the schools' of the United States giving a portion of their time to the question of social and economic planning.

Proper planning would also bring about a much better division of the total amount of wealth that is produced. In many cases the so-called earned incomes in the United States are largely the result of monopolistic advantages and special privileges. In other cases lack of opportunity and lack of education prevent one from competing on a fair basis for many desirable positions. Our American economic system assumes a reasonable equality of opportunity. There was a time when this assumption was more or less justified. Most of the people lived on farms and most occupations were open to everyone. Now it will take definite planning to continue this approximation to equality of opportunity.

Another result of planning would be more intelligent consumption of the wealth that is produced. There are few fields in American life that would repay larger dividends in terms of social welfare than more adequate information in the field of consumption. It would take definite planning to bring this about.

Adequate planning would go far toward abolishing unemployment. The assumption can no longer be made that the individual, unaided, can find work and the proper work. Unless we are to have chronic and perhaps increased unemployment and all of the distress that goes with it, there will have to be a type of planning that has been undreamed of and unthought of in the economic world of our ancestors. Many people in the world today seem to think it is necessary to make work. There is something to be said for this position after a society allows itself to get into a period of serious depression such as 1931 in the United States. However, the world needs all the

energy that is available. There is more to be done in the world than can possibly be done in any time that concerns the present generation. The difficulty is not that there is nothing to be done but that the maladjustments in our economic life have too many people attempting to do certain kinds of things, being thrown out of work, and upsetting the balance of the entire economic machine. The only long-term answer is an answer in terms of planning.

Closely allied with this fallacy is the fallacy that it is necessary to destroy or to throw away goods or commodities to buy new ones in order to bring about prosperity. The destruction of wealth never increases the economic welfare of the world. This does not mean that the substitution of a better machine or a better house is not desirable. It emphatically means that it is not necessary to buy new goods or commodities as long as the old ones are satisfactory, simply to bring about prosperity. If the change increases efficiency, that is another matter. A part of this same fallacy is the assumption that war creates prosperity. During the World War there was tremendous destruction of wealth in the world. There was a scarcity of working people left, wages were higher, and something that looked like prosperity to many people existed. Actually the world was destroying its capital goods, and the date of payment was rapidly approaching. The maladjustments created by the war are undoubtedly a major cause of the economic difficulties at the present time. In the modern world it is the upsetting of economic balance that is perhaps the most serious factor disturbing economic welfare. Of all such factors war is perhaps the greatest. It destroys wealth, leaves the people in the world poor, and—worst of all from the economic standpoint—creates maladjustments in the overexpansion or underdevelopment of certain industries that it takes decades or perhaps generations to remedy.

Another important result of planning is that it would go far to bring about correct occupational distribution. Professor Carver of Harvard University said the most important duty of society is the redistribution of human talent. He is speaking as an economist and a man interested in social welfare. We would do well to ponder his words because in the

hands of the school rests largely this redistribution. If it is poorly done, occupational maladjustments of a most serious order will exist. All other factors together will probably be powerless to make society prosperous and a satisfactory place in which to live. If the schools perform this duty well a society will be built that can stand almost any social or economic strain. Certainly from the economic and perhaps also from the social standpoint there is no more important duty of American education than to see that it does play an intelligent part in the proper redistribution of human talent.

Proper planning would go far to make the income of the nation as large as possible by correct occupational distribution alone. Moving people from lowpaid to highpaid occupations would enormously increase the total income of the country. At the present time millions of people are working at relatively poorly paid occupations and are doing work which increases the wealth of the country very little. By proper education and training a large proportion of these people could be moved to fields where the production would be much larger and the wealth they would create enormously greater. They would receive a much greater return and the total income of society would be far larger. Perhaps the strongest justification for free public education lies in this field.

Planning is perhaps the fundamental solution to the farm problem in the United States. It involves some planned and controlled distribution of farm products. This necessitates setting up a whole series of cooperative organizations that by some means will be able to get control of the amount produced. The Secretary of Agriculture in an article some months ago said that the farmers would be better off if they would raise four bushels of wheat where they are now raising five. From our standpoint it would be far better to have four farmers where we now have five, raising wheat to the full capacity. If American agricultural life were properly planned this would be possible.

If the rural schools really want to make the greatest contribution to the solution of our agricultural problems they will immediately change a large part of their curriculum from the present nonfunctional material to material dealing with the building of cooperatives

in American rural life. These cooperatives must extend into almost every phase of agricultural life and look forward to the remaking of the whole system. The cooperatives must include not only production enterprises but distribution and consumption as well. Perhaps even more important than any of these, they must include and provide for a whole range of cultural, social, and esthetic activities, which are nonexistent in American rural life. It is difficult to see how many of these things can be provided in an individualistic competitive agricultural society. Our rural schools must definitely face the problem of whether they are willing to play their part in the replanning and remaking of American agriculture.

Just as the curriculum in the rural schools should be changed to deal quite largely with the problems involving rural planning and cooperation, just so the curriculum of the city elementary and high schools should be changed to deal largely with the problems involving the replanning and remaking of urban life. There is no reason why the instruction in fine arts in our urban schools should not deal with the problem of making beautiful cities, not only beautiful streets, but beautiful living quarters and working quarters for the entire population. It is all right to study the architecture of Athens, of Rome, or of Florence, but it should be studied to throw light upon and to provide suggestions for changing American traditions rather than studied as a primary aim in itself. For students specializing in fine arts there might be some justification for studying Athens as an end in itself but certainly for most students such a study would not function in any fashion. There are perhaps few, if any, American cities that are significantly different because of the fine arts instruc-

tion that has gone on in the public schools. If the fine arts teachers in America really faced the problem of replanning and remaking America as the most beautiful society that has ever existed, it could probably be accomplished within a generation.

The same position could be taken regarding practically every subject in the urban elementary or secondary school. If education is to become the vital and dynamic force that it should, it will have to begin to consider the possibility of replanning and remaking American life in all its phases.

Proper planning can remake practically every phase of American life. The schools could play a dominant part in bringing about this planning. Before this can be done, however, there must be a change of attitude on the part of the teacher. There must be developed a theory of conscious control and an attempt to direct a society toward the ends which we consider desirable. At the present time we are being directed by a multitude of forces, many of which would not be admitted as desirable.

If American public education attempted to deal with these issues it would vitally affect American life. The ends or goals in most cases can be fairly well agreed upon. There might be great differences of opinion as to how they are to be reached. In that case, it would be far better to present a variety of viewpoints and of methods of solution. There is every reason to think that if all of the better solutions were presented that a good, if not the best, solution would gradually work itself to the fore. There are many difficulties in dealing with such problems as are here presented. If the schools can find means for dealing with these problems, they should become most effective instruments for the conscious remaking of the present social order. A most

vital kind of education would result.

John Dewey says, "Any education that calls itself progressive must deal with the social problems of the present day." And what is even more important, he maintains, "If we are to build a culture that has any vitality," and consequently if the schools are to have a real vitality, "this culture and this education must grow out of, and be a part of, the industrial order in which we live." Will the teachers of America accept the great challenge of attempting constantly to replan the economic and social life of America so that our country will become a better place in which to live?

A few good references:

M. Ilin—*New Russia's Primer*—Perhaps the most elementary and easily read book on planning. Will be enjoyed by all elementary-school teachers. Boston, Houghton, Mifflin, 1931.

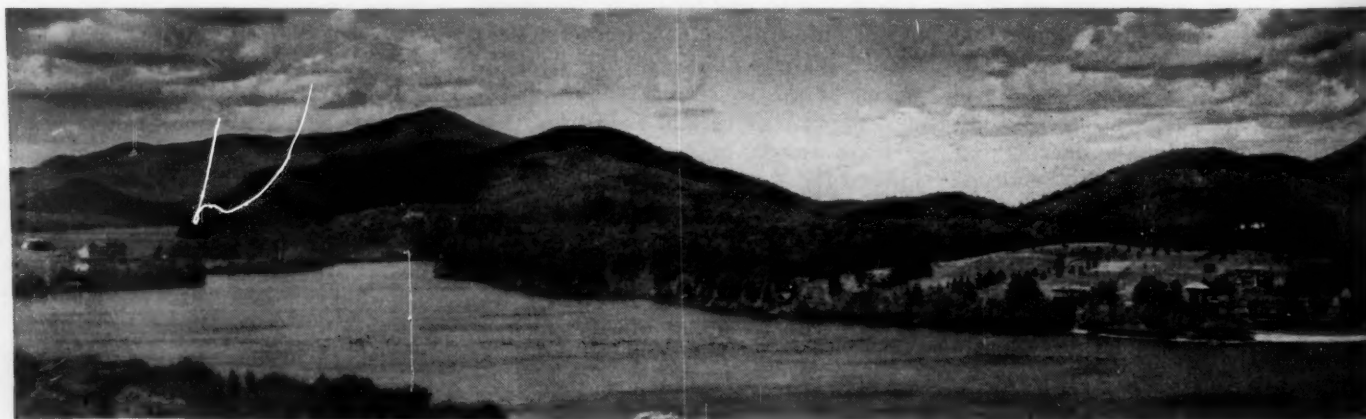
Harold F. Clark—*Economic Theory and Correct Occupational Distribution*—Deals with the duty of the schools in planning occupational distribution and is simple enough to be read by teachers, principals, and superintendents. Bureau of Publications, Teachers College, Columbia University. 1931.

A. B. Donham—*Business Adrift*—Very popular book dealing with the necessity of planning American business. Especially good for school-board members. New York, McGraw-Hill Book Co., 1931.

Harlean James—*Land Planning in the United States*—Should be read by everyone interested in rural education. Deals with the necessity of planning the use of land. New York, Macmillan. 1926.

J. M. Clark—*Social Control of Business*—A somewhat technical book giving a very fine discussion of the necessity of planning our business life. Somewhat difficult but will repay careful reading. University of Chicago. 1926.

[This article has been taken largely from *Economic Theory and Correct Occupational Distribution* by the author.]—This is the third in a series of articles by Harold F. Clark, professor of education, Teachers College, Columbia University.



The beautiful Adirondacks would furnish a delightful side-trip for teachers attending the Atlantic City Convention, June 26-July 1.

Schools That Are Prophecies

IT IS WELL when the wise and the learned discover new truths but how much better to diffuse the truths already discovered amongst the multitude. —Horace Mann.

Readers are invited to send material for this page.

Elementary schools—Twenty rural schools in Finney County, Kansas paid \$10 each in 1930-31 for the services of a music supervisor who visits four schools a day for one hour each once a week. A music festival was given at the close of the first year of supervision in which 400 children participated.

Grass Creek school in Hot Springs County, Wyoming has been designated the first superior school in the state. Equipment, teaching personnel, educational program, and community cooperation are among the points achieved.

Senior high schools—The junior and senior high-school cafeterias of Baltimore, under the direction of the home economics department, are carrying on an educational program in regard to food values and school lunches.

In the junior high schools of Topeka, Kansas a course in world relations follows a half year of community civics in the business-science curriculum.

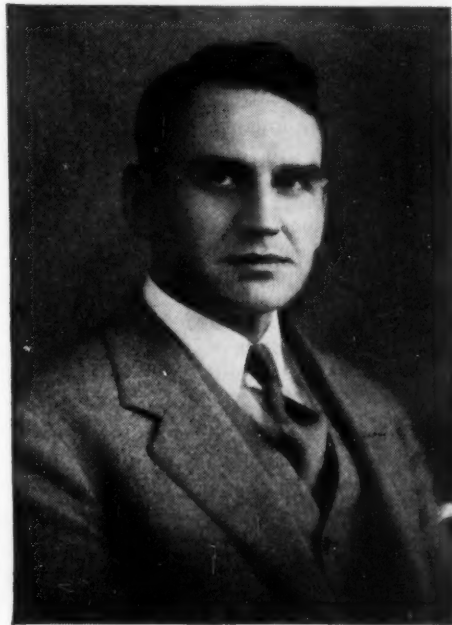
The Newport News, Virginia high school vitalizes its commencements by having a unified theme for the program selected by the class with these stipulations: the topic shall deal with a vital school or community problem or project; it shall be interesting and informative to patrons. Extracurriculum activities, school libraries, and the seven cardinal objectives of education are among topics used.

Colleges and universities—The University of Pittsburgh now offers the degree of doctor of education, requiring a different type of research than the doctor of philosophy degree.

Provision has been made by state law for the establishment of a bureau of vocational guidance and mental hygiene at the University of Florida.

Kentucky Wesleyan College at Winchester, by unanimous recommendation of the faculty and by action of the board of managers, announces the discontinuance of football as an intercollegiate activity and in its place will substitute a program of required physical education for every student.

Teachers colleges and normal schools—For three years, Northeastern Teachers College, Tahlequah, Oklahoma



FRANCIS L. BAILEY, commissioner of education for Vermont since September 1931, is continuing with vigor the rural-school improvement program of the state.

has been sponsoring a supervisory program in the 15 counties which it serves, to help rural teachers improve classroom instruction. 560 of the 865 schools in these counties participated in 1931-32. The district supervisor works directly with county superintendents. The program varies to meet local conditions but in general three things are undertaken in each county: two standardized tests are given twice each year; group meetings are planned and conducted; suggestions and helps in teaching are mailed to all participating teachers.

The Glassboro State Normal School in New Jersey is planning this year to have an interview between every student and a faculty member before the entrance examinations are taken, to determine whether the applicant has the personal qualities which make for success in teaching.

Potsdam, New York Normal School is shaping its entire athletic program and constructing its new recreation field on the principle of wholesome participation for each student with excessive athletics for none.

City departments of education—

Fresno, California school children are planting a memorial grove of 500 trees, dedicated to George Washington. Each class is planting one tree.

The schools of Atlanta, Georgia have a plan whereby each schoolroom in the city has a citizen for a sponsor who visits the class, is passed on from grade to grade, and becomes wellacquainted with the children. The sponsor is selected because of his interest in a particular age.

County departments of education—Mechlenburg County, North Carolina leads the counties of the state in the amount of education which the rural white teachers have—an average of 3.9 years beyond high school.

Local doctors in Washington County, Iowa are conducting classes in first aid for rural teachers.

The county superintendents of Idaho held their second annual school conference in June 1931. They discussed county educational problems and professional organization.

State departments of education—Rural schools in Montana meeting certain comprehensive standards as to length of term, equipment, qualification of teacher, and other items are exempt from state seventh- and eighth-grade examinations for promotion to high school.

By the 1931 legislature of North Carolina, all public schools of the state depend directly on the state for support during six months of the year. Expenses for a longer period are borne by cities and counties.

School administrators of Pennsylvania are making a study of teachers institutes as to efficiency, costs, and possible substitutes for the inservice training of teachers.

The minimum preparation for teaching in rural and graded schools of Vermont is two years beyond high school.

Education associations—The Ohio Education Association will aid the county superintendents of the state in a comprehensive rural-school survey, covering a period of two decades.

In place of sectional roundtable discussions, the Lake Superior, Wisconsin Education Association last October observed demonstration teaching in the training school of the state teachers college at Superior. Discussions with the demonstration teachers followed.

Athletic Badge Tests for Boys and Girls

TRAIN YOURSELF to observe the physical condition of the children under your charge. Notice also the physical condition of the people about you. Note the effects of the peculiar conditions of today's life—the inability of many people to maintain wholesome posture, to stand comfortably for any length of time. Note the spread of nervous troubles affecting the trunk nerve centers of the back, legs, and arms. The vigorous outofdoor work of an earlier day developed muscular cushions. People stood tests of physical endurance which would exhaust most men and women of this sedentary, indoor age. Under the new conditions physical education and outdoor exercise as a part of the school routine assume an imperative and inescapable importance.

As measurable standards to show growth, development, and progress, the Athletic Badge Tests for Boys and Girls, prepared by the National Recreation Association, are widely used. The thoughts embodied in the badge tests are:

Every boy ought to be physically efficient.

Every girl should have poise and control over her body.

Every boy and every girl should be able to attain a minimum physical standard.

Every boy and girl passing the test is authorized to wear this badge, which stands for physical efficiency.

Boys and girls from every part of America are passing the same tests and wearing the same badges.

The boys and girls who are physically efficient are preparing themselves for efficient citizenship later.

To raise the standard of physical efficiency among the girls of America is to give greater freedom, beauty, and power to the women of America.

Athletic badge test for boys—The National Recreation Association has adopted the following standards as a test of athletic ability for boys :

First test:

1. Either pull-up [chinning].....4 times
Or rope climb [using both hands and legs]12 feet.
2. Standing broad jump.....5 feet 9 inches.
3. Either 60-yard dash.....9 seconds.
Or 50-yard dash8 seconds.
4. Either baseball throw [accuracy]
3 strikes out of 6 throws at 40 feet.
Or baseball throw [distance].....130 feet.

Second test:

1. Either pull-up [chinning].....6 times.
Or rope climb [using both hands and legs]16 feet.
2. Either standing broad jump 6 feet 6 inches.
Or running broad jump.....12 feet.
3. Either 60-yard dash.....8 seconds.
Or 100-yard dash13 $\frac{3}{4}$ seconds.
4. Either baseball throw [accuracy]
3 strikes out of 5 throws at 45 feet.
Or baseball throw [distance].....195 feet.

Third test:

1. Either pull-up [chinning].....9 times
Or rope climb [using hands only]16 feet.
2. Either running high jump.....4 feet 4 inches.
Or running broad jump.....14 feet.
3. Either 220-yard run.....28 seconds.
Or 100-yard dash12 $\frac{3}{4}$ seconds.

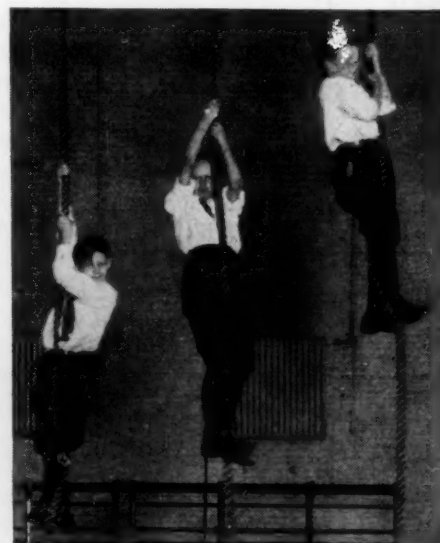
4. Either baseball throw [accuracy]

- 3 strikes out of 5 throws at 50 feet.
Or baseball throw [distance].....220 feet.
Or 8-pound shot put28 feet.

Both of the badge tests, directions for the tests, certification blanks, badges, or additional information may be obtained from the National Recreation Association, 315 Fourth Ave., New York, N. Y. Copies of an attractive pamphlet giving full information about the tests may be had from the Superintendent of Documents, Government Printing Office, Washington, D. C., at five cents per copy.

The tests have proved valuable in drawing the attention of thousands of boys and girls to their own physical condition. They stimulate habits of exercise and healthful living because of the preparation involved in passing the tests. One of their special advantages is that they may be given in isolated rural communities as well as in cities. The equipment is very simple. Any responsible adult, including parents, may give the tests. Consequently, they have been especially useful to rural-school teachers who sometimes have too few boys and girls to make up athletic teams.

When certified by adults as having passed the tests, boys and girls are eligible to receive badges or certificates issued by the National Recreation Association at ten cents and three cents apiece.



Balancing and rope climbing, two features of the athletic badge tests for both rural and city schools

Planning the Family Budget

"JANE, that is the prettiest dress I have ever seen you wear."

"Yes," Jane replied, "I just teased and teased Dad for it. He didn't want me to have it, but I finally got it out of him. It cost twenty-five dollars."

If Jane had understood the scientific spending of her father's income, would she have been willing to take twenty-five dollars from a week's salary that was perhaps not much larger, and see it go for a single dress? Would she have made her parents unhappy by wanting more than her share of the income? If the members of Jane's family had been familiar with the proper budgeting of the income, had frankly discussed and accepted it, family harmony would have been increased and ideals of worthy home membership established.

Planning ahead to get ahead—Most people call a spending plan for the future a budget. The budget idea is not new. Almost 400 years ago Hugh Rhodes in his *Boke of Nurture* gave housewives this advice: "Don't spend more than your income." The United States government and all wellmanaged business firms depend on budgets to help reduce unnecessary or unwise expenditures. In the same way a family which plans its expenditures and keeps a record in order to know how well the plan is being carried out and where it might be improved has some control over its future. The budget will help the family decide [1] whether it is receiving the greatest value in exchange for money used; [2] whether its members are living a wellrounded and balanced life at the same time.

Underlying all there is need for a clear understanding of the goals for which the family is striving. Will purchase of an automobile mean the reduction of expenditures necessary for family health and security? Will buying a home make impossible an adequate education for the children? Above all it is well to remember that "there are many things, attrac-

tive in themselves, for which money may be spent that have no bearing on effective living."

THE GREAT NEED just now is for long-time planning, for budgets of income and expenditure which cover not a year but a decade or a life. In this way children learn to weigh the larger and more remote values and to make sacrifices of present whims in the interest of future welfare. It is as easy to plan the expected life of 70 years as to build a building of 70 rooms. It can be broken up into units of 10 years or 5 years each; special points can be emphasized during these various units. Up to 20 years—schooling; 20 to 30—establishing a home and family; 30 to 40—years of thrift and financial planning; 40 to 50—transition years with children in college; 50 to 60—rounding out a career; 60 to 70—the sunset years, which should be the happiest of all. Of course, not every detail of the plan need be worked out. The plan, like life itself, must be a living thing. But there will be surer achievement and happiness if more time is spent in planning and less in trying to overcome the handicaps of carelessness and ignorance.

Families differ in their ideals just as truly as their circumstances differ. Leon C. Marshall in *The Story of Human Progress* describes the lifetime plan of an immigrant Rumanian family which came to America twelve years ago and settled on a thirty-acre farm in Michigan.

The ideal of this family is a good education for the children. It has meant hard work and the saving of every penny to carry out this ideal but the group is succeeding. The brother and the older sister have gone thru the local high school and they are now working their way thru the State Agricultural College. . . . The younger sister, who is now in the high school, helps the father and mother with the farm during the winter months. During the summer they all raise fruit and vegetables for sale to nearby towns and to automobile tourists who drive by.

The fact that this family group has made up its mind that the children shall have as full access as possible to the stored-up knowl-

edge of the race gives them a standard for judging all their acts. Shall they take a pleasure trip? Not if it costs too much and will cut down the money for schooling. Shall the girl get a new dress? Upon the whole, the old one will do, and the boy's books will be expensive this autumn. If some act will help the family realize its ideal, it is called good policy; if it will not, it is called bad policy. Each member of the family guides his conduct according to the effect it will have on the group ideal.

How to budget the family income

—There is danger of making the family budget so difficult and complicated as to discourage its use. The purpose of a budget is to make family spending intelligent. The simpler it is the more likely it is to be followed year after year. It should be sufficiently elastic to adapt it to the changing circumstances of the family. It should bring out points of strength and weakness in the family's habit of spending. This leads us to the question: What is a sensible living program as expressed in the terms of a budget?

It is not essential to use a highly detailed classification of expenditures. In the beginning a simple monthly accounting by the following plan will enable a family with an average income of \$2400 to tell its money where to go instead of asking where it went. Students and teachers wishing to plan more detailed records should send for the Department of Agriculture pamphlet, *Planning and Recording Family Expenditures* [Government Printing Office, Washington, D. C., 5 cents].

[1] Save ten percent [\$240] or more of income out of the pay check first. Then allow

	Monthly Expenditure	Percent
Food	\$50	25
Shelter	50	25
Clothing	25	12½
Operating expenses	25	12½
Recreation and advancement	30	15

[2] Always consider necessities first. Wise selection comes after thoughtful planning.

THE BROOKLINE, Massachusetts schools teach budgeting from grade five thru high school. The value of this training in preparing young people to meet life situations is evidenced by the experience of a senior girl at Brookline high school who was obliged to leave school before graduation, owing to the serious illness of her mother. Suddenly confronted with household cares and financial management to which she was not accustomed she reported after three months that she found it "easy and interesting" because she was applying the same principles to household financing that she had been taught to apply to her small allowance while in school.

[3] A poor budget is better than no budget. A record of last year's mistakes will prevent similar errors.

[4] Your standard of living must be determined by your income, not by other people. Keeping up with the Joneses has wrecked many a home.

[5] Cultivate reverence for the simple things of life. Seek the realities, not the shadows. Cultivate the inward pleasures of the mind rather than the external show. Those friends are best for you who estimate you for what you are rather than for what you have.

How to make the budget work—

To keep within the limits suggested by the budget, thus enabling the family to enjoy a wellbalanced life, requires skill and training. Consider, for example, the item of food. Henry Harap in *The Education of the Consumer* points out that there is evidence of great money waste in the selection of foods for the American table. The fats and meats, which are relatively high in cost, are consumed in excess of the health standard, while the legumes and potatoes, which are relatively low in cost, are underconsumed. The scientists have discovered much about nutrition but it remains for the teachers to convert that knowledge into food habits. The American family must be taught to reorganize its habits of food consumption if it is going to get the required nutriment for the money it can afford to spend. The relative costs of food and their relative nutritive values are rarely learned in the daily routine of home management. It is important therefore that they be taught in school.

When statistics tell us that only about 10 percent of the persons living at the age of 65 have sufficient property to support themselves without working or receiving assistance, the need for thrift education cannot be denied. Saving looks to the future. It enables the family to achieve its plan, to buy the things it wants, to have money ready for the "rainy day" that few escape, and to enjoy the present without fear of penniless old age. Families often assume that their income or salary is too low to permit a significant amount of saving. But the workings of compound interest will transform a relatively small sum invested regularly into a surprisingly large amount in a few years. For example, \$100 invested each year at 5 percent compounded semiannually will accumulate to \$1277 in ten years, to \$3370 in twenty years, and to \$12,419 in forty years.

Students and teachers will be interested in calculating their "financial age" by consulting the table on this page,

which has been quoted from *How Old Am I Financially?* by Charles Mills De Forest [American Provident Society, 51 Madison Avenue, New York, N. Y.].

How old are you financially? If you are 20 years old and earn a fair salary but have reserves of only \$49.89 your "financial age" is only 15 years—you are 5 years behind schedule in your progress toward financial independence.

Age	A fair margin of savings	A good margin of savings
15	\$49.89	\$99.89
20	328.34	607.85
25	1400.60	2607.85
30	2482.07	4525.83
35	4271.36	7632.84
40	6714.09	12281.00
45	9948.54	18820.00
50	14184.00	27715.00
55	19672.00	39582.00
60	26610.00	55318.00
65	35001.00	75000.00

[By Charles Mills De Forest.]

This book will help you to answer such questions as the following: Will I have enough money saved for security in old age? Have I enough insurance to protect my dependents? What should I save each year on my income? Can I afford to buy on the instalment plan? Is my budget an index of balanced living or am I spending too much on nonessentials?

The characteristics of thrift and wise economic habits so essential to the success of every family are not easily acquired in adulthood. Children should learn early in life the full meaning of thrift, economy, and sacrifice. They should acquire a sense of what economic responsibilities in life will be. The Thrift Committee of the National Congress of Parents and Teachers urges that every child by the time he is five or six years old should be allowed to earn small sums of money, a part of which he should be encouraged to save. He should be taught early in life that the comforts he enjoys—the very home in which he lives—have been made possible by the labor and selfsacrifice of others and that he too must prepare himself to meet economic responsibilities. If the schools are to educate for life they cannot ignore the most important problems of life.

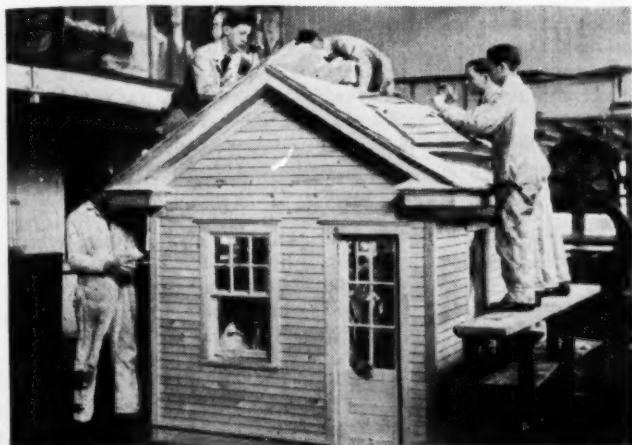
The rights of the family in an economic world—The mass of our fellow citizens—with a family income averaging some \$2000—can achieve a comfortable standard of living only by a thoro knowledge and use of the principles of wise

financing. But under our present economic system there are thousands of families unable to provide even the necessities of life. With millions of workless men on the streets, overproduction and underconsumption rampant, with the waste of natural resources ever more appalling, and the business cycle running unchecked in a wild orbit of its own as remote from human control as a lunar eclipse—the need for revising the present unplanned economic system seems reasonably plain. We are no longer attempting to dignify this confusion by what Charles A. Beard has termed the "myth of rugged individualism." We are beginning to demand that society thru government and education shall undertake to plan economic effort to provide the ordinary citizen with the necessities and reasonable comforts of life.

Gradually we are coming to realize that every child has, in the words of the *Children's Charter*, "the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps." Every family is entitled to adequate health and medical service, to a minimum standard of food, clothing, and shelter; to educational opportunity for all its members. Every family is entitled to earn according to the gifts of its members and to be reasonably protected against the emergencies and disasters of life. The presence of huge fortunes in a society where many families are unable to provide sufficient food to maintain health is a blot upon any civilized people. The best leaders in this country are now convinced that it is far cheaper for society to provide in advance for these rights than to pay the costs of breakdown when individuals and families become totally dependent.

The various plans advanced to provide these minimum rights for every family should be familiar to the student and teacher. The world today is an economic world and it is the students in our schools today who will shape its future. They will design the homes, plan the towns and cities, vote the taxes, make the laws, manage our organizations. Teachers have the opportunity to plant in their minds ideals of an economic system which will have as its final objective to enrich human life, to foster worthy home life, to build up and ennoble community life. They should understand that money is not an end in itself but when wisely used is a means toward realizing and enjoying the highest, finest things in life.—E.C.

Glimpses of Atlantic City Schools



BOYS' VOCATIONAL SCHOOL—Building a playhouse for a kindergarten class is a good way to learn useful skills.



EVENING VOCATIONAL SCHOOL—A practical course in acetylene welding, a much-used process in modern industry.



BY THE shining big sea water"—Nature has provided a unique playground for Atlantic City school children.



MASSACHUSETTS AVENUE SCHOOL—A school-paper staff around the editorial table, a project in learning.



TWO THOUSAND Atlantic City boys and girls form a "living flag" in the world's largest auditorium, where the nation's teachers will gather June 26-July 1 for the 70th annual convention of the National Education Association. Plan early to include this convention in your vacation arrangements.

Vitalized Group Study and Faculty Meetings

WHILE the annual convention of the Department of Superintendence is in session, the March issue of the NEA JOURNAL is being printed and mailed. The April JOURNAL is the one which contains some of the excellent material presented at that convention. Many schools, in planning faculty meetings for the year, reserve one date when the material for discussion is drawn from this great meeting. Thousands of schools are represented by one or more faculty members who attend this convention and who can add interest by a personal report. The addresses by Charles H. Judd and Robert M. Hutchins in this issue are statements of importance to American education today. Most of us know more than we put in practise. The inspiration and ideas which educators get from a national gathering can be a source of growth and improvement in every community where they are studied and adapted to local conditions.

Faculties which are studying one theme for a year or a semester, such as character education, mental hygiene, social planning, interpreting the schools, will find articles on these subjects in this issue.

Schools which begin this month to use the NEA JOURNAL and their own state education association journal as a basis for group study will have experiences on which to make next year's plans. K. R. Blackeslee, writing in *Oregon Education Journal*, says:

In considering the general faculty meeting many problems are raised which cannot be answered dogmatically. When shall the faculty meeting be held? Some say before school; others, at a luncheon; some advocate dropping the last period of the day once in two weeks; some hold them after school; and others hold the meetings in the evening. A good plan is to hold them at the time the majority of the faculty wants them. Who shall preside? Some meetings must be handled by the principal but the wise principal will emulate his best teacher and allow the faculty to carry out its ideas. This is the supreme test of leadership. Teachers object to faculty meetings in which the principal attempts to lecture on his ideas of supervision. The faculty meeting must be a cooperative enterprise, every teacher contributing. It must come from a felt need; it must have life.

The plans followed by various schools over the country have points which may be suggestive for others:

Our faculty meetings are held at 7:30 in the morning by vote of the faculty. We have tried many different hours but find that the early morning meeting is the most productive of good results. Every other meeting is in charge of one of the teachers. Absolutely no time is taken out for the giving of announcements. These announcements are all typed. I once made a vow while trying to take notes on the notices which were being read by my principal at a faculty meeting, that if ever I should become a principal, no teacher of mine would ever have to waste a part of the faculty meeting period in note-taking.—Dwight Shaw Davis, principal, Orange, Massachusetts.

We have had at least one faculty meeting each month this year. At these meetings, each member is prepared to speak on a topic selected from an educational magazine. After the reports a roundtable discussion follows with all participating. We feel some good comes

from each meeting.—V. R. Wilcox, superintendent, Hardy, Nebraska.

We began our group faculty meetings in October, 1931 and a great deal of interest has been aroused. Our plan so far is to carry one central continued theme thru all our meetings with a special article and one dealing with a current problem. Our subject this year is "the child-centered school." We use the NEA JOURNAL, *Elementary School Journal*, *Journal of Educational Method*, *Indiana Teacher*, and professional books for our references and material. All meetings have discussion periods so all members may share their opinions.—Geraldine King, Michigan City, Indiana.

Recent NEA publications, useful for group study and varied in content, are: [1] *The Principal and His Community*, the 1932 yearbook of the Department of Elementary Principals; [2] *Agencies Contributing to Rural Education*, a bulletin of the Department of Rural Education, February 1932; [3] *The Committee on School Costs*, a report of the Department of Superintendence, February 1932; [4] *Administrative Practises Affecting Classroom Teachers*: part 1, *The Selection and Appointment of Teachers*; part 2, *The Retention, Promotion, and Improvement of Teachers*, research bulletins, January and March 1932.

Articles selected by many readers in the February JOURNAL, are:

First, "Character Building, A Community Enterprise," by Francis C. Rosecrance; second, "The Art of Living," by Henry Turner Bailey; third, "The Unconquerable Spirit of the Teachers," editorial; fourth, "Shall Wages and Salaries Be Reduced," by W. M. Leiserson; fifth, "Mental Hygiene of the Classroom Teacher," by Caroline B. Zachry.

Mental Hygiene in the Journal

THE JOURNAL has presented a great body of material in the field of mental hygiene. Beginning in October 1928, a series of articles on the subject has appeared each year. The writers have been wellinformed in their field and in close touch with classroom teaching. The series for the four years are as follows:

1928-29 by Daniel W. La Rue, State Teachers College, East Stroudsburg, Pennsylvania, who wrote on personal growth of teachers thru mental hygiene.

1929-30 by J. Mace Andress, Boston School of Physical Education, on mental health in the classroom.

1930-31 by Clara Bassett, the National Committee for Mental Hygiene, on the child and mental health.

1931-32 by Caroline B. Zachry, State Teachers College, Upper Montclair, New Jersey, on the problem child and mental health.

Any one of these series of articles would make a valuable booklet of the type commonly used in teachers institutes. They have been referred to as the most notable body of material which has appeared on this subject for teachers. These articles now available in school and personal libraries are a source of study for many teachers. The plan of securing opinions from readers each month as to their choice of JOURNAL articles has shown a strong and continuing interest in mental hygiene. The article on this subject ranks high each month. First, second, or third among two dozen

or more articles is the usual rating. Mental hygiene is practical help for teachers. It makes for a better understanding of children and teaching. It helps teachers to a better understanding of themselves. It is interesting because it is personal and human. Mental health is quite as important as physical health. The knowledge and practise of mental hygiene by teachers has a profound effect upon their pupils, themselves, and their teaching.

Reader interest is so strong that we hope to continue this feature in 1932-33. THE JOURNAL will welcome suggestions as to authors, subjects of articles, themes to be developed, phases to emphasize which you think would be helpful. Send your suggestions to the editor.

The Geneva Arms Conference

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS at its conference in Denver in July, 1931 adopted a resolution supporting the Geneva Conference and recommending that material be prepared which could be used by students and teachers in the schools for a living study of this great enterprise in world planning. The following is abridged from material prepared under the direction of Augustus O. Thomas, secretary-general of the World Federation. Additional copies of the material on this page may be had from the World Federation, 1201 16th St., N. W., Washington, D. C.

Note: It will be noted in the preamble to the League's covenant for the relief of the world from the hazard of war, that the League was formed—"In order to promote international

IT is a reasonable supposition that as the children are taught so the generation will become, and therefore education must play an important part in salvaging such elements of the old civilization as can be built into the new in developing right attitudes on the part of the public, in an informed public opinion, and in acquainting the people of one country with the aims, ideals, and virtues of other peoples and their contributions to the welfare of humanity to such an extent that mutual respect and appreciation may be developed.

If this is done it must come thru the schools; the children of today are the children of destiny and will be called upon to solve many of the problems which the present generation has left unsolved and to untangle many of the skeins which have knotted and gnarled into an almost hopeless condition.

cooperation and to achieve international peace and security."

[4] **The preparatory disarmament commission**—Since the call was made by the League of Nations under its covenant, all countries with membership in the League would be represented, but since the world as a whole is interested in this great movement and the cooperation of all major nations is wanted, the United States, Russia, and Turkey are invited to sit in this commission. Every country which has an army or navy of any considerable size was represented in the discussion. A preparatory disarmament commission was called in 1926 and two subcommittees were appointed, the one to deal with military questions and the other to deal with nonmilitary questions; and in 1927 a political subcommittee was appointed.

The preparatory commission held seven sessions during a period of about five years after its appointment, the last commission completing its work on December 9, 1930.

[5] **The personnel**—The League of Nations appointed Arthur Henderson, British Foreign Minister at that time, as chairman of the convention on the reduction and limitation of arms.

The American delegation is made up of H. F. Stimson, Secretary of State; Hugh Gibson, American Ambassador to Belgium; Mary Woolley, president, Mt. Holyoke College; Senator Claude Swanson; Norman Davis. Each country interested in the study should supply, so far as possible, the names of its own delegation and should follow its activities in the conference.

[6] **The technical terms and definitions**—The following explanation or definition of the several terms used will be of help to teachers in making clear to their classes reports which come from day to day from Geneva. The following definitions are found on page 46 of *The Issues of the General Disarmament Conference* by Laura Puffer Morgan, associate secretary of the National Council for Prevention of War:

Disarmament—The continued process of reduction and limitation of armaments.

Convention—A general name given to international treaties and agreements, in practise normally applied to multilateral treaties that are open to the participation of all nations.

Draft convention—The draft of a convention which has not been concluded, but is to be used as a basis for discussion.

Personnel—All persons in the armed forces, including officers, noncommissioned officers, enlisted men, and civilians.

Effectives—Soldiers serving with the colors in the land, sea, and air forces.

Annual contingent—Number of young men called up each year for training and service with the colors.

War material—Implements and munitions of war, such as ships, guns, tanks, airplanes, ammunition, or any parts of these.

Limitation—The fixing of a level which must not be exceeded. Limitation need not include reduction, but reduction without limitation is only temporary in effect.

Direct limitation—Measurement by enumeration and size, such as numbers of men, calibre of guns, tonnage of ships, horsepower of airplanes.

Budgetary limitation—Measurement by expenditures in national budgets.

Global limitation—Measurement by total numbers or tonnage as distinct from specific enumeration by categories.

Limitation by categories—Measurement by distribution into classes, such as capital ships, aircraft carriers, cruisers, and the like, each class to be limited separately.

Derogations—Limitations or exceptions in applying the convention.

Definitions by draft convention—For the purpose of the present Convention, the following expressions are to be understood in the sense defined:

Capital ships—Vessels of war, not aircraft carriers, whose displacement exceeds 10,000 tons [10,160 metric tons] standard displacement, or which carry a gun with a calibre exceeding 8 inches [203 mm.]. For parties who do not possess any capital ship exceeding 8000 tons [8128 metric tons] standard displacement: Vessels of war not exceeding 8000 tons [8128 metric tons] standard displacement and the calibre of whose guns exceeds 8 inches [203 mm.].

Aircraft carriers—Surface vessels of war, whatever their displacement, designed for the specific and exclusive purpose of carrying aircraft and so constructed that aircraft can be launched therefrom and landed thereon.

Cruisers—Surface vessels of war, other than capital ships or aircraft carriers, the standard displacement of which exceeds 1850 tons [1880 metric tons] or with a gun above 5.1 inches [130 mm.] calibre. The cruiser category is divided into two subcategories as follows: cruisers carrying a gun above 6.1 inches [155 mm.] calibre; and cruisers not carrying a gun above 6.1 inches [155 mm.] calibre.

Destroyers—Surface vessels of war, the standard displacement of which does not exceed 1850 tons [1880 metric tons] and with a gun not above 5.1 inches [130 mm.] calibre.

Light surface vessels—Surface vessels of war, other than aircraft carriers, the standard dis-

placement of which does not exceed 10,000 tons [10,160 metric tons], and with guns not exceeding 8 inches [203 mm.] calibre.

The category of light surface vessels is divided into two categories, as follows: vessels carrying a gun above 6.1 inches [155 mm.] calibre; and vessels not carrying a gun above 6.1 inches [155 mm.] calibre.

[7] *The work of the preparatory commission*—From the monthly summary of the League of Nations issued December, 1930 the following analysis of the "convention" is given:

The convention covers six articles; the first is of a general character and covers the procedure of the whole convention and defines its scope. "High contracting parties undertake to limit and, so far as possible, to reduce their naval armaments as provided in the present convention."

The rest of the convention is divided into six parts, some of which are subdivided into chapters and include annexes of specific detailed information to clarify the division.

Part I deals with personnel, effectives, and period of service of conscript armies.

Part II covers material of the several categories of armaments—land, naval, and air.

Part III is devoted to budgetary limitation, exchange of information, and chemical warfare.

Part IV deals with exchange of information.

Part V concerns the use of chemical arms in war such as asphyxiating, poisonous, or similar gases, and of all analogous liquids, substances, and processes, and the use of all bacteriological methods.

Part VI contains general provisions grouped under four heads: permanent disarmament commission; derogations; procedure for complaint; and final provisions.

[8] *Controversial issues*—The following issues will form the problems of the Geneva conference:

[A] *Trained Reserves.*

[B] *Budgetary expenditures*—"The total annual expenditure of each of the high contracting parties on his land, sea, or air forces and formations organized on a military basis shall be limited to the figure laid down for such party and in accordance with the conditions procured in the annex."

[C] *Limitation of navies.*

[D] *Direct limitation of land war material.*

[E] *Limitation of air craft.*

[F] *Limitation of chemical warfare*—"The high contracting parties undertake, subject to reciprocity, to abstain from the use in war of asphyxiating, poisonous, or similar gases and of all analogous liquids, substances, or processes. They undertake unreservedly to abstain from the use of all bacteriological methods of warfare."

[G] *Permanent disarmament commission*—League of Nations provision. A permanent commission shall be constituted to advise the Council on the execution of the provisions of articles 1 and 8 and on military, naval, and air questions generally.

[H] *Derogations*—Article 50 of the convention. "If during the term of the present convention, a change of circumstances constitutes in the opinion of any high contracting party a menace to its national security, such high contracting party may suspend temporarily, in so far as it concerns itself, any provision of the present convention other than those expressly designed to apply in the event of war." There are two provisions attached to this, including the notification of one contracting party to another

and a communication also to other contracting parties.

[I] *Article No. 53*—Final draft convention "The present convention shall not affect the

IT IS SAID that once upon a time there was a very beautiful view in the midst of great mountains. In order to get the benefit, persons must go out on a dangerous ledge. So many fell over and were crippled at the bottom that a group of enterprising physicians set up a hospital at the base of the cliff and did a thriving business until somebody came along and put a railing around the cliff, and the hospital went out of business. ¶When nations have wars, they require hospital service for their civilizations. Let us build a rail around the danger by teaching the rising generation how to prevent the application of force to the settlement of international affairs.

provisions of previous treaties under which certain of the high contracting parties have agreed to limit their land, sea, and air armament and have thus fixed in relation to one another their respective rights and obligations in this connection"

[9] *Suggestions to teachers*—Much of the material of instruction relative to the proceedings of the Geneva Conference must be secured thru the daily papers and thru magazine articles. The conference is likely to be in session for many months.

It is suggested that teachers encourage their pupils in the upper grammar grades and in high school to keep a log book of the events of the conference. Let them make their own booklets, select their own materials from the current magazines and daily papers, and establish their chronicle, keeping track from day to day of the progress made and the difficulties encountered and such other items as may be desired. They should realize that this contemporary event is as much history as the story in the textbook.

Thru this means, pupils may develop an international consciousness and be able to discuss with some clearness the new international morality. A definite movement may be built up by acquainting the children with the fact that the new civilization is not a local affair, but embraces all of the sixty-five civilized countries of the world and that the economic and social life of this new civilization forms a world unit fraught with dire consequences to an uncooperating community of nations.

The teacher, in the study of the conference, will have a magnificent opportunity to impress upon her students the value of source material in history. A source is an original document or a statement made by a contemporary or materials which took part in any event and constitute the best evidence of authenticity of the occurrence. There is a great difference between source mate-

rial in history and what is somebody's opinion.

Pupils want to be connected with life. They are not satisfied to devote their time to past events when passing events of vast importance are taking place. History is not completed. Every day writes its own history and records the journey of mankind towards its unknown destiny. The events that are transpiring now are of as much importance as the events of centuries before.

The live teacher will find an abundant opportunity to engage her children in free debate over the questions being debated in the conference.

[10] *The bibliography*—We are unable to get all of the valuable documents, addresses, and books of the different countries, especially by persons whose names may be familiar to the students in the several countries. It is suggested that this bibliography be supplemented as occasion demands and as the several countries require.

The Draft Convention and Report of the Preparatory Commission for the Disarmament Conference. League of Nations Publications, Geneva, Switzerland.

New Wars; New Weapons. By J. M. Kenworthy. Elkin, Mathews, and Marrot, 54 Bloomsbury St., W. C., London, England.

World Disarmament. By Maurice Fanshawe. London: League of Nations Union, 15 Grosvenor Crescent, S.W.I. 1931.

Chemical Warfare—Its Possibilities and Probabilities. By Elvira K. Fradkin. Carnegie Endowment for International Peace, 405 West 117th Street, New York, N. Y. Single copy, 5 cents.

The Christian Way to Peace. A statement by the Joint Committee on Peace of the National Catholic Welfare Conference, 1312 Massachusetts Avenue, N. W., Washington, D. C. Single copy, 25 cents.

The Churches and the World Disarmament Conference—Factual Material and Questions for Discussion. By Walter W. Van Kirk. Federal Council of Churches, 105 East 22nd St., New York, N. Y. Single copy, free; \$1.50 per 100.

Disarmament Chart. 34 by 44 inches. League of Nations Association, 6 East 39th Street, New York, N. Y. Single copy, 25 cents.

Disarmament Year. Rt. Hon. Arthur Henderson, M. P., Secretary of State for Foreign Affairs. Women's International League for Peace and Freedom, 1805 H Street, N. W., Washington, D. C. 1 cent each.

Limitation of Air Armaments. David Woodward. Foreign Policy Association, 18 East 41st Street, New York, N. Y. 25 cents.

The Issues of the General Disarmament Conference. By Laura Puffer Morgan. National Council for Prevention of War, 532 17th St., N. W., Washington, D. C. 25 cents.

An Eleven Year Review of the League of Nations. Educational Department, The League of Nations Association, Inc., 6 East 39th Street, New York, N. Y. 15 cents.

Disarmament the Next Logical Step. Quotations from Leaders. Committee on Peace and Service, 1515 Cherry Street, Philadelphia, Pa. Single copy, free.

Facts about Disarmament Conference of 1932. National Council for Prevention of War, 532 17th Street, N. W., Washington, D. C. Free in reasonable quantities.

Preparing To Disarm. Radio address of James G. McDonald. Foreign Policy Association, 18 East 41st Street, New York, N. Y. Single copy, free.

Armaments Year Book. League of Nations Publication. Geneva. \$2.50.

Intellectual Motivation at the College Level

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IT IS ASSUMED for the purposes of this article that college is, or should be, primarily a place for studies—for the transmission of knowledge and the training of the mind; that its fundamental concern is not with physical, social, or even moral development but with intellectual development. Granted, of course, that a healthy body, and social cooperativeness, and strength and nobility of character are each and all more important than a trained intellect, both for individual happiness and for social welfare. Nevertheless, a trained intellect is also an item of importance for the individual and for society; an item the *relative* importance of which constantly increases amid the growing complexities of modern life, which make ever greater demands upon intelligence, as distinguished from health and goodwill, for successful adaptation. And the college is distinctively the institution set up by society to care for this particular item—intelligence, the trained mind.

It seems to follow that the college should assume, and should insist upon, reasonably good health, some social capacity, and stabilized character on the part of those whom it admits and that it should provide an environment favorable to the maintenance and further natural development of these characteristics; but that after all the bulk of its energies should be devoted to its own peculiar and distinctive purpose: instruction and the fostering of the intellectual life. With respect to college in the abstract the foregoing statements will, I trust, be accepted by many as sound. Some may even be disposed, with reason, to consider them platitudinous. But if we turn suddenly with such doctrines in mind to the college in the concrete—to our actual American institutions of higher learning—we experience something of mental shock. Unless we are very blind indeed, we cannot help seeing that these actual institutions can be described only with hesitation and with many reservations as being primarily places for study—that at best the primacy therein of intellectual matters is constantly threatened and attacked and is maintained with difficulty and with a narrow margin of success.

We find, for example, that a large

section of the American public associates the idea of college principally with exertions and contests which are physical

WE BELIEVE that one who aspires to be a leader of youth should have first of all, character—that subtle and indefinable quality which is finer than the finest deeds, greater than the greatest facts, which includes, but transcends honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto.—From Code of Ethics adopted in 1922 by National League of Teachers Associations, *Phi Delta Kappan*, August, 1929.

rather than intellectual; and that a considerable group among our students, and a smaller but by no means negligible group among the parents who send them, are obviously seeking in college, not intellectual development, but athletic and social development, tacitly accepting minimum requirements with respect to studies as a necessary traditional price to be paid for admission and continuance in pursuit of their own real objectives. Still more disquieting, we find nowadays some college teachers and perhaps a larger number of administrators who talk more and more about the duty of the college to develop "character" and "personality" and "leadership"; which, being definitely interpreted, seems to mean that these teachers and administrators concede the claims of athletics and other extracurriculum activities to be really more important than studies. Under these conditions what becomes of the doctrine that the college is essentially an institution of higher learning?

Those of us who are disturbed by this situation may blame in part the society in which we live but we must accept some measure of blame ourselves. Both tradition and foreign practise are on our side. The earlier American college was a place for learning and the corresponding institutions abroad are devoted not only primarily but exclusively to intellectual purposes. If we have failed to maintain both

our own and the world tradition, we must be in some degree at fault.

Our fault has consisted principally, it seems to me, in failing to provide and maintain adequate intellectual motivation at the college level. In fact, if the views of modern educationists in regard to the centrality of interest be conceded, it follows that our difficulties must be due to defects in motivation and the question becomes merely *how* we have failed to arouse and retain the necessary intellectual interest.

This failure, more or less generally conceded, has often been attributed to lack of pedagogical skill on the part of college teachers or to faulty methods of instruction—the lecture system and the like. Actually it has been due chiefly, I believe, to errors which are chargeable to the administration rather than to the faculty; specifically, to errors or failures in *selection* and in *guidance*.

Our errors of selection have occurred under pressure, partly from the surrounding society and partly in our own minds, from a misinterpretation of the democratic doctrine of equality—a misinterpretation which seems to say that all men are created equal in mental capacity as well as in political and social rights. Of course it has been established over and over again that the fathers of this republic labored under no such misapprehension; that Thomas Jefferson, for example, explicitly advocated a most ruthless selectivity with respect to candidates for advanced instruction. But such historical evidence has in no way affected the popular American notion that any boy or girl not technically feeble-minded whose parents can afford to send him or her to college has a right to get in, to stay indefinitely, and to be propelled somehow towards some sort of degree. The plain facts are, of course, that only a very small proportion of the eighteen-year-olds of any given vintage are, or can ever be expected to be, capable of profiting in any substantial way by instruction of true college grade; that there is no human possibility of arousing genuine intellectual interest at any given level in those who lack intellectual capacity at that level; and that the admission in large numbers of the incapable involves a bringing in of nonintellectual

attitudes and an inflation of nonintellectual values and interests which hamper and distract the intellectual motivation even of the capable. Our first step, therefore, in restoring genuine intellectual motivation in our colleges must be in a sense a destructive one, a clearing away. We must—as tactfully and painlessly and with as much constructive guidance as possible, but rigorously nevertheless—reject and eject the incapable and all the gaudy nonintellectual distractions they inevitably bring with them.

Let me add that under an adequate system of federal and state scholarships and support, such as both Republican Germany and Soviet Russia are now establishing, *the places of all the incapables whom we should reject would quickly be filled with capable minds from our lower economic strata, which never reach college now because of poverty.* This should be the constructive side of selection. To mention it at present—in the richest country in the world—is to be guilty of utopianism; but it must come eventually, if we are ever going to provide real democratic equality of opportunity in higher education, or to conserve and use fully our national resources of mind-power—which, in the years to come, we may greatly need to do.

But even with capable or potentially capable students, of whom we have a good many in our colleges, we often fail to secure adequate intellectual motivation, because of errors in guidance or the absence of guidance. This second and more lamentable error—because it occurs with the capable—arises partly from our almost total ignorance of our students as individuals and partly from a stultifying refusal to make full and free use of our resources.

What did the college of the recent past, what do most colleges now, know about the students they admit? They know that they have “passed” entrance examinations, or else that they have been certified as having “passed” in a high school, in fifteen “units” [“including 3 in English, 2½ in mathematics, and 3 in one foreign language or 2 in each of two languages”]. They have ascertained also each student’s home address, the place and date of his birth, his father’s occupation, and his religious affiliation. Not a very complete picture of a human mind and personality that has been growing and changing under many varied and potent influences for some eighteen years! You cannot register an automobile for a license without a more adequate description than that. What about the cul-

tural background in his home, his father’s education and his mother’s, the books and magazines and pictures and music

AN APPRECIATION

I’m not afraid of our superintendent.
His office door is always open wide;
And when I go to take a note from teacher,
He smiles and lays his work aside,
“Come right in, Son.”

One day I had to sit by him in chapel
To say a speech and I was so afraid;
But when I did my very best at speaking,
He said, and laid his hand upon my head:
“You almost won.”

Sometimes he comes to hear us reading.
We never know, he may come any day,
And so we try to have each lesson perfect
Because we really like to hear him say,
“It was well done.”

And when I grow to be a man thru college
I’ll be a superintendent, just like him;
And if the boys are sent up to my office,
Instead of being hard, I’ll say to them:
“What is it, Son?”

AZILE M. WOFFORD.

to which he has had access? What about his own reading and hobbies and sports and vacation or after-school jobs? And, especially, what about the interests and ambitions which have appeared at various stages? Almost any of these things, and certainly all of them together, are more significant than any “units” in showing us where the current of intellectual power is laid on in any given lad—where to plug in. That is the thing we chiefly need to know in order to get intellectual motivation: where to plug in. If there is no plug anywhere, as in the case of the really incapable, we can do nothing. But if there is a plug, our job is to find it and to plug in there—even if the plug is not exactly where we should most like to have it.

But in this matter we are already on the road to better things. Within the last fifteen years—as recently as that!—a number of leading colleges have developed the beginnings of a technic of questionnaires and personal interviews which now bring much of the needed personal data into their offices of admission. The personal record card developed under the auspices of the Central Committee on Personnel Methods of the American

Council on Education and now coming into wide use among both colleges and secondary schools, marks a further stage in the development of this technic. In short, it is reasonable to assume that our ignorance of our students as individuals will soon be more or less satisfactorily remedied.

It does not appear, however, that we are making much progress in utilizing this new information. Too often the valuable data coming into the office of admissions are buried there. At best they may be passed on to a few overburdened personnel officers or deans. I do not personally know of any college where they reach the actual teachers. But even personnel officers and deans are largely prevented from using their new knowledge of individuals by academic regulations and hard and fast curriculum requirements. An advisory officer may see clearly from a freshman’s record, covering six or eight years of development, that that boy’s intellectual spark glows in the field of economics and political science, that if he could be put immediately into certain courses under certain teachers in those fields that spark would almost surely be fanned into a glowing flame. But the catalog states that courses in economics and political science are open only to juniors and seniors! By the time that particular boy is a junior and can be given the work he wants and needs, he will very probably have become a lounge lizard at the Pi Pi house. In such fashion do we refuse to make free and flexible use of our own resources in the way of courses and teachers and thereby fail to arouse and maintain intellectual motivation; and I fear—college faculties being what they are—that it will be some time before this type of error will be amended. But this too must come eventually.

To summarize: we can, I believe, secure adequate intellectual motivation in our colleges, and change those institutions into real centers of intellectual life, if we will only: [1] select capable students exclusively [and there are plenty of these to keep us all busy if we can be enabled to search them out and make it possible for them to come to us]; [2] gather full information in regard to the intellectual development and valid intellectual interests and purposes of each of them; and [3] provide competent advisory officers with full authority to build for each of them an individual curriculum centered—plugged in—on the individual’s particular intellectual interests and objectives.

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Builders of Our Profession

OUR PROFESSIONAL ORGANIZATIONS are the policy-determining agencies in American education. They are clearing-houses for ideas. They are the keepers and carriers of our common ideals. They are discoverers of talent. They are the makers of tomorrow's schools. They are the friends of children and the advocates of better living for all. Our organizations of teachers stand for the highest and best things in life. Whoever helps to build them is helping to keep uppermost in our civilization the values that satisfy and abide. These lists of builders record the pioneers—the men and women who see a little farther than their fellows and who have faith in the power of organization to achieve better things for tomorrow. Is your name among them? Are your friends there? Has your town, your county, your state made up its quota for this great army of the educational advance?

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on March 1 was 4890. The following life members have been reported since the list was published in the March JOURNAL.

ARIZONA—Myra R. Downs, L. A. Eastburn.
CALIFORNIA—Robert Bruce, Floyd Gardner, Arthur B. Ingham, George H. Pence, Sophia Peterson, Lee Slatore.

COLORADO—Mrs. Jennie A. Imboden, Alverna Robertson.
CONNECTICUT—Robert H. Earley.
DISTRICT OF COLUMBIA—Ellen C. Lombard, George F. Miller.
IDAHO—Edward M. Hoshaw.
ILLINOIS—Clara Belle Baker, R. W. Hyndman, John R. Tipton.
INDIANA—Karl W. Bookwalter.
IOWA—W. J. Knapp, Ruth I. Mintun.
KANSAS—C. R. Rankin.
KENTUCKY—Henry Noble Sherwood.
LOUISIANA—Alice Shepherd.
MAINE—Dorothy S. True.
MARYLAND—Nannie I. Stevens.
MASSACHUSETTS—Bessie L. Barnes, Edward R. Clarke.
MICHIGAN—Frank Hendry.
MINNESOTA—L. C. Murray, James P. Vaughn.
MISSOURI—C. S. Robinson, C. A. Smith.
NEBRASKA—H. Bogard, Olga Coney.
NEW JERSEY—Mr. Arja M. Hawley.
NEW YORK—Walter L. Newton, Leon H. Westfall.
OHIO—Olive Campfield, Wesley E. Jenkins, Edward W. E. Scheer, Carolyn L. Strasser, Lisle Garber Wineland.
PENNSYLVANIA—Fred P. Haihnen, Pauline T. Linville, Bessie M. Patterson, David B. Pugh, Ralph B. Sharer.
SOUTH CAROLINA—H. T. Cox.
TENNESSEE—D. M. Hilliard.
VIRGIN ISLANDS—George Harvey Ivins.
WEST VIRGINIA—Miss Erbie Albright.
WISCONSIN—Raymond Moore.
WYOMING—Albert L. Keeney, C. R. Scarbrough.

Completed Enrolments

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

Thirteen Years

COLORADO—Greeley, Lincoln.

Twelve Years

MAINE—Lewiston, Dingley Normal Training.
MASSACHUSETTS—Gloucester, Rogers.

Eleven Years

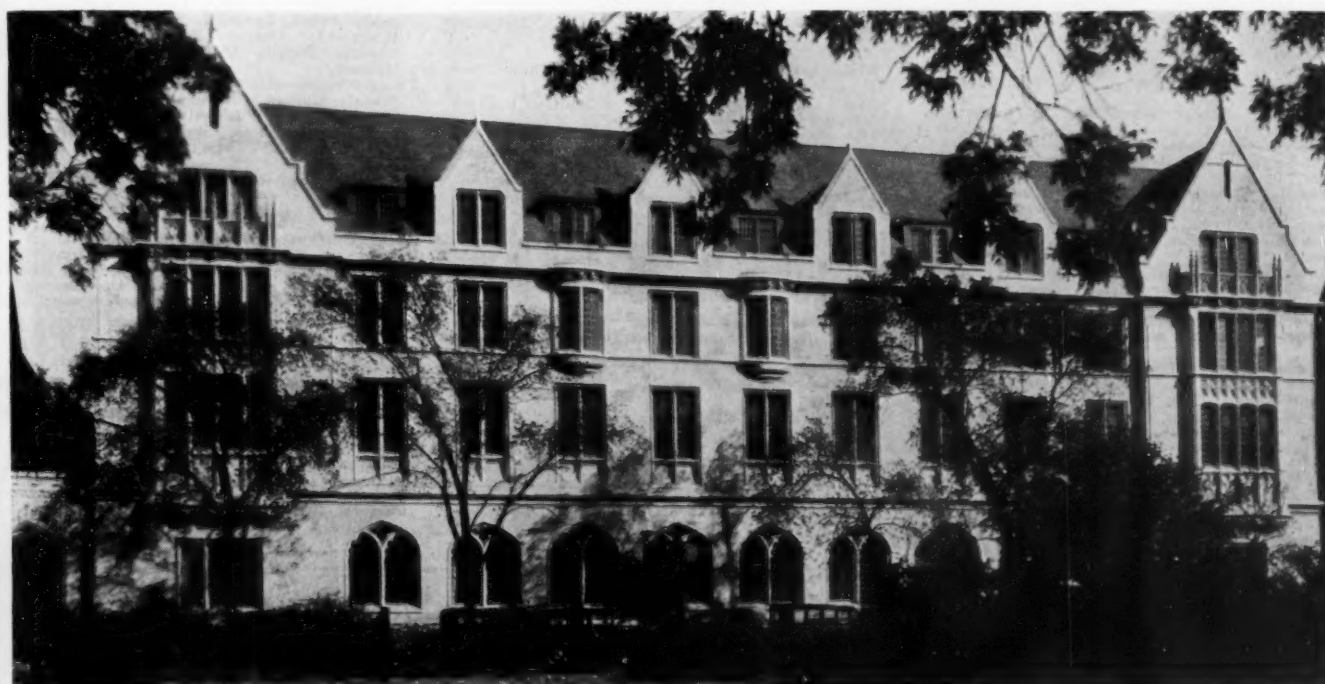
CALIFORNIA—Santa Barbara, Garfield, Lincoln, McKinley, Roosevelt, Wilson.
ILLINOIS—East St. Louis, Hawthorne.
NEVADA—Clark County, Las Vegas Grade.
OHIO—Bedford, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate.

Ten Years

CONNECTICUT—East Hartford, Second North, Union.
KANSAS—Salina, Salina Public Schools, Bartlett, Dunbar, Franklin, Hawthorne, Lincoln, Longfellow, Lowell, Oakdale, Phillips, Roosevelt, South Park, Special Teachers, Washington, Whittier.

Eight Years

INDIANA—Evansville, Benjamin Bosse High, Chestnut-Walnut, Delaware, Henry Reis.
MASSACHUSETTS—Athol, Lake Park.
MICHIGAN—Grand Rapids, Turner.
MISSOURI—Kansas City, Scurritt.
NEVADA—Clark County, Bunkerville Grade, Bunkerville High, Mesquite Grade, Moapa Grade, Overton Grade, Overton High, St. Thomas Grade.
OHIO—Cuyahoga County, Cuyahoga County Public Schools, Butternut Ridge, Coe, Dover Elementary, Forest View, North Olmsted High, Parkview High.
PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, High, Hygienic, West Side.
TEXAS—Beaumont, Magnolia Elementary.
WASHINGTON—Bellingham, Roosevelt.



THE GRADUATE EDUCATION BUILDING at the University of Chicago was formally opened on March 14, 1932, with a series of conferences on the science of education. This building has a statistical laboratory, a fully equipped apparatus workshop with a skilled mechanic, dark rooms for photographic work, laboratory rooms, record rooms, workrooms for members of the staff engaged in surveys, and a generous library. The Department of Education conducts two laboratory schools—an elementary and a secondary school. These schools are the trying-out grounds for new plans of organization and administration.

Seven Years

ILLINOIS—Cicero, Sherlock; East St. Louis, Longfellow; Sherrard, High.
 MAINE—Augusta, Smith.
 MASSACHUSETTS—Malden, Judson; Newton, Eliot, Stearns.
 NEVADA—Washoe County, Reno Fourth Street Junior High; White Pine County, East Ely.
 OHIO—Wood County, Bloomdale, Bradner, Custar, Henry Township, Jackson Township, Lark, Millbury, Walbridge, Webster Township, West Millgrove.
 PENNSYLVANIA—Bradford County, Bradford County Public Schools.
 WYOMING—Casper, Junior High.

Six Years

FLORIDA—Dade County, Riverside; Tampa, Seminole Heights.
 ILLINOIS—Pinckneyville, Pinckneyville Public Schools; Shabbona, Community High and Consolidated Grades.
 INDIANA—Evansville, Fulton; Greencastle, Mary Emma Jones.
 MASSACHUSETTS—Lynn, Euclid Avenue.
 MICHIGAN—Detroit, Grayling Elementary, Hancock; Ludington, Lakeview.
 MINNESOTA—Minneapolis, Sumner.
 NEW JERSEY—Kearny, Roosevelt; Trenton, Monument Demonstration.
 NEW YORK—New Rochelle, Mayflower.
 OHIO—Columbus, Northwood; Lakewood, Hayes.
 TEXAS—Houston, Park Place.
 UTAH—Grand County, Grand County Public Schools.

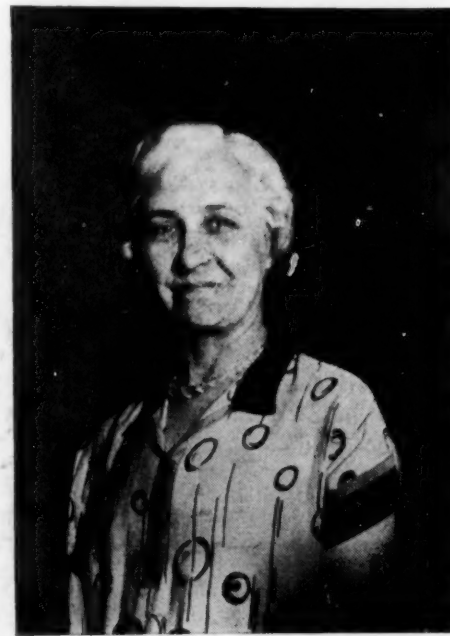
Five Years

ALABAMA—Birmingham, Barker.
 CALIFORNIA—Kern County, Toltec; Needles, Needles Public Schools; Santa Barbara, Harding.
 COLORADO—Castle Rock, Consolidated.
 ILLINOIS—East St. Louis, Wilson.
 INDIANA—Evansville, Baker, Bosse Elementary, Campbell, Carpenter, Centennial, Columbia, Emma Roach, Howard Roosa, Stanley Hall, Daniel Wertz, Wheeler.
 MASSACHUSETTS—Winchendon, Murdock.
 MISSOURI—Kansas City, McCoy, Teachers College of Kansas City.
 MONTANA—Great Falls, Roosevelt.
 NEVADA—Lander County, Battle Mountain Grade; Mineral County, Hawthorne Grade, Mineral County High; Washoe County, Reno McKinley Park, Reno Southside.
 NEW JERSEY—Absecon, Absecon Public Schools.
 PENNSYLVANIA—Waverly, Abington Independent School District.
 UTAH—Coalville, North Summit Schools.
 VIRGINIA—Norfolk, Larchmont.

Four Years

CALIFORNIA—Pasadena, Andrew Jackson; Santa Barbara, La Cumbre Junior High, Peabody.
 ILLINOIS—Cicero, Roosevelt; Evanston, Foster.
 INDIANA—Evansville, Evansville Public Schools, Baker, Benjamin Bosse High, Bosse Elementary, Campbell, Carpenter, Centennial, Central High, Chestnut-Walnut, Columbia, Delaware, Fulton, Henry Reis, Francis Joseph Reitz High, Emma Roach, Howard Roosa, Stanley Hall, Daniel Wertz, Wheeler.
 KENTUCKY—Louisville, Robert Fulton.
 MAINE—Waterville, Grove Street.
 MASSACHUSETTS—Ashburnham, Dolly Whitney Adams; Waltham, Pond End.
 MICHIGAN—Kalamazoo, Western State Teachers College.
 MINNESOTA—Duluth, Lincoln Elementary and Junior High.
 MISSOURI—Kansas City, Lykins.
 NEVADA—Lander County, Lander County High Number 2; Mineral County, Mina Grade.
 NEW JERSEY—Trenton, William McKinley.
 OHIO—Cleveland, Lawn; Martins Ferry, Central, Elm, Mackey, South, Zane; Old Fort, Old Fort; South Euclid, Lyndhurst; Toronto, Toronto Public Schools, Central, Franklin, High, Lincoln, Roosevelt; West Carrollton, West Carrollton.

TENNESSEE—Hamilton County, Amnicola, Apison, Bakewell, Birchwood, Bonny Oaks, Central High, Chickamauga, Daisy, East Dale, Fairmount, Fairview, Friendship, Ganns, Gold Point, Harrison, Lookout Mountain, Lupton City, Meadowview,



HELEN T. HIXSON, director of the Division of Accounts, who retired from the staff of the National Education Association on March 15. Mrs. Hixson came to the Association in 1908. She has had the longest term of service of any member of the headquarters staff. A host of friends join in wishing her many happy years of retirement.

Miller's Grove, Mountain Creek, Mowbray, New Providence, Ooltewah, John H. Patten, Pineville, Sale Creek, Salem, Shade Grove, Snow Hill, Tyner Grammar, Tyner High, West View.

UTAH—Box Elder County, Box Elder County Public Schools, Bear River City, Bear River High, Blue Creek, Bothwell, Box Elder, Box Elder High, Central, Collinston, Corinne, Deweyville, Elwood, Fielding, Garland, Grouse Creek, Honeyville, Howell, Lincoln, Mantua, Park Valley, Perry, Plymouth, Portage, Snowville, Thatcher, Tremonton, Washakie, Willard, Yost.
 VIRGINIA—Norfolk, James Barron Hope.

Three Years

CALIFORNIA—Kerman, Grammar; Modesto, Lincoln; Santa Barbara, Kindergarten Department, Special Teachers & Supervisors.
 CONNECTICUT—East Hartford, Center.
 DELAWARE—Camden-Wyoming, Ceasar Rodney Schools.
 HAWAII—Molokai, Kaunakakai.
 ILLINOIS—Springfield, Dubois.
 INDIANA—Alexandria, High.
 MASSACHUSETTS—Brookline, Longwood.
 MICHIGAN—Grand Rapids, West Leonard.
 NEVADA—Elko County, Elko County High Number 2; Humboldt, Humboldt County High; Lyon County, Canal; Washoe County, Reno Mary S.

Doten, Reno Mount Rose, Sparks Junior High, Sparks Robert H. Mitchell, Sparks Mary Lee Nichols, Sparks Kate M. Smith.
 NEW JERSEY—Highland Park, Hamilton.
 NEW YORK—New Rochelle, Stephenson.
 OHIO—Cleveland, John Hay High.
 OREGON—Coquille, Lincoln; Portland, Atkinson.
 PENNSYLVANIA—Bloomsburg, Fifth Street, Third Street; Chester, Lincoln; Ellwood City, Ellwood City Public Schools, Central, Circle, Ewing Park, Hartman, Lincoln, North Side, West End; Pittsburgh, Larimer; Susquehanna, Oakland.
 TENNESSEE—Hamilton County, Red Bank.
 TEXAS—Beaumont, Pennsylvania Avenue.
 VERMONT—Newbury, High.

Two Years

CALIFORNIA—Alhambra, Marguerita; Santa Barbara, Franklin; Siskiyou School District, Fort Jones High, McCloud High, Mount Shasta High.
 COLORADO—Fort Morgan, Rural Teachers' Association.
 CONNECTICUT—East Hartford, Columbus Street, Evening, Hockanum.
 DELAWARE—Eastern New Castle County, Eastern New Castle County Public Schools.
 DISTRICT OF COLUMBIA—Anacostia, Oxon Hill Consolidated; Washington, Amidon.
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 INDIANA—Indianapolis, Robert Dale Owen Number 12, Public Number 79.
 KANSAS—Perry, Rural High.
 MAINE—Bangor, Bomer Street, Lincoln, Mary S. Snow.
 MASSACHUSETTS—Greenfield, Abercrombie; Lexington, Adams; Waltham, S. D. Warren.
 MICHIGAN—Grand Rapids, Henry.
 MISSOURI—Kansas City, Linwood, W. W. Yates.
 NEVADA—Clark County, Las Vegas Public Schools, Grade, High, West Side, Sloan Grade; Elko County, Carlin Grade; Lander County, Austin Grade, Lander County High Number 1; Pershing County, Pershing County High; Washoe County, Sparks Senior High; White Pine County, Ely Public Schools, Kimberly, Lund, Ruth Public Schools.
 NEW HAMPSHIRE—Goshen, Goshen Public Schools; New London, New London Public Schools, Colby Hill; Newport, Newport Public Schools, Primary, Richards Junior High, Towle High; Sunapee, Sunapee Public Schools, Central.
 NEW YORK—Andover, High; New Rochelle, Trinity, Daniel Webster.
 NORTH DAKOTA—Fargo, Roosevelt Junior High.
 OHIO—Ironton, Campbell, Central, Kingsbury, Lawrence Street, Lombard, Sedgwick, West Ironton, Whitewell; Oregon Township, Wynn; Wood County, Weston Village Schools; Youngstown, Hillman.
 PENNSYLVANIA—Beaver Falls, Beaver Falls Public Schools, College Hill Junior High, Eighth Avenue, Eleventh Street, Fifth Avenue, Fifth Street, Junior High, Senior High, Seventeenth Street, Thirty-Eighth Street, Thirty-Third Street; Confluence, High.
 TENNESSEE—Hamilton County, Anna B. Lacey.

Current Year

ARIZONA—Hayden, Hayden Public Schools.
 CALIFORNIA—Hickley, Grammar; La Crescenta, La Crescenta, Lincoln; Montrose, Montrose; Pasadena, Library & Visual Education Department; San Diego, Chollas; Santa Barbara, Jefferson; Stanislaus County, Newman.
 COLORADO—Las Animas, Columbian.
 DELAWARE—Houston, Grade.
 HAWAII—Molokai, Maunaloa.
 ILLINOIS—Dakota, Community High; Freeport, East Side.
 INDIANA—Fort Wayne, Adams; Indianapolis, Christian Park Number 82, Public Number 29.
 KANSAS—Wichita, Eugene Field.
 LOUISIANA—Ferryday, Ferryday.
 MAINE—Amherst, Public School Union Number 89; Belfast, Pierce; Camden, Knowlton Street; Farmingdale, Grant Street; Monson, Grammar; Thomaston, Green Street, High.
 [Continued on page A-83]

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association of the United States
 President, FLORENCE HALE Secretary, J. W. CRABTREE

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.

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

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

Entered as secondclass matter October 28, 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.

JOY ELMER MORGAN, Editor

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NOTES and ANNOUNCEMENTS

S. D. Shankland, fultime secretary of the Department of Superintendence, makes the following observations on the Washington convention:

The convention assembled at a time when we are facing a new emergency in education. Many superintendents who had not missed an annual meeting in years felt that they ought to remain at their posts at home. A grim determination to protect the schools was evident in all sessions.

In openminded fashion, weaknesses in our educational structure and plans for their correction were discussed. At the same time the Department set its face sternly against those who, whether in or out of the profession, would consent to sacrifice childhood or to surrender the educational advance gained by a generation of effort. As president Edwin C. Broome put the case, "We owe no apology to the taxpayers. They are getting good schools at a reasonable cost."

The timely report of the Committee on School Costs submitted by Superintendent David E. Weglein of Baltimore fo-

cused attention on tax machinery and school finance. It was voted to recommend that there be constituted in every state a group of citizens—including expert economists, competent school people, and representative laymen—to make a careful study of existing systems of taxation.

Character education shared attention with school finance. In the 1932 yearbook, which is devoted to this subject, Superintendent A. L. Threlkeld of Denver, and his associates did an outstanding piece of work in a critical field. They made it clear that there is no short cut to character development. The yearbook presents an illuminating picture of American life and discusses fearlessly problems which are causing concern to educators and parents alike.

The seriousness of the convention overshadowed any special features, altho they included such important items as the pilgrimage to Mt. Vernon on the two-hundredth anniversary of the birth of George Washington; the beautiful folk-masque of America entitled "Wakefield" which

was presented for the exclusive benefit of the Department of Superintendence through the courtesy of the George Washington Bicentennial Commission; and participation in the program by the President of the United States, two members of the Cabinet, two United States senators, and other nationally known leaders of American life.

Officers for 1932-33 are:

President—Milton C. Potter, superintendent of schools, Milwaukee, Wisconsin.

First Vicepresident—Edwin C. Broome, superintendent of schools, Philadelphia, Pennsylvania.

Second Vicepresident—George Melcher, superintendent of schools, Kansas City, Missouri.

Executive Secretary—Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.

Executive Committee, Members by Election—David E. Weglein, superintendent of schools, Baltimore, Maryland, Charles B. Glenn, superintendent of schools, Birmingham, Alabama, Herbert S. Weet, superintendent of schools, Rochester, New York, Carroll R. Reed, superintendent of schools, Minneapolis, Minnesota.

[Continued on page A-76]

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Never was the need for safeguarding the interests of childhood greater than now. Life membership is a means of meeting this need. By becoming a life member, more help can be given than can possibly be realized. A Permanent Fund of sufficient size is needed to carry the Association over emergency periods when income from other sources is low.

This Association, as well as state as-

sociations, must go on, always working for the children of the nation. During periods of depression, the need is greater than ever. Just as a nation has been deeply concerned about the welfare of one child, so must teachers everywhere be concerned about the educational opportunities of all children.

The National Education Association is a leading agency for promoting the interests of childhood and the profession.

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PSYCHOLOGICAL RESIDENTIAL STUDY TOUR . . . Educational Director, Prof. Henry Beaumont, University of Kentucky . . . Sailing on the "WESTERNLAND" July 1, visiting: Belgium, Germany, Austria, Switzerland, France; the group will reside in Vienna for one month and attend the University there. (Lectures in English.) Return on the "MAJESTIC" Sept. 6 . . . cost \$645.

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[Continued from page A-74]

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They must not suffer wrong.
Stand by the schools
And keep the nation strong.

Stand by the schools!
Don't sell them for a price.
Stand by the schools
With prayer and sacrifice.

Stand by the schools!
Make it a sacred pledge.
Stand by the schools,
Our children's heritage.

Stand by the schools!
The millions in them cry:
"Stand by the schools,
America, stand by."

[Written after listening to and thinking about what the speakers said at the superintendents' meeting in Washington.—W. H. Holmes, superintendent of schools, Mt. Vernon, New York.]

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A Mecca for visitors—One of the "high lights" of the Washington convention was the steady stream of visitors coming to the new headquarters building of the National Education Association. The teachers of America are proud of their beautiful home in the nation's capital.

Atlanta teachers sacrifice for the schools—When asked whether they would rather have a deduction in their salaries or have the educational service to adults, the night schools, the opportunity school, the kindergartens, and the supervisory force affected, Atlanta teachers by an overwhelming vote decided to make a large donation to the city in order that this educational service might go on.

Atlantic City teachers show unconquerable spirit—I may be a bit biased in selecting the editorial as the best article in the February JOURNAL, for the teachers of Atlantic City on Thursday last displayed their unconquerable spirit by voting unanimously "to contribute ten percent of their annual salary for the school year 1932-33 in order that the Atlantic City board of education may set up a budget that will not wreck our fine system of schools."—An Atlantic City teacher.

True professional spirit—Two NEA members have recently forwarded dues for a number of unemployed teachers who wish to continue their memberships but who cannot do so because of economic circumstances. This voluntary special service is another expression of the loyalty and cooperation characteristic of members of the teaching profession.

Bidding and the professional code of ethics—Recently I received, from a board of education, a letter which contained the statement, "I am inclosing application for you to fill; also please give lowest salary you will accept for the joint superintendency." My answer to the above follows:

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making what might be termed a bid on the salary for a position; consequently, if for no other reason, I could not state the lowest salary I would accept for the superintendency of your schools. Were this not the case, I should be very much inclined not to do so, for my own ideas about such a thing would prevent my doing so. I think educators should not offer their services on the basis of competitive bids at any time; the profession should be above such."—A superintendent in Colorado.

Stand by the ship—Secretary J. W. Crabtree, in a letter appealing to members of the profession to stand by their state and national associations, says:

"The fine salary levels in the schools thruout the nation, which are now battered hard by the depression, did not just happen. They came as a result of the efforts of the organized profession. A leading superintendent said a year or two ago that every teacher in the land was receiving a twenty-five percent better salary as a result of the efforts of the National Education Association. Financial and industrial institutions have broken down. The schools, in places, are breaking. Let us hold to standards of efficiency as hard as we know how. Let us look ahead to regain lost ground as soon as prosperity comes again. By strengthening the arm of the National Education Association, we ought to re-establish, within a few years, salary and efficiency levels and be moving forward as we were doing up to 1930. Without powerful and well-supported state and national associations, it would require decades instead of years to regain lost ground."

Shelby County, Tennessee, was the first county in the United States to enrol its teachers 100 percent in the National Education Association. Having established that record more than a decade ago, these teachers, even in the face of present financial difficulties, are taking considerable pride in maintaining their high record of membership in the Association.

The National Education Association and the Office of Education are now doing the most effective work they have ever done. I am proud of their leadership—A. E. Winship.

A valuable contribution—Miss Mary McSkimmon, president of the NEA in 1926, has given to the Association as a personal gift, a set of the original annual reports of Horace Mann.

(Continued on page A-78)



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[Continued from page A-77]

These reports constitute a priceless addition to the Association's collections and are a timely help in preparing for the Horace Mann Centennial in 1937. They are doubly valued, coming from Miss McSkimmon, whose outstanding service as president made a large contribution to the Association's growth and leadership.

Tributes to educators—To commemorate Margaret E. Tuger's fifty years of teaching, forty of them in Herkimer, New York, the South Side School of that city has been renamed the Tuger School.

The teachers of Sedgwick County, Kansas have honored C. R. Rankin, county superintendent of schools, by voting him a life membership in the National Education Association.

Teachers of Royal Oak schools, Michigan, presented Superintendent Frank Hendry with a life membership certificate in the NEA as recognition of his seventeen years of leadership and cooperation in the district.

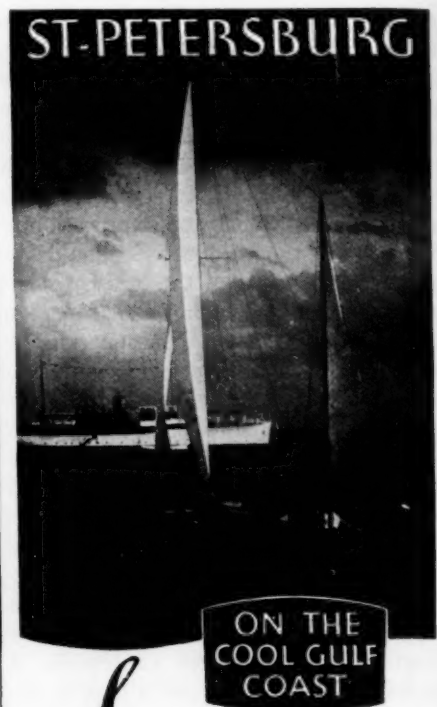
The imperative need for higher standards—This is the time to establish higher standards of certification for teachers so that there shall come into the schools only those with the best gifts and education.

Paying the teacher—Rural communities, in their efforts to find a way of lightening the tax burden, have been jumping increasingly on schoolboards, insisting that teachers' salaries be heavily slashed. In some cases, cuts of as much as 50 percent have been urged.

It is surprising that communities should strike at a source of expenditure so vital to community progress. Children are the life of tomorrow. Deprive them of their opportunities today and America will pay for it time and again tomorrow.

Road expenditures can be limited to sources other than the property tax. Building programs can be delayed. County officials can be forced to eliminate surplus clerks and to do a share of the work for which they are elected. Charity can be supervised to see that it is administered wisely and economically without failing to care for absolute needs. Desirable public improvements can be deferred until they would be less of a drain on local taxpayers. Once provision for proper training of youth is deferred, it can never be replaced. Time and opportunity once lost there are gone forever.—From the *Lincoln, Nebraska, Daily Star*.

Cutting salaries, poor policy—Dr. James N. Rule, state superintendent of



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public instruction, Pennsylvania, believes that it is unsafe and unsound to cut teachers' salaries now. He says, "It will further reduce their buying power. Greatest of all, however, will be the loss of confidence on the part of those who direct the spiritual and educational development of our children. . . . The answer for lower school costs does not lie in a disruption of salary schedules and the public-school program."—*School Executives Magazine*.

New courses for high schools—Each class in high school may well undertake one new course each year. The material and references in this JOURNAL furnish many clues. No student should leave school in 1932 without giving some study to economic problems as suggested by the books on page 122.

Superintendent Gerald F. Bush of Charlevoix, Michigan, when asked to select the five articles in the February JOURNAL which he liked best, wrote: "May I be permitted, just once, to give all five choices to one article, 'Shall Wages and Salaries be Reduced?'"

The 1931-32 Handbook of the Middletown Township High School, Leonardo, New Jersey, beautiful in print and binding, excellent in content, contains this statement:

Sooner or later the most successful school will lead its students to view with intelligent contempt the subtle falsities from the movies, plays, newspapers, magazines, books, and radio which the unsuspecting are led to imitate for fear of missing something in life. Then our teachers of English expression, of social science, of physical science, and the like, will be required to lead unhampered, complete, frank discussions of any movie, play, newspaper, or magazine article, book, or radio ad; and parents, instead of objecting, will insist upon teachers doing so.

Follow-up White House Conferences have been held in eighteen states; five more states have set dates for such conferences. At these meetings the findings and recommendations of the White House Conference are considered, and plans for state programs in the light of the aims and principles embodied in the *Children's Charter* are rounded out.

Education and penal institutions—In case adequate educational facilities are not provided for the boys and girls of any commonwealth, that commonwealth will in the future pay a like, or even larger sum in the support of its eleemosynary and penal institutions. It might be a sound policy to increase the

[Continued on page A-80]

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[Continued from page A-79]

appropriations for public education for a few years and see if such a program would not actually decrease the appropriations for eleemosynary and penal institutions.—Charles A. Lee, state superintendent of schools, Jefferson City, Missouri.

Your civic opportunity—Make up your mind today that you are going to play your part in the great and crucial world of civic affairs. Plan to have a conference with your representative in Congress while he is home during the summer and fall. Talk with him about such government questions as education by radio, the need for a federal department of education, and what the Eighteenth Amendment has meant to the children.

The Journal of Education, under the presiding genius of the beloved A. E. Winship, has moved to new and larger headquarters at 6 Park Street, Boston, and will be issued in improved form twice a month instead of weekly.

A study in rural education—J. T. Anderson, whose article on "The Need for Rural Education" is in the January JOURNAL, is using the following questions to study the administration of rural education:

- [1] What are some of the accomplishments and needs of rural education?
- [2] What are the present objectives in rural education?
- [3] What are the prevailing systems of organization, their advantages and disadvantages?
- [4] What are the present problems and practices in rural-school supervision?
- [5] What are some of the advantages and disadvantages of rural-school consolidation?
- [6] How does the parent-teacher association contribute to the educational program of the community?
- [7] What are some of the benefits to the school and community derived from boys' and girls' 4-H clubs?
- [8] How may the school contribute to the community life?
- [9] How do certain organizations assist in citizenship training?
- [10] How may the school cooperate with the home in character building?
- [11] What are the chief problems and practices in rural communities in regard to health and playgrounds?
- [12] How may rural communities provide library facilities for their children?

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[13] What are some of the problems and practises in rural communities with regard to the selection of teachers?

Shall education be on a quantity basis?—Running an enormous number of exactly identical parts thru the Ford plant, giving every piece in each unit of parts exactly the same treatment, will result in the desired finished product of one thousand Ford automobiles, all alike, as society expects, and all produced at very low cost.

But running extremely large-sized classes of vastly different youngsters thru our public schools, giving each and every one the kind of mass treatment that larger classes necessitate and the very meager amount of individual attention that larger classes allow, will not result in a desired finished product of one thousand citizens of the caliber that society has a right to expect, each with his own true self developed to the limit. It is just impossible.—*Ohio Schools.*

The Lindbergh kidnaping should awaken those who have encouraged law violation as a means of nullification, to realize that they are helping to pull down the rafters over their own home and to weaken the security of their own loved ones.

Arbor Day has special significance this year because it can appropriately be a part of the George Washington Bicentennial observance. Arbor Day was founded 60 years ago by J. Sterling Morton, whose beautiful home—Arbor Lodge at Nebraska City, Nebraska—is now a state park. Nebraska children are glad that Arbor Day in their state is the birthday of Mr. Morton, April 22. 1932 is the hundredth anniversary of his birth.

Labor and liquor—There is nothing more absurd than the belief that closing the saloons will cause workingmen to lose their jobs. There are few things more important to our social advancement than the loosening of the grip of the liquor interests on the labor movement. The saloon represents economic loss.—Theodore Roosevelt, April 29, 1915.

Education by radio—Persons interested in this fascinating and rapidly developing field may obtain, without charge, materials from the National Committee on Education by Radio, 1201 Sixteenth St., N. W., Washington, D. C. Recent numbers of the bulletins issued by this committee include:

The Weakness of American Radio [V. 2, N. 5]
Ohio Rises to Defend Its People [V. 2, N. 6]

[Continued on page A-82]

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[Continued from page A-81]

Radio Broadcasting in Europe [V. 2, N. 7]
The Music That Is Broadcast [V. 2, N. 8]
Teaching Arithmetic by Radio [V. 2, N. 9]
The Platform of Commercial Broadcasters [V. 2, N. 10]

High court upholds ban on tobacco billboard-ads—Utah's law prohibiting tobacco advertisements on billboards was sustained Feb. 23, 1932 by the U. S. Supreme Court. The statute made it a misdemeanor to display advertisements of cigarettes, cigars, and tobacco on billboards, and the Packer Corporation was convicted of violating the law by displaying cigaret advertisements in Salt Lake City. It was held that "other forms of advertising are ordinarily seen as a matter of choice, on the part of the observer. The young people as well as the adults have those of the billboard thrust upon them by all the arts and devices that skill can produce."—*Washington Evening Star*.

Dates to be remembered—

May 8—Mother's Day. Suggestions for making Mother's Day significant may be secured from the Maternity Center Association, One East Fifty-Seventh St., New York, N. Y.

May 18—World Goodwill Day.

June 26-July 1—Convention of the National Education Association in Atlantic City.

June 27-29—Eleventh Annual Conference on Printing Education, to be held at Harding Hall, Government Printing Office, Washington, D. C.

July 23-29—First International Recreation Congress at Los Angeles. For further information write to the National Recreation Association, 315 Fourth Ave., New York, N. Y.

July 25-30—Regional conference of the World Federation of Education Associations in Honolulu, Hawaii. Special phases of educational work of great importance to the Pacific area will make up the agenda for the convention.

Clear thinking on international matters—There has never been a greater need than now for accurate knowledge of international subjects and for clear thinking upon them. To meet this need, the American Friends Service Committee will hold this year three Institutes of International Relations—at Haverford College, Haverford, Pennsylvania, June 13-25; Northwestern University, Evanston, Illinois, June 20-July 2; Wellesley College, Wellesley, Massachusetts, June 23-July 2.

Information may be obtained from the American Friends Service Committee, 20 South Twelfth Street, Philadelphia.

World Court map—To assist teachers and students in gaining an understanding of the scope and achievements of the Permanent Court of International

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National wealth reveals increase—The total national wealth of the United States in 1930 was \$329,700,000,000, the National Industrial Conference Board said yesterday. The total national income for the same year was \$71,000,000,000. If, the board said, these sums could have been distributed equally among all the families in the nation, each family would have had \$10,961 of capital and \$2,366 of income.—*Washington Evening Star*, January 25, 1932.

Atlantic City hotels—Someone has said, "Atlantic City has hotels that fit any kind of purse." Altho this statement is true, one should not get the implication that the finer hotels have scales of prices which fit only the better-lined purses. Hotel rates are lower than they have been for years. The splendid hotels on the famous Boardwalk are entirely within the price limits of the ordinary teacher. More modest surroundings with amazingly low prices can be secured in smaller hotels

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which are conveniently located, but which may not have ocean views. Accommodations for the NEA convention at Atlantic City, June 25-July 1, may be secured as economically as at any previous convention. A. H. Skean, Central Pier, Atlantic City, is chairman of the Housing Committee, and will welcome any requests for hotel information or room reservations.

Three small boys were comparing the merits of their respective fathers. Billy, the son of an author, asserted that his father could write a few lines on a piece of paper and sell it for \$25. Jimmy, whose father was a composer, insisted that his father could beat that, that he could draw a few lines on a piece of paper, put in a few dots, and sell it for \$100. But it was Jack, the son of a minister, who explained that his father could get up in the pulpit, say a few words—and then it would take four men to carry the money down to the altar!

[Continued from page 140]

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NEW YORK—Buffalo, Public Number 63; Irondequoit, Ridgewood; Jamestown, Lincoln Junior High; New Rochelle, Henry Barnard; North Tonawanda, Goudry; Nyack, Upper Nyack Elementary.
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OHIO—Cincinnati, Linwood; Cleveland, Columbia, Euclid Park; Lake County, North Mentor; Lockbourne, Lockbourne; Marshall, High; McDonald, McDonald Public Schools; Wood County, Dowling, Freedom Township, Glenwood Rural, North Baltimore Public Schools, Grade, High, Junior High, Pemberville, Perry Township, Portage Township, Portage Village, Olney, Washington Township; Wyoming, Hillcrest.
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UTAH—Salt Lake City, Garfield, McKinley.
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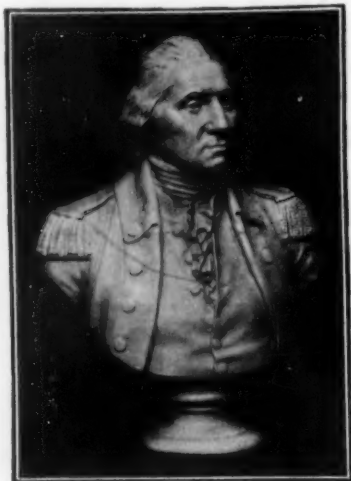
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