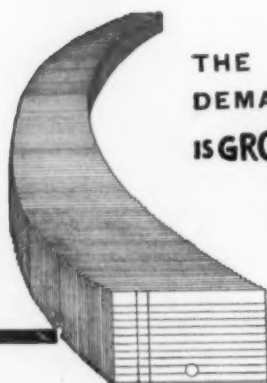


The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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The Bicentennial Bill of Rights

WHAT AMERICA NEEDS today is a new faith, a new plan, and a new purpose. We have all that our fathers had—and more—with which to work. We have a continent of surpassing natural resources and beauty. We have among our mighty people the cream of every race and nation. The skill of our workmen and mechanics is famous the world around. Our training in technology is superb. We have great needs unsatisfied. Our people have been taught to aspire—to look up and out and ahead to better things, to a finer life for each new generation.

Much of our trouble comes from the fact that we think too much of dollars and too little of the human values. Even our leisure—which should be filled with freedom, creative activities, beauty, joy, sun, and air—has been turned largely into a money-making machine. By putting this emphasis on dollars, older people have misled youth. But gradually people are coming to learn that dear ones, home, health, a worthy task, a good name, and fine character mean more than mere money.

What we lack is not resources—but ordinary common sense, vision, courage, and a willingness to sacrifice on the part of those who are responsible for our financial and industrial affairs. The time has come to take a new grip on the fundamental values—to determine once more to stand by the doctrines of equality and opportunity upon which the nation was founded and to apply those principles to the conditions of this new age.

The White House Conference on Child Health and Protection showed a great need for expansion of our health services. Let us meet that need. Our cities are badly planned and condemn most of our population to live amid noise, dirt, and filth. Let us redesign our cities and make possible for all the people homes which will be satisfactory places for the rearing of children and the de-

velopment of happy life. Children are herded into classrooms so crowded that they cannot possibly have first-class edu-

AT CERTAIN POINTS the economic machinery of America has gotten beyond the possibility of control by seekers after private profit. Whatever the risks of national economic planning under public auspices may be, they are infinitely less than the risks of a policy of national drift. Not to use our gigantic resources, skills, and machinery to improve the lot of all our people is simply national suicide. Reasonably decent housing for all would require a construction program which would more than double the construction that took place in all lines during the past decade. Education is greatly in need of further expansion. At these two points alone our unemployed could be absorbed. Have we the intelligence and courage to start?

cational service. Millions of adults are in need of further education. Why not satisfy these wants? We must enrich our education to support the basic aspirations of humanity. With increasing leisure ahead, we have provided playfields and parks for only a fraction of the population. Why not give the people who most need them, wholesome places in which to play? Great golf courses for the rich, and hot, dirty streets for the poor—are hardly in keeping with the American concept of democracy. What America needs is social imagination, courage, enterprise. Let us develop a new Bill of Rights in keeping with the times.

Inspired by the rich associations and memories of this two-hundredth anni-

versary of the birth of George Washington, let us endeavor to do for the people of our generation what he endeavored to do for his—to give them a leadership in keeping with the needs of the new day. As he endeavored to provide for the security and happiness of all, shall we not establish among ourselves a clear conception of those needs and opportunities which are the rightful heritage of all our people? Shall we not call this new bill of rights in honor of the founder of the Republic, the Bicentennial Bill of Rights?

First, the right to security—to a system of life so planned as to offset the uncertainties of ill-health, accident, disability, unemployment, and old age.

Second, the right to a home amid surroundings that are beautiful, clean, quiet, safe, wholesome, and neighborly.

Third, the right to an education thorough and comprehensive including both children and adults, adapted to the changing needs of the new day.

Fourth, the right to a government that is honest, intelligent, and efficient—the faithful servant of common need and purpose.

Fifth, the right to a job that will afford an opportunity for service by which to earn a minimum income that will provide a reasonable standard of living.

Sixth, the right to community recreation for all, supported by community funds, publicly managed, and freed from the degrading influences of excessive commercialism.

Seventh, the right to participate in democratic community activities which will help to magnify the human values and to make life beautiful, happy, and significant.

The George Washington Bicentennial Bill of Rights is the simple and natural evolution of the democratic ideals of the founding fathers worked out in the more generous atmosphere of this amazing century. It constitutes a challenge to the best leadership in every phase of American life.

TO HOG WORK when another needs a job is as inhuman as to hog food when another goes hungry. Devotion to work is the keystone in the economic and moral arch of society. Individually we are helpless in the present emergency, but by cooperation we can find a solution. On the one hand, we must raise the standard of living and on the other, shorten the period of labor until there is work for all. The five-day week and the six-hour day were an imperative necessity in 1920-21. They are an inescapable and desperate necessity now. We cannot maintain either security or self-respect as a people, with millions permanently unemployed.

High-School Editors Interpret the Schools

THE FUTURE of the American schools rests with those who are enrolled as students in these institutions today. If each student is graduated with a profound sense of the significance of education for the individual and for society, continued progress of the schools is assured. High-school graduates soon become voters. Their knowledge of what constitutes a good school system will guide them in their decisions on school issues. Is there any reason why we should help children to understand the principles of healthful living, of wellused leisure, of home building, of worthy character, of earning a living, without inspiring in these same young people a sense of appreciation for the American institution which helps the nation to achieve these desirable objectives of sound health, happy homes, good character, and material prosperity?

Many schools are systematically interpreting the schools to the students themselves. Some high-school principals report that they are introducing special courses into the curriculum for this purpose. Others have included in social science courses topics designed to inform students of the part education has played in American progress and of the needs, aims, and achievements of the schools today. Home-rooms, assemblies, clubs, school publications, and other extracurriculum activities offer excellent opportunities to help students to a better understanding of the institution devoted to enriching their lives. The high-school newspaper is particularly welladapted to this purpose. In its columns students express their own ideals and seek guidance in the formation of their own opinions. The effectiveness of the school paper extends beyond the school walls as most schools circulate these publications to the homes.

Because of the great possibilities of this medium of interpretation, the Division of Publications of the National Education Association has undertaken to encourage high-school paper publication, by appropriate recognition of excellent work. The third annual high-school project in cartoon drawing is being sponsored this year. Last year the Division of Publications invited high-school papers in 100 cities to participate in a project of editorial writing. Thirty of them accepted the invitation. The editorials submitted by these schools show careful

writing and sound thinking. The invitation to take part in the 1931-1932 editorial project is extended to the staffs of all high-school papers. Editorials submitted must be original, written by students, must express some opinion or attitude on schools or education, and must have been printed in the high-school paper published in the school from which it is sent. Procedure for participation will be described upon receipt of request for enrolment forms from the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

This fine example of high-school editorial writing was submitted by the editor of *The Manual Arts Weekly*, Manual Arts High School, Los Angeles, California. R. A. Maynard is faculty adviser.

Material wealth is only secondary—How many times have we heard different speakers instructing young students to go to school and college for their own good. "By all means," they say, "go thru high school. It means a bigger-paid job for you than a grammar-school education could get you. By all means go thru college. It means a more desirable job than a high-school education could give you, and it also means more money."

Money seems to be the thought of some of the people of the present day. That is their only evaluation of an education, no matter how big or how small it is. All they think of is, "How much will I profit from what I learn?" They do not stop to think that the main point of an education—the chief object in acquiring an education—is not what you get personally, but what you can give to make this world a better one in which to live. It should not be, "What glory and monetary remuneration will I get?" but "What can I give that will make the life of my fellowmen happier and more prosperous?"

In some cases, the wrong use is made of an education. Some of our master criminals and arch-fiends are highly educated men, men with college degrees. At the same time, there are many ways of using your intellect and education. Men like Einstein, Millikan, Edison, and many other famous scientists and educators of this day and of the past days are fine and noble examples of what an education can do, not only for the man himself, but also for the entire world.

The same should be considered in choosing a vocation, whether it is to be a life task or not. The question should be asked of yourself, "What will my job do for my fellows about me? If I am a banker, will I think in terms of money? If I am a lawyer, will I think always in terms of law? If a doctor, will I think only of the fees and money that I will take in? Or will I think of what good I can do my fellows in my chosen job?"

Thus, if we grow to think of our future life in these terms, we will soon have a much better world in which to live, and our own lives will be much fuller and richer.

The following editorial was submitted by *The Owlet*, Hartford High School, Hartford, Connecticut, William E. Blake, faculty adviser.

What education has done for the individual—"A high-school course in six months. Inclose \$2.98 and this wonderful set of books will be sent immediately!" How often this type of misleading advertisement greets our eyes as we open a magazine or periodical! How foolish, yet how sad, it seems that many are lured to believe such impossible statements. If all the great leaders of the world today had spent but six months in the halls of learning, what a narrow-minded world this would be!

Yet high schools and colleges are ever increasing in size and scope. The youth of today is bound for education, education, and then more education. It must be had ad infinitum. Young people must be ever ready to face all the situations in life, and only thru the blessing of wise personal development can they adjust themselves, no matter what the circumstances, to perplexing life problems.

Progress is the insistent cry of modern educators and vocational directors in their efforts to lighten the burden of young people. Scientists try to discover the inclination and aptitudes of the individual and to place him in paths that lead to success and fame—to say nothing of happiness. In short, they encourage the youth to stay in school, after the "legal school limit of 14 years," so that he may receive the training necessary to lift him from the doom of monotonous effort.

Thru the priceless gift of education many have been taken from the ranks and led to captaincy and generalship in the battle of truth with error, for the end of education is appreciation, and a true understanding that only that which is unselfish, high-spirited, or magnanimous counts.

The Mountaineer, Montclair High School, Montclair, New Jersey, sent this editorial. Leslie G. Bird is faculty adviser.

Which of these would you choose?—A short time ago we sat with a business man while he interviewed two high-school graduates applying for jobs.

The first thing he did was to ask what the prospective employee had gotten from his high-school career. The answers given were interesting. One of the boys had several qualities to bring out. He said, "I learned cooperation and adaptability from activities, useful knowledge from studies, and the ability to work hard." The other said in answer to the same question, "Oh, I didn't get much—just a lot of useless dates and formulas." He seemed rather listless as he said it.

We just seem to get the idea that the first fellow had been the A or B student, and that the second had been the C or D student.

All that remained was to choose the boy for the job. Who was chosen? Who had found what a high school was for and who had appeared to get the most out of his high-school education? If you figure out the second question correctly, probably you will know who was the "lucky one." [Use this on your bulletin board.]

The Land Problem in America

AMONG THE CAUSES of our present economic confusion is our failure to develop a sound plan for the use of land. During the Department of Superintendence meeting, Arthur M. Hyde, United States Secretary of Agriculture, delivered an address on this subject—which made such a profound impression that THE JOURNAL has been asked to print it in order that it may be studied by teachers and used in high-school classes. The address follows:

WHO HAS NOT marked the inequalities between educational opportunities of the city and of the country? In the city: monumental buildings, libraries, laboratories, gymnasiums, broad curriculums taught by a staff of highly educated teachers. In the country: the one-room schoolhouse, a tattered map, a battered globe, an eight-grade course taught by a loyal and devout soul, but one whose training is frequently fragmentary. I am aware that there are many exceptions which can successfully be made to so bald a contrast as I have drawn. Nevertheless, the generalization remains painfully true.

Who has failed to note that the poorer the district, the poorer the educational opportunity; the more barren the land, the more miserable the school? And who has not wondered if American equality of opportunity should not, somehow, be made to include educational equality?

Some ten years ago I had an "object lesson" upon the relationship between agriculture and education. I was then engaged in a program for the better support of the rural schools of my home state. It was a fight to establish an adequate financial basis under

the one-room schoolhouses of Missouri.

Out of that fight came an abiding lesson. We could and did give to the farmers of the school districts the power to increase the support for their schools. We unfettered the farmers from the legal impediments but found that they were bound by the unyielding chains of circumstance. They did not have the means, no matter how amiable their desire, to increase their support of the schools. The lesson was that altho everything waits upon education, education must wait on taxes, and taxes for rural schools must wait on the profits of farming.

In the intervening ten years I have become convinced that not only the rural school but our entire educational system is in some measure affected by the profits of farming. I do not contend that the economic difficulties of the past two years have grown exclusively out of agricultural distress. Neither can anyone successfully deny that the agricultural depression of the past decade has been an important contributing factor in the great economic depression. An industry upon which one-fourth of our people directly depends cannot long be in distress without disastrous effects on the whole social and economic structure.

Few are the educators who have not seen at first-hand the influence of agricultural prosperity, or the lack of it, on their rural schools. If they live in regions where much of the land is submarginal for farming, they have seen some such sequence as this: Poor soil, unfavorable location, burdensome farm taxes, or all of these in combination, mean farm losses, tax delinquency, farm abandonment. Because of such delinquency, heavier tax burdens for those who still

remain in the struggle, with consequent deterioration of roads and schools, more distress, more abandonment, heavier burdens. Thus the dismal circle spirals downward. Some means must be found to preserve the service institutions—of which the school is chief—for agriculture.

It has been found that in some concrete cases the expense of schools and of roads, capitalized at five percent, amounted to more than the value of the scattered farms they served. The country could well have afforded to buy the land and move the people to more thickly populated areas where schools and roads could be more economically maintained.

Much of the same sequence of events may occur even in good farming areas where a combination of low prices and high taxes saps the economic security of the farmer and thereby undermines the community. Here, for instance, is a county in the cutover areas of one of the Great Lakes states. In 1928 it levied \$45,000 for county highways, divided equally among the 18 towns in the county. Six of them failed to pay any part of their assessment. The revenues simply were not there. As a result, the entire \$45,000 was spent from the general funds. The tax-paying part of the county had to bear the entire road-building costs of the county. Tax delinquency in the 18 towns accounted for a drop of 20 percent in revenue between 1924 and 1927 in this county. Excessive local government contributed to tax delinquency. One small town absorbed 67 percent of its total taxes collected for the privilege of existing as a town. This county now receives from the state four times as much as it pays into the state treasury. The whole state foots the bill.



Health, efficient teaching, and beauty are as important for the country as the city child.

Yet farming in this county has become more efficient. Acre yields have increased in the regions of good land; production per cow has increased; and total production of farm products has increased despite a decrease in acreage. Necessarily, much marginal land has been abandoned. The county now has the land, whether it wants it or not.

The need for certain changes is obvious. Expenditures of local governmental units, as of state and national units, must be reduced. The shamefully unfair tax burdens now resting on farm property must be shifted so that the cardinal principle of taxation—ability to pay—will receive more than lip service. But tax reform is by no means the whole answer to tax delinquency or to the need for a sound financial base for our rural schools. Reorganization of political units must, in some cases, be made. Readjustment of agriculture in some areas is needed. The tax problem has its roots in the land problem. The use of the land and the system of taxation have an intimate relationship.

As educators, dependent for adequate educational facilities upon a steady income from taxation, you have more than an academic interest in what is agriculture's most fundamental problem—the problem of land utilization. If yours is a rural school, your interest is direct and pressing; if a city school, your interest must, perforce, be just as real, even if less direct. The city by this time can offer no dissent from the view that the whole nation needs agricultural prosperity.

In countless ways the manner in which we use the land affects the surplus problem, the problems of taxation and credit, of government, and directly influences the economic and social welfare of the community. Today let me merely suggest how our land policy has evolved thus far and what course it might profitably take from now on.

Such land policy as we have had in the past has grown out of the pioneer demand for continuing expansion. We wanted to settle the country, to pour forth an increasing stream of farm products to feed growing industries and to ship across the seas in repayment of debts. The land was opened with booms; the frontier was pushed westward to the Pacific coast. Main street became Booster street. When settlers were slow to come, state and local governments lured them with radiant prospectuses. That was the brass band era of land settlement.

The results were not all that could be desired. Much land came into cultivation that should never have felt the plow. Forests were cut off without thought of replacement. Few stopped to think, in those boomer days, of watershed protection, of soil depletion and erosion, of the tragic losses in human values which come from trying to farm land which God never intended for cultivation.

We are no longer a raw nation with a simple economy. Our agricultural needs have changed. We ought to change our land policies accordingly. For the haphazard enthusiasm of the brass band, we need to substitute the careful guidance of the land economist, looking beyond local interest to the interest of a vast, complex industry, and to the fundamental welfare of a whole nation. A sound national policy of land utilization is needed.

You are probably aware that we have a productive agricultural capacity far beyond our needs. We have 986 million acres classed as land in farms. On about one-third of this acreage we are producing enough products to feed and clothe our population and send a vast surplus abroad. Because this surplus must meet the production of cheap lands and cheap labor in the world market, it is at once the cause of low prices and of our farm problem. If we are to have a profitable agriculture we need to prevent these surpluses. To do so, we need to reduce, rather than expand, our present cultivated acreage. We now cultivate 30 to 40 million acres more than we need.

To reduce our acreage is easier said than done. Somehow, sometime, somebody had imbedded it deep in public consciousness that the farmer's sole job is to plant every acre he can and to produce every last kernel of grain that he can. The inevitable result, whether in industry or agriculture, of continuous overproduction is an unwieldy surplus, low prices, distress, bankruptcy. This point, unhappily, needs no elaboration nowadays.

Against this complacent assumption that it is the farmer's duty to go on rolling up price-breaking surpluses and provide the nation with cheap foods and fibres, it has been my high privilege, as Secretary of Agriculture, to fight.

Industrial leaders have from time to time advised American farmers that restricted production is wrong. At the very moment of making that statement their own plants may have been operating at 50 percent capacity. No one questions the manufacturer's rights, in producing for

the market, to reduce his production to within the limits of profitable demand, or his wisdom in doing so. We compliment his sagacity and his ability in maintaining a reduced production until his market picks up again. We regret that the United States Steel has been compelled by falling demand to reduce production to 30 or 35 percent of capacity. Business is business.

If a railroad equipped with 100,000 freight cars finds at a given time that there is paying freight for only 60,000 of those cars, would anyone expect that railroad to keep 40,000 empties constantly rolling up and down its lines and clanking themselves to pieces? Certainly not. If a railroad did that, people would say the management was crazy. Nobody needs to tell the railroad managers to run those surplus cars to a siding where they belong. Yet there are thousands of booster clubs under various names, telling the farmers that it is sinful to have an idle acre, and when for the first time we are urging the farmers of America to think in terms of an organized orderly reduction, region by region, then expressions of horror resound from coast to coast.

Not only do we now have an excess agricultural plant capacity but economic forces are at work to increase its size and productivity. The fact is familiar that the substitution of automobiles and tractors for horses and mules since the war has released, for other production purposes, the 30 million acres of land formerly required to feed the animals displaced. Here alone is an agricultural revolution.

New methods as well as new machines are likewise contributing to enlarge our productive capacity. We produce more milk and more meat per unit of feed consumed than formerly. The improvements in animal husbandry practise alone have increased our productive capacity to an extent equal to an area of 25 million acres.

Mass production machinery, drought-resistant seed, and early maturing strains have spread our acreage in grain westward and northward. Advances in mechanization and technology have developed some areas. These same advances have enhanced and emphasized problems of submarginal areas and the small towns dependent upon them. The advantages of these improvements will be apparent in the long run, but coming in conjunction with a drastic deflation of purchasing power, they present acute problems of readjustment.

We have come a long way from the relatively simple days when expansion to new territory was the core of our land policy. We have also left far behind the fears of the Malthusian. For even if, contrary to expectations, we should have a sudden and considerable national need for more land in crops, we have more than 500 million unplowed acres to fall back on. Our present crop acreage could be more than doubled. Furthermore, due to tax delinquency, foreclosures, and modern economic changes, something akin to a new domain of public lands is emerging. It will probably be a long, long time before we have any national need for the development and cultivation of larger acreages of lands.

In any sound and humane program of land use, the problems of submarginal land and the closely allied taxation question must be considered. The decadence of living and educational standards in submarginal areas demands attention. Already farm distress in such areas is affecting the local community. No violent shift of the population or of land use is desirable or possible. Yet some action is imperative, for there is nothing economically sound or socially desirable in producing crops to sell always at a loss. Such production exacts an enormous toll from the living standards of helpless women and children.

What specifically can be done? The answer lies in the vast waste of human and material resources now taking place in rural areas. Erosion has already gashed and gullied our countryside and ruined 21 million acres beyond repair. The wastage of natural resources in the east and south has already sapped the economic strength of communities of farmers and small towns. Every one of these presents problems of economic readjustment and political reorganization which might conceivably change a loss into a modest profit. . . .

There is probably more hope of success in slamming shut a few doors thru which expansion is flowing than there is in the recapture of acreage. Most of the expansion takes place in four directions: drainage, irrigation, clearing of forests, and dry land farming. The extent of that expansion is not generally recognized. There are both dynamite and enlightenment in the statistics, taken from the Census, that there were 84,000 fewer farms in 1930 than in 1925 but there were 13 million more acres in crops. This in five years, and the last five years at that! There are both pathos and problems in the fact that the 366 million

acres planted in crops in 1930 were 55 million acres more than our cultivated area in 1909 and larger than the wartime peak of 1919.



CHARLES A. BOWERS, former superintendent of schools at Holdrege, Nebraska, who succeeds E. M. Hosman as secretary of the Nebraska State Teachers Association.

We must start sometime. No program which we can conceive will immediately cure the present emergency. A longtime land use program cannot write an immediate answer to the present emergency, but the present emergency emphasizes the immediate need for a long-time program. If we had begun even so short a time as twenty years ago—before the expansion of our cultivated area by 55 million acres—how much tragedy and distress might have been prevented. If we could have prevented the entry of the submarginal portions of those 55 million acres, or could have held in abeyance such portion as was not economically needed, what a different story we could write for American agriculture!

The proper size of our agricultural plant cannot be definitely fixed. Conditions change and national demands upon agriculture change with them. Nevertheless, one great benefit from a proper land policy would be the approximation of the size of our land plant in the light of economic conditions. We ask the farmer to adjust his acreage. His is an impossible job if forces beyond his control and heedless of his interests are constantly enlarging the total acreage to which he must adjust his own.

The present economic depression will

be a fruitless era indeed if we fail to utilize its lessons. This nation has incomparable resources in land, labor, and capital. No less important is the intelligence with which these assets are utilized. The individual farmer will have to show resourcefulness in meeting changes in world economic conditions. He needs to adopt every economy of production. He needs to recognize handicaps, natural and economic, that foredoom him to failure. But it is no less vital that the nation, in the interest of a profitable agriculture and a balanced national life, shall promote a wise utilization of our resources. Our traditional national policy of planless agricultural development should be replaced without delay by a program based upon such a utilization of our land resources as will yield greater economic and social values, will stay erosion and soil depletion, will preserve and conserve our land inheritance, and limit our agricultural plant to such size as will supply the nation's needs, without the ruinous blight of overproduction.

The epic of land settlement in this country is nearly complete. The day of the pioneer as a farmer is merging into the day of the farmer as an industrialist. The pioneer was a dynamic figure. His life story was replete with drama and human interest. The story which he has written across the map of America was heroic in determination, in courage, in accomplishment. Nevertheless, some of his effort was futile, some tragic. While in the aggregate his beneficent accomplishment is great, agriculture is today tasting the bitter disappointment which has followed some of his misdirected and overabundant energies.

Yet those same attributes of determination, courage, and accomplishment that characterized the pioneer of other days, are needed today if we are to achieve the necessary readjustments. The need is not to conquer new land, but to reorganize the old land so as to make it yield profit.

We have come to the time when we should write a new epic—the epic of adjustments, of regrouping, of retirement from cultivation of some of those lands which the pioneer subdued but which stubbornly refuse to yield to his grandchildren a reasonable standard of living, of development of parts of our great patrimony, and of conservation of other parts; in short, the epic of conserving a hardworking, God-fearing agricultural people—proud to be, as in fact they have always been, the mainstay of a great people, the nursery of a great race.

The Proposed Lame-Duck Amendment

LAME-DUCK" is a phrase used to describe Congressmen who continue in service after they have failed of reelection. By an act of Congress, September 13, 1788, the terms of the President, Vicepresident, Senators, and Representatives, elected in November, begin on March 4 following. The Senators and Representatives, however, are not actually sworn into office until the following December when the legislative session begins. Following the succeeding November when the next election is held, these members, some of whom have become "lame-ducks," continue to hold their seats from early in December until March 4, or entirely thru the short session.

It is now probable, however, that "lame-ducks" will soon be of historical concern only. Congress has at last passed a resolution calling for submission to the states of a proposed amendment to the Constitution which, if adopted by thirty-six states within seven years, will abolish "lame-ducks" and short sessions. This is exceedingly good news to students of government who for years have lamented the waste, inefficiency, and unfairness of the present system. This great reform has been sponsored by Senator George W. Norris of Nebraska.

The chief provisions of the proposed amendment to the Constitution are: *first*, that the terms of the President and Vicepresident shall end on January 20 and the terms of Senators and Representatives on January 3; *second*, that Congress shall assemble once a year on January 3.

Ratification of the amendment will make Congress a more efficient and responsive body for these reasons:

[1] *A new Congress will convene*

within two months after its election rather than thirteen months afterward—

Before the development of modern methods of communication and transportation, the present plan had some merit. Today, however, the results of elections are known thruout the entire country within a few hours after the polls close and the Capital is within a few days travel of the remotest sections. Originally Senators were elected by the state legislatures which did not meet until the first of January. This made it difficult and sometimes impossible for Senators to be elected until February or March. The passage of the Seventeenth Amendment cleared the way for the present proposal by providing that Senators should be elected by the people at the same time members of the House are chosen. There is no sound reason today why a new Congress should not take up its duties by the third of January following its election in November.

[2] *The will of the people can go into effect very soon after it is expressed—*

The election of representatives in Congress is the only direct method by which the people can express their wishes. Under the present system it is thirteen months before the expressed wish can become reality. By this time the issues may be greatly modified or entirely changed. Under the provisions of the proposed amendment a new Congress will go to work within two months after the date of election with the mandate of the people ringing fresh in its ears.

[3] *Members will not hold office after they have been repudiated by their constituents—*There will be no "lame-ducks." The work of a given Congress will be entirely completed, in all probability, before the election for the suc-

ceeding term is held. The farce of having a congressional district represented by a member whom the people have clearly stated they do not wish to have represent them will no longer be possible.

[4] *Members of the House will no longer become candidates for renomination when they have only begun the work of the session to which they have been elected—*The present system is utterly unfair both to the congressman and his electors. His term of office is nearly half expired before he is sworn in. He has little opportunity to make a record on which to base his plea for reelection. For the same reason his constituents have no record upon which to base judgment. Under the proposed plan a congressman will be elected for a given term. He will then serve twenty-two months of that term before another election takes place. In all probability the legislative session will have adjourned. He can then make his plea for reelection on the basis of his record, and the people can choose on the same basis.

[5] *Short sessions will be abolished—*Under the present system the short session begins on the first Monday of December and must end on the fourth of March following because the terms of one-third of the members of the Senate and all of the members of the House expire on that date. A congested calendar in both houses is the universal and inevitable result. The session becomes a hectic battle against time. Ill-considered legislation may, and often does, follow.

Let students study and discuss this proposal in their classes. Let them talk it over with their representatives in the state legislature. Material concerning the amendment may be secured by writing your congressman in Washington.—L.A.

SECTION 1. The terms of the President and Vicepresident shall end at noon on the twentieth day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin. §SECTION 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day. §SECTION 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vicepresident elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vicepresident elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vicepresident elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vicepresident shall have qualified. §SECTION 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vicepresident whenever the right of choice shall have devolved upon them. §SECTION 5. Sections 1 and 2 shall take effect on the fifteenth day of October following the ratification of this article. §SECTION 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission.

Remedial Cases

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DIAGNOSTIC STUDIES of the past twenty years have made it clear that numerous factors interfere with the normal progress of pupils in mastering arithmetic processes. Remedial instruction is concerned with the removal of factors that have led to the difficulty and with the substitution of efficient methods of work for wasteful procedures that the pupil may have acquired.

It should be recognized that if there has been an enriched and systematic development of the number processes and their applications by means of well-graded, carefully constructed instructional materials, the need for remedial instruction for most pupils will be reduced to a minimum. Preventive measures will have been taken to avert the development of difficulties at those points at which experiments have shown pupils are likely to encounter difficulty. Special attention will have been given to the presentation of efficient technics of work and methods of thinking. However, due to our lack of knowledge as to how to carry out such a program in detail, due to our ignorance concerning many elements in learning, and due to other factors—such as the shifting character of our population and lack of uniformity of standards from school to school, over which at present we have little control—there will be found numerous serious problem cases who for various reasons fail to make satisfactory progress in arithmetic. The causes of the difficulty may be diagnosed by the technics outlined in the April JOURNAL.

There appear to be at least three essential elements in a remedial program:

[1] Developing a purposeful cooperative attitude of the pupil; [2] correcting minor deficiencies due to temporary difficulties or specific gaps in training; and [3] general reteaching in cases which exhibit such serious deficiencies that a restudy of essential fundamentals is necessary.

The necessity for remedial teaching in the case of any pupil indicates the presence of an emergency situation which must be corrected. The pupil's attitude may be characterized by a loss of interest, disinclination to exert himself, and indifference as to the outcomes of his training. Exhortations to effort, threats of punishment, promises of rewards, and similar devices have little effect. In such cases it is vital that new interest be created thru

helpful instruction by removing the conditions that cause failure and building up in the pupil the feeling of satisfaction that results from successful efforts. This may be accomplished by pointing out efficient methods of attack, using simpler types of material, helping the pupil to measure the success of his efforts, using wellgraded practise exercises, progress charts, and a variety of attractive, interesting activities showing the utility of number.

Many of the faults in the work of pupils, such as errors due to lapses of attention, accidental errors, and the like, are of a minor and temporary nature and are easily obviated. Some deficiencies are due to inadequate control over basic skills, such as knowledge of how to manipulate zeros in quotients in long division, or to deal with the zero in the numerator in the answer to the example, 4 and two-thirds minus two-thirds. The remedial teaching which has been found effective in such cases approximates the type of instruction used as corrective measures if weaknesses are located when the process is being learned. There appears to be no general or serious fundamental weakness in such cases. However, if these apparently minor faults are not located and corrected at the beginning, they may develop into serious sources of weakness later on.

A number of years ago I was invited to observe the work in arithmetic in an elementary school of one of our large cities and to aid in the diagnosis of difficulties of pupils failing to make satisfactory progress. During the morning we entered one fifth-grade classroom just as the arithmetic drill period began. A type of drill material was used which provided for individual progress by pupils from card to card as rapidly as work on a card was completed within standard time and with perfect accuracy. As the pupils practised on their respective cards, the teacher walked between the rows of seats, observing the work. She stopped at the desk of one of the pupils, thumped him on the head with her pencil, and censured him quite sharply because of his "laziness" and "failure to try." The boy cowered down in his seat and was obviously considerably disturbed. To the observer the teacher commented that she "simply could not get that boy to work." She

made no effort to determine *why* the pupil was not succeeding.

An examination of the boy's record of his scores on the practise exercises showed that he had practised on a single exercise in subtraction for about forty consecutive lessons. The scores on the first few lessons showed a gradual growth. Then there began to be a falling off in his scores until they were lower than they had been at the beginning of his practise. Subsequently his scores were very erratic. Whenever such a condition is revealed by an analysis of a pupil's work, the teacher can be certain that there is some sort of major difficulty present which is seriously interfering with the normal development of skill, in fact destroying whatever skill the pupil may have. The pupil is confused and often cannot himself locate his difficulty. He needs the help of someone to determine what the nature of the interference is. Further practise on the step which presents extreme difficulty without such diagnosis may be worse than wasted. Many teachers, because of the large classes they deal with, do not make provision for such analytical study of the pupil's failure to progress.

With the permission of the teacher, this boy was taken to a convenient table in the hall. Here a simple examination quickly revealed the difficulty, which was pointed out by the pupil himself. When asked if he could tell what his trouble was, he simply pointed to an example, like $83 - 47$, and said, "I always miss examples like that one, when the upper number, like 3 , is smaller than the lower, like 7 . How do you work examples like that?" For some reason or other the boy never had made this statement to the teacher, nor had the teacher made any effort to determine what the difficulty was. When the boy was taught the simple procedure to use in such cases, his eyes brightened and he said, "Is that the way you do it?" He then quickly solved a dozen examples of a similar type. This youngster quickly mastered the process, met the standard on this lesson on the next day, and passed the next two cards on the first trials on succeeding days. A later visit to the school revealed a happy youngster and a changed attitude on the part of the teacher toward him. The boy was not a "lazy," indifferent pupil who did not want

to try; he was simply helpless in the face of his difficulty.

An even more unusual case, probably due to a similar cause, was that of a bright girl, a university professor's daughter, in grade 7 who always received the lowest passing grade in arithmetic but high marks in all her other subjects. Out of curiosity, her father gave her a diagnostic test in arithmetic and was amazed when he discovered a satisfactory level of performance in addition, subtraction, and multiplication, but an extreme weakness in long division. When asked how she could possibly have reached the seventh grade without knowing how to work long division examples, she stated simply, "Well, whenever we had a test I either guessed the answers of long division examples or omitted them entirely. This gave me a low mark on the tests." An analysis of her school record subsequently revealed the fact that due to frequent shifting from one school to another she probably had missed the grade or part of a grade in which the long division process had been taught and apparently the process had not been retaught systematically in the review work in succeeding grades; nor had there been any selfhelps available which would have enabled her to learn the process independently. A short period of practise on a carefully graded series of exercises under the sympathetic direction of her father quickly brought about a big improvement in her ability to solve long division examples.

Many difficulties which prevent normal growth in ability are due to the fact that pupils otherwise capable and efficient hit upon ineffective methods of performance or are unable to discover by themselves effective types of response. In such cases certain types of guidance given after a period of failure will enable the pupils to adopt a more efficient type of reaction. For example, a group of fifth grade pupils was practising on an addition drill card containing single columns of numbers of twelve digits each. The class records showed that this card presented unusual difficulty, since very few of the pupils in the class had completed the card. To determine, if possible, the cause of the difficulty the pupils were observed at work during the practise period. It was noted that many of them would begin at the foot of the column, then proceed up the column, add six or eight of the numbers, apparently become confused, and then would begin at the foot of the column again. None of them completed the exercise in the time allowed. Their dissatisfaction was evident. If one understands the psychology of the attention span, their

difficulty is easily explained, for they did not have technics which would help them to overcome the confusion likely to arise when the break in attention in adding a column of figures came. When the examiner revealed to them the likely cause of their difficulty they showed surprise and interest, and demanded suitable technics to use to eliminate the difficulty. These were taught and quickly learned by the pupils. Possibly the pupils might have invented devices of their own to overcome the difficulty if they had not been taught efficient methods. However, letting pupils invent procedures approximates what Thorndike has called the method of "fumbling and success," and is wasteful and uneconomical. If the difficulty is aggravated, undesirable and disadvantageous modes of learning, such as distaste for the subject, may develop. Interest in a large measure depends on successful achievement.

Certain pedagogical practises often result in the development of faulty learning reactions. An illustration is the case of a second-grade pupil who on flash-card drills gave answers of combinations very rapidly but almost always incorrectly. The teacher was stressing speed and the girl apparently gave any number she thought of when a card was exposed, to appear to be quick in her work. A short written test showed that if given ample time she could give many of the correct answers. It was therefore decided that in her case speed should not be stressed, but that she should be given time to practise getting the correct answers. Speed would come thru practise and with maturity. Unreasonable speed standards may lead to serious nervous disorders in unstable children.

Some pupils have such a marked lack of ability to master arithmetic that remedial teaching in their cases is difficult. This condition has been due in part to the fact that instructional materials have often not been based on an adequate analysis of the steps involved in learning a process such as long division, or to a lack of appreciation of the bewildering complexity which a process may present to a pupil. The reader should analyze the steps taken in determining the quotient figures in the following examples, which present only a few of the difficulties. To get an appreciation of the demand their solution makes on the meager mental equipment of a dull-normal pupil, he should note the differences of procedure used.

$$\begin{array}{lll} [a] \ 20 \overline{) 60} & [b] \ 31 \overline{) 121} & [c] \ 16 \overline{) 58} \\ [d] \ 19 \overline{) 78} & [e] \ 165 \overline{) 590} & \end{array}$$

Osburn has suggested an interesting device to bring out the complexity of steps involved in solving examples in fractions. In the following analysis, A means addition; S, subtraction; M, multiplication; and D, division.

$4\frac{1}{2} \times 3\frac{2}{3} = M A M A D M M D S$ [9 steps]. A mistake on any of the nine steps would result in an incorrect solution.

Complete analyses of the skills involved in the various number processes are available, as well as standard lists of type examples in which these skills appear in various combinations.

Experiments have shown that a pupil of superior mentality can generalize the procedures used in solving a few typical examples in a process when he encounters other examples differing slightly from the former in the specific skills involved. However, Overman has shown that this transfer cannot be taken for granted, especially in the case of pupils of average or less mentality. Such pupils must have practise on all of the types that may occur if likelihood of difficulty is to be obviated. In teaching a process, only one new step must be presented at a time so that the learning activities may be simplified and more successful. It also seems advisable to reduce the requirements of the course of study for pupils of below average mentality, so far as the computations they are to be held responsible for are concerned. For them it might be a thoroly sound practise to eliminate computations which they will never use outside the school and to focus on the types of informational material which may aid them to understand better many of the quantitative aspects of social and economic life.

The program of remedial instruction should be in the hands of the regular classroom teacher. In some schools pupils who are deficient are taught in hospital classes. The tendency in such cases has been for some teachers to shift the entire burden of responsibility for improvement to the teacher in the hospital classes, an undesirable practise. It is a helpful plan to refer problem cases that present unusual difficulty to special clinical examiners who make the diagnosis and prescribe remedial treatment.

In this article, it has been assumed that physical handicaps, emotional difficulties, and undesirable environmental conditions have been corrected or improved as far as possible. Obviously the deleterious influence of such factors may negate the effects of any remedial program in the classroom.

Interpretation of "Intelligence" Tests

A BOY of eight years and four months was brought into the clinic by his mother for a psychological examination. He sat very quietly in his chair beside her, apparently uninterested in the toys, magazines, and people around him. He was a handsome little fellow, "bright looking" and appealing. He was failing in school and had remained two years in the first grade. He took little part in the group activities. His teachers considered him to be dull. He did not seem to be able to follow directions; he showed no initiative, little interest, and gave poor attention.

He met the examiner shyly and went rather unwillingly to the examining room. Here, before the test was begun, some time was spent in getting acquainted, talking about some pictures and playing with a puzzle. He played with the stopwatch and learned rather rapidly how to use it. Then it was suggested that it be used to see how quickly he could put the blocks back in a form board. He was eager to try but the time element flustered him and he made many mistakes. He looked up fearfully and depreciated his efforts. On being reassured, he tried again and did much better. This pleased him and he attacked the third trial with much vigor and greatly increased confidence. The task was completed with no mistakes and in the time expected for a child of his age.

He was then given other performance material, gradually working into verbal tests. His reactions were interesting to watch. He showed little initiative at first, sitting inertly, but toward the end of the hour put back the materials into their boxes without being told. He seemed diffident at attacking any test and needed a good deal of encouragement. If he felt unable to solve a problem, he immediately said, "I don't know," and only with much persuasion would he try. His success after such an instance seemed to astonish him. Success always seemed to elate him to an unusual degree; while failure seemed to depress him so that his next effort appeared half-hearted. His attention varied greatly and seemed definitely proportionate to his interest. His grasp of instructions seemed in accordance with these two factors. He needed constant approbation and appeared to be dependent on the examiner, reacting largely to her rather than to the tests. At first he spoke little spontaneously but

later, on his own initiative, offered a few comments. His responses to the test materials, at first slow, later became more rapid. He seemed to find difficulty in expressing himself and verbalized rather poorly for a child of his age. His motor control was good and he did his best work with concrete material.

The quantitative rating on the test showed this boy to have average intelligence. His range thru the age levels was unusually great. The quality of his responses varied from that of a superior child to that of a feeble-minded child.

There has been a great deal of discussion about "intelligence" tests in the past few years. They have been condemned as useless in some quarters and used as infallible indices in others. Much of the difficulty has come thru a misunderstanding and misuse of these measures. Let us consider the boy described and see what value the examination has in relation to him. It has given us an opportunity to get a total picture of this child's behavior in response to a situation which has both new and old elements. We have a chance to measure quantitatively his abilities to do certain things in comparison with other children of his own age. We have set him a task in which he must use all of his knowledge and skills plus his abilities to adjust himself to meet the requirements of a new and varied situation. The tests are designed to show the degree to which the child possesses these factors in comparison with other children. We can determine where his strengths and weaknesses lie, whether he has special talents or disabilities, with what types of material he can best deal. All this is of inestimable value in helping us to determine the best possible program for this boy.

But this quantitative estimate has but little use if we fail to consider him as an individual personality and if we fail to consider how much those personality characteristics which have been described affect the functioning of his ability. Here is the place we make a mistake in our interpretation of the test results. *We cannot take a certain response and consider it valid by itself.* We have asked for a definite reaction but the child responds in terms of his total organism and we must interpret that reaction in terms of the child's whole personality. To take a concrete example: we ask him to repeat a number of digits. His fear of failure

makes him reply, "I don't know." If we accept that reply as an indication of inability, under the circumstances, we do the child a grave injustice. This example in relation to a specific response can be carried over in terms of the whole quantitative measure. In the light of the personality picture described—a picture of insecurity, fear of inadequacy, apparent failure to put forth his best effort, lack of full attention, and dependency—we cannot justify the acceptance of the quantitative rating as anything but a minimal one. We know he has average intelligence; he may have more.

This personality pattern, as exhibited in the examination, is of significance in interpreting the quantitative results. It also has a definite value for the teacher. It gives her a careful and detailed picture of how that child functions in the classroom, for it approximates a cross-section of his general behavior. The teacher, sensitive to the individual differences and needs of her children can use this to advantage in her handling of the child. If he is failing to use his ability to learn because of a fear of his inadequacy, she must give him particular encouragement, special praise for his successes, and when introducing new work let him feel sure of her support.

The psychological examination has given us then in considering this boy, important data which we may use for his benefit. It has shown that he has at least average ability, and that he is not dull. From a careful observation of his behavior we find that there are definite personality factors which prevent him from functioning to his capacity and which so obscure the picture that we are unable to judge accurately the extent of his ability; and we are able to give some assistance to the teacher in meeting the needs of this child and helping him to overcome these handicaps. We do not know the origin of his symptomatic behavior. For this the social history and the psychiatrist's interpretation are necessary.

Teachers use group "intelligence" tests in helping them to see more clearly the extent of their pupils' abilities. Undoubtedly such measures are of value for rough grouping. They are more objective, more efficient indices than the subjective estimates of the teacher but the interpretation of their results must be made with extreme care. We have seen the necessity

for caution with the individual test. Observation of general behavior is of utmost importance. Such observation is impossible in a group. The individual tests comprise material of great variety calculated to test types of ability. The group test is very limited and is largely based

on verbal ability and rudimentary skills. In the hands of a teacher who is trained to observe the minutiae of behavior, who is sensitive to the individual differences in her children, who can see them in terms of whole children, these tests have a positive value. In the hands of a teacher

who accepts their results as absolute in themselves, they are a positive danger to the child's welfare.—Caroline B. Zachry, director, and Wilma Lloyd, psychologist, Mental Hygiene Institute, State Teachers College, Upper Montclair, New Jersey. ❧ ❧ ❧ ❧ ❧

Vitalized Group Study and Faculty Meetings

SCHOOLS which make plans now for next year's meetings will find it easier to revise details in the busy days of next fall than to begin without plans. Do you plan your faculty meetings a semester or a year in advance? What points could be decided now for next year's meetings?

In May or June a checklist of topics for next year's meetings might be prepared by a committee, the principal, or the superintendent. All teachers could be given an opportunity to select a definite number of these topics and add others of special interest. Preferences as to leaders, time, frequency, and length of meetings could be given at the same time. In addition to these points, two questions might be asked which would help in planning for next year: "What meeting in 1931-32 did you find most helpful? What suggestions for improvement can you make for 1932-33?" All the above items could be arranged in the form of a simple questionnaire ballot. This will give opportunity for 100 percent teacher participation in planning meetings. Dividing the faculty into committees, each one to be responsible for a meeting, will give teachers a share in presiding, in presenting topics, and in discussion.

Many schools, especially those which have 100 percent membership in the na-

tional association, use material in the NEA JOURNAL and their own state education association journal for discussion once a month. As a preparation for group discussion, some of these faculties have been selecting five JOURNAL articles which they found most interesting each month. On page 171 of this issue you have an opportunity of sharing in a service which thousands of readers have enjoyed. You may enjoy it also.

Some of the plans given below may be suggestive for your school:

Our faculty meetings are planned yearly in advance. We hold one general meeting each month with the chairmanship of such meetings rotating. One week in advance an outline of topics for study is posted on the bulletin board, with references pertaining to same. Reports by individuals are followed by group discussion related to practical classroom situations or underlying principles involved. We aim for democracy and total group participation.—N. D. Pulliam, Phoenix, Arizona.

The teachers of Longswamp Township hold a teachers' meeting monthly at which meeting topics supplied by the county office are discussed and demonstrations of teaching take place. The National Education Association JOURNALS are used as references for material in the demonstrations and discussions.—George W. F. Hobe, principal, Mertztown, Pennsylvania.

The Oregon Normal School at Monmouth has been keenly interested in the constructive

effort you have been making to aid faculty groups in the study of recent movements in education thru the use of the national JOURNAL and state journals. There is never an issue in which there are not articles that are of distinct advantage to faculty groups. In the various reports made by faculty members to the several meetings held during the last year, scarcely a report was made that did not embody some facts from the NEA JOURNAL.—J. S. Landers, president.

We hold a general faculty meeting of all the teachers in the high school and grades each month; in addition, there is a monthly meeting held by each principal. The first general meeting is used to discuss our program of supervision and each following one to take up some professional problem based on THE JOURNAL. Each teacher chooses the best and most practical article in THE JOURNAL each month and a résumé of it is given in the faculty meeting.—Dean Darby, superintendent, La Veta, Colorado.

Our plan, which we have just initiated, is to have discussion at our last faculty meeting of the month on the outstanding worthwhile articles of the NEA JOURNAL for the current month. These topics are given out at the first meeting of the month to be reported at the last meeting. We look forward to having an interesting series of meetings.—Emma C. Anderson, principal, Amestoy Avenue School, Los Angeles, California.

We have taken one further step in that we have our teachers pass along their copies of THE JOURNAL to patrons who are specially interested in public education.—Charles F. Dienst, superintendent, Boise, Idaho.



The new home of the National Geographic Society, diagonally across the street from National Education Association headquarters.

J. A. Parks, Washington, D. C.

Henry Barnard, Creative Artist

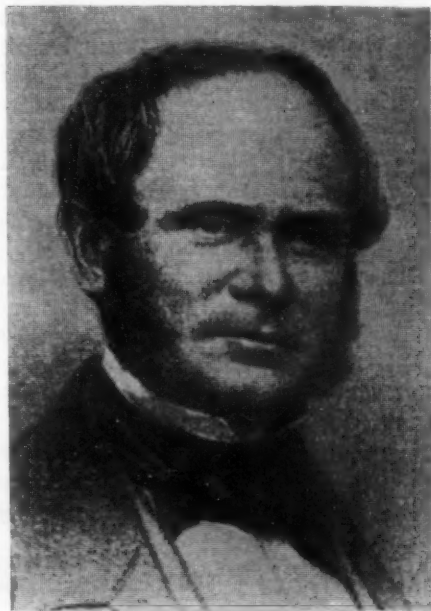
THE AVERAGE adult American has spent at least a part of his childhood in a public school and if he is a parent, his children in all likelihood attend a public kindergarten, grammar school, high school, or perhaps a state university. He pays his school tax docilely and accepts the public-school system as a natural phenomenon, seldom reflecting on the vision or the tireless labor of those pioneers in popular education who made our common schools possible.

One of the earliest and most significant of these pioneers was Henry Barnard, whose very name is scarcely known to most of the beneficiaries of his work. This obscurity would not have distressed Barnard, who said, "I mean to enjoy the satisfaction of the labor; let who will enter into the harvest." But we who are enriched by the fruits of his genius can savor them more keenly, perhaps, if we know something of the man whose vision planted the seed, whose tireless energy tended the young shoot, whose direction pruned and shaped it—until it grew into a sturdy tree of knowledge.

Henry Barnard was born at Hartford, Connecticut in 1811, into a family which had been settled in New England for more than a century. His father was that happy paradox, a farmer with a taste for the sea, a realist with sympathy for the call to adventure. It seems natural and fitting to Americans that a great man should have a rural background, drawing strength from the soil, simplicity and earnestness of purpose from the elemental struggle with nature. And it is natural that such a man, though brought up in a Puritan community, starkly utilitarian, should retain his simplicity and strength without doing homage to the dominant influence of his environment and age. For Henry Barnard was not a Puritan. He possessed the gift of fine selectiveness and while he fought against the lack of beauty, and the bleak narrowness of the Puritan way of life, he recognized and retained its strength, its ability to subordinate everything to an ideal, its capacity to stand punishment.

As a little child he rebelled against the comfortless, uninspired district school, but not against education. When he was given the choice of going to sea or continuing his studies at a really good school he unhesitatingly chose the latter course.

At the Monson Academy his zest for life was quickened by the excitement of intellectual stimulation and fed by the joy



Henry Barnard

he took in the natural beauties of the countryside.

At Yale, the Greek and Latin classics fascinated and held him, while his eagerness for the society of his fellows led him to lasting friendships and the more immediate pleasure of hotly contested debates. The classics gave him the long view that taught him patience and tolerance; the debates made him an orator of great power. Much of his success in later years rested upon his ability to catch and hold the interest of an audience, to present irrefutable arguments, to pierce his opponent's armor with a lightning shaft of wit.

Dominating his eager curiosity and his love of adventure was his ambition to give to others the inner vision of an abundant life which he so early conceived and so continuously held. He believed that the door to that larger, fuller life was unlocked by education—not the sort of schooling forced on the children of his generation, which stifled curiosity, blunted eagerness, and made learning a cruel and unnatural punishment but education that makes study a thrilling adventure, calling forth all one's endurance and courage, beckoning one on from one difficult climb to another higher, more dangerous peak.

He recognized the tremendous task such an ambition imposed on him—the endless struggle against the apathy and often the bitter hostility of public opinion, the thanklessness of any work that is for the benefit of posterity. But although he appreciated the difficulties, he approached the work not as a zealous martyr, but as an inspired artist—one who pursues his course for the love of it and because he cannot give it up.

After studying law for a year, Barnard made an extended journey, going first to Washington where he studied politics at close range. He traveled south as far as Georgia, observing sympathetically a culture that was new to him. His travels carried him eventually to Europe, where he sought out the chief educators of each country he visited, notably Pestalozzi and Lord Brougham, learning their opinions, studying their work, asking their advice. It is interesting today when all the world is holding peace conferences to learn that Barnard, when only twenty-four years old, was a delegate from the American Peace Society to the peace congress held in London almost a century ago.

Enriched by his experiences, informed by his studies, and dominated by his ideals, he returned to Connecticut and at the age of twenty-six was elected to the General Assembly. His first achievement was the introduction and passage of a bill "to provide better supervision of the common schools." Until the state would assume responsibility for the common schools, improvement was impossible; but to persuade the legislature of a conservative commonwealth to tax its constituents for the benefit of nonvoters is a formidable undertaking, and when the appeal is not to emotion, but to reason, the difficulties are increased.

The public schools in those days were poorly equipped and inadequately supported; the teachers were wretchedly paid. There were no normal schools and no school libraries; in fact, there were almost no public libraries. Barnard's plan was to create public schools that would offer genuine education to every child capable of assimilating it, and to do this, he formed three revolutionary projects: *first*, to raise the status of teaching by making it a wellpaid, permanent profession open only to educated individuals; *second*, to build comfortable, conveniently located schoolhouses and to equip

them adequately; *third*, to install libraries for both the schools and the adult population of every town.

The fruits of Barnard's efforts make a rich harvest. To Barnard we owe the first teachers institute, forerunner of the normal school. He was one of the first to obtain recognition of education by the federal government. His was the first book on school architecture published in this country. He established in Rhode Island the oldest state teachers association in the United States; and he even put on wheels a model school that traveled around the country giving practical lessons in pedagogy.

When the defeat of the Whigs checked Barnard's work in Connecticut he accepted Governor Fenner's invitation to reorganize the Rhode Island public-school system. For nine years he worked with the patience of a scientist and the enthusiasm of a creator, building a school system which Rhode Island uses

to this day, finding only minor changes necessary.

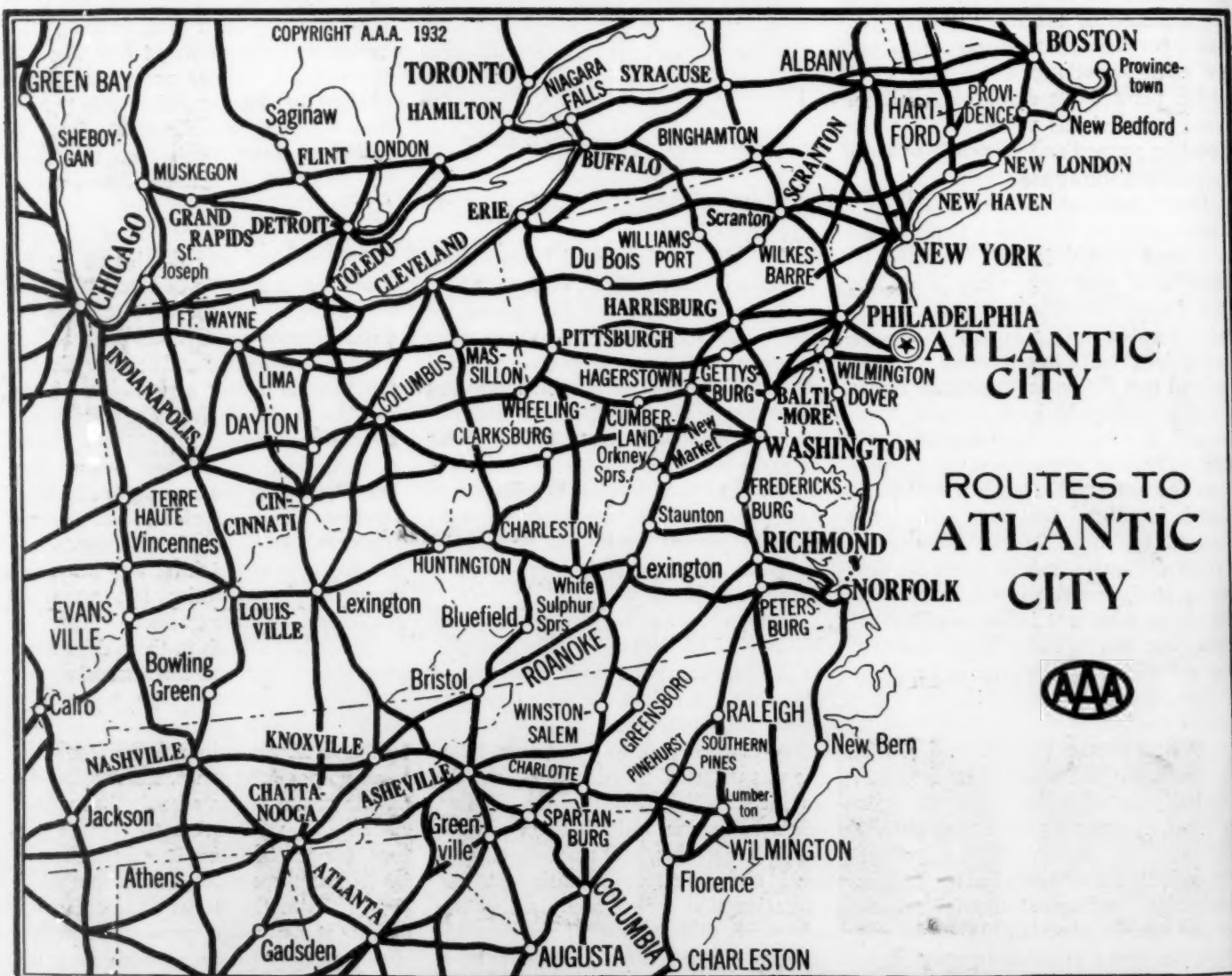
The following year Barnard began his *American Journal of Education*, whose thirty-two volumes constitute a thesaurus that is unique and of incalculable value. Only an artist, passionately devoted to his creation, could have contemplated such a monumental work; it cost Barnard twenty-six years of labor and practically his entire private fortune. He left no aspect of education untouched; the systems of every nation, of every epoch are described and evaluated; the education of the normal child, the physically handicapped, the mentally deficient; vocational and professional education—all are exhaustively and lucidly presented in his *Journal*. No such work had ever before been attempted and that one man could have produced it seems almost incredible.

During President Johnson's administration, Barnard was appointed United

States Commissioner of Education, the first man ever to hold the office. His work was greatly hampered by a suspicious Congress but during the three years he served, Barnard was able to lay a solid foundation of usefulness.

In 1870 Barnard retired from public life but until his death at the age of eighty-nine, his time and energy, his vision and wisdom were devoted to the great love of his life—universal public education.

When we send our children to our wellbuilt, attractive schools with their faculties of highly educated teachers, we are enjoying the harvest of Henry Barnard's labors. He is not, of course, the only man to whom we are indebted, but he was unique in that he gave his entire maturity to the work and brought to it deep scholarship, wide culture, vision to build for the future, and the enthusiasm and genius of a true creative artist.—Dorothy Wagner Nelson.



USE this map in planning your trip to the Atlantic City Convention, June 26-July 1. Hotels, rooming houses, and tourist camps have accommodations for all who are coming.

The Educational Leaders of Tomorrow



Daphne, Ala.
Georgia Harvard



Florence, Ala.
Cecil Burkett



Jacksonville, Ala.
Richard L. Waters



Montgomery, Ala.
Arnold Wright



Normal, Ala.
Leander L. Boykin



Flagstaff, Ariz.
Ira Murphy



Tempe, Ariz.
Mercier Willard



Conway, Ark.
Lecil Sawyer



Arcata, Calif.
Edith Cameron



Chico, Calif.
Siebert Stephens



Alamosa, Colo.
Everett Morris



Greeley, Colo.
John Milholland



Gunnison, Colo.
Ruby Buhrmester



Danbury, Conn.
Emily G. Leahy



New Britain, Conn.
Ethel MacMannus



Americus, Ga.
Byron Adams

TO THE PRESIDENTS of the 1932 senior classes of the professional schools for the education of teachers: On behalf of the officers of the National Education Association, I wish to extend to each of you the greetings and best wishes of the profession. The fact that you have already proved your worthiness to lead the members of your class opens up to you unusual opportunities and responsibilities. The experiences which you have had during your senior year will prove most valuable to you as you take up your new duties as a citizen and a teacher, knowing that the public will look to you for leadership even as your associates have done in school. We invite you and your associates to become members of the National Education Association and of your state associations. We urge you to take part in professional enterprises and to look upon the work of these organizations as an opportunity and a privilege. By joining them in their efforts to improve education, you will grow in your own life and service.—J. W. Crabtree, secretary of the National Education Association of the United States.



Fresno, Calif.
A. Roland Walker



San Diego, Calif.
Virginia E. Place



San Francisco, Calif.
Ellen Alexander



Santa Barbara, Calif.
Stuart M. Thompson

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Cornelia Shell



Statesboro, Ga.
Addie B. Parker



Valdosta, Ga.
Elizabeth Kirkland



Albion, Idaho
R. G. Price



Lewiston, Idaho
Myrl Frost



Carbondale, Ill.
Clarence S. Arnold



Charleston, Ill.
Joseph S. Kirk



DeKalb, Ill.
Vernon A. Sutfin

THE SEARCH FOR A CAREER

STUDY the life around you. Look beneath the surface to discover the great needs of the race. Prepare to serve those needs. Search for the human values that have survived the centuries. Stand by those values. Have faith in the essential goodness and aspiration of your fellowmen. Have faith in yourself. Most of the great achievements have been won by people of average ability plus purpose and patience. These times demand pioneers. The vast field of adult education is like a virgin continent. Education by radio calls for master teachers. The teaching talkie promises to lift learning to new effectiveness. New textbooks are to be written in such fields as city planning, housing, and social planning. Education for world cooperation is just ahead. A rapid growth of library service is overdue. Education for leisure opens joyous opportunities for frontier leadership. The pioneer is not afraid to lead. His faith arouses others. The impossible becomes simple. Mankind takes another step up the ladder of civilization.—J. E. M.



Evanston, Ill.
Marjorie Post



Macomb, Ill.
Vernon Broadhead



Normal, Ill.
Wilbur T. Reece



Danville, Ind.
Perry C. Smith



Munice, Ind.
Howard Blake



Terre Haute, Ind.
Hasler Osborne



Cedar Falls, Iowa
Byrl D. Houck



Emporia, Kans.
Frank W. Pecinovsky



Hays, Kans.
Lloyd Cunningham



Pittsburg, Kans.
Dallas C. Kimzey



Bowling Green, Ky.
Joseph C. Howard



Morehead, Ky.
Kathryn Friend



Murray, Ky.
Robert E. Chambers



Richmond, Ky.
Herschel McKinley



Natchitoches, La.
Frank Archibald



Castine, Maine
Margaret Simmons



Farmington, Maine
Robert P. Brown



Machias, Maine
Wendell L. Broun



Frostburg, Md.
Mabel Bagant



Salisbury, Md.
Ruth Nickerson



Boston, Mass.
Rita Conway



Boston, Mass.
Ethel Greeney

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Fitchburg, Mass.
William H. Torno



Framingham, Mass.
Priscilla Heathcote



Hyannis, Mass.
Margaret H. Quinn



Salem, Mass.
Marjorie Lemaire



Lowell, Mass.
Eunice O'Donnell



Westfield, Mass.
Mae Manning



Worcester, Mass.
Anna F. Broderick

THE TEACHER'S CHALLENGE

THE TEACHER is a prophet. He lays the foundations of tomorrow. The teacher is an artist. He works with the precious clay of unfolding personality. The teacher is a friend. His heart responds to the faith and devotion of his students. The teacher is a citizen. He is selected and licensed for the improvement of society. The teacher is an interpreter. Out of his maturer and wider life he seeks to guide the young. The teacher is a builder. He works with the higher and finer values of civilization. The teacher is a culture-bearer. He leads the way toward worthier tastes, saner attitudes, more gracious manners, higher intelligence. The teacher is a planner. He sees the young lives before him as a part of a great system which shall grow stronger in the light of truth. The teacher is a pioneer. He is always attempting the impossible and winning out. The teacher is a reformer. He seeks to remove the handicaps that weaken and destroy life. The teacher is a believer. He has abiding faith in the improvability of the race.—
Joy Elmer Morgan.



Detroit, Mich.
Mary Silver



Kalamazoo, Mich.
Judson Hudnut



Marquette, Mich.
Rico Zenti



Mt. Pleasant, Mich.
Edward J. Killoran



Ypsilanti, Mich.
Gregg Liechty



Bemidji, Minn.
Lawrence E. Kaupp



Duluth, Minn.
Alma Refseth



Mankato, Minn.
Lee Ostrander



Moorhead, Minn.
Oscar E. Thompson



St. Cloud, Minn.
William Whitaker



Winona, Minn.
Don D. Karow



Cleveland, Miss.
Arden L. Melott



Hattiesburg, Miss.
Carl Murphree



Cape Girardeau, Mo.
Victor L. Lohmann



Jefferson City, Mo.
William J. Hopson



Kirkville, Mo.
Webb T. Rogers



Maryville, Mo.
Norvel Saylor



Warrensburg, Mo.
Herbert R. Patterson



Billings, Mont.
Tom Kelly



Dillon, Mont.
Helen Hays



Chadron, Nebr.
Olevia Traeger



Kearney, Nebr.
Roy L. Wilson

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John A. Fisher



Wayne, Nebr.
Loren Anderson



Jersey City, N. J.
Kleanor A. Miccio



Newark, N. J.
Dorothy Kapelsohn



Paterson, N. J.
Edna Muth



Trenton, N. J.
Charles Haas



Upper Merion, Pa.
Anita



Cortland, N. Y.
Helen Scribner



Fredonia, N. Y.
Burton Gaude



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Carolyn Stone



New Paltz, N. Y.
Majorie Smith



Oneonta, N. Y.
Harriet Tinklepaugh



Oswego, N. Y.
Gordon Smith



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Edward



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Priscilla Gaston



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Herman Jaeger



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Fred E. Juka



Mayville, N. Dak.
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Frances E. Winkler



Valley City, N. Dak.
Arthur Olson



Bowling Green, Ohio
David



Tahlequah, Okla.
Forrest Towry



Weatherford, Okla.
Jerry Griffin



Ashland, Oregon
Allan Youngmayr



LaGrande, Oregon
Lee Johnson



Monmouth, Oregon
Clarence Riley



Bloomsburg, Pa.
Saul Gutter



Carlisle, Pa.
William



Kutztown, Pa.
Wilmer H. Saylor



Lock Haven, Pa.
Donald P. Rice



Mansfield, Pa.
H. Austin Snyder



Millersville, Pa.
William M. Christ



Shippensburg, Pa.
William P. Conrad



Slippery Rock, Pa.
Dwight E. Sollberger



West Chester, Ohio
John



Memphis, Tenn.
Frank Magoffin



Murfreesboro, Tenn.
Robert Kerr



Nashville, Tenn.
George Brooks



Alpine, Tex.
Gilbert Mize



Canyon, Tex.
H. G. Troutman



Commerce, Tex.
Raymond K. Gardner



Junction, Tex.
John

Professional Schools for the Education of Teachers



Upper Montclair, N. J.
Anita L. Harding



Las Vegas, N. Mex.
Lila McDaniel



Silver City, N. Mex.
Lorain Starling



Albany, N. Y.
Isabel J. Peard



Brockport, N. Y.
Joseph M. Duff



Buffalo, N. Y.
Arthur C. York



Plattsburg, N. Y.
Edward C. Lavigne



Potsdam, N. Y.
Virginia O'Malley



Asheville, N. C.
Myrtle Perry



Cullowhee, N. C.
J. Walter More



Elizabeth City, N. C.
Leon L. Bias



Greenville, N. C.
Nannie Smith



Bowling Green, Ohio
David Wilson



Cleveland, Ohio
Barian Brietzig



Kent, Ohio
Clyde Hall



Ada, Okla.
Burton Grindstaff



Alva, Okla.
Paul Pearson



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Oliver C. Wilkerson



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Willis E. Smith



Cheyney, Pa.
Herman Laws



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John Mochnick



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Dean Stambaugh



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West Chester, Pa.
John R. Wagner



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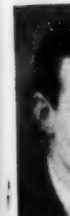
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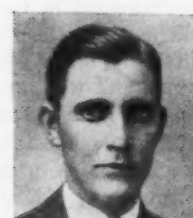
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Millard T. Carter



Farmville, Va.
Henrietta E. Cornwell



Fredericksburg, Va.
Mary Kilmon



Hampton, Va.
Oscar A. Pindle



Harrisonburg, Va.
Mary W. Farinholt



Bellingham, Wash.
Vernon Leatha



Cheney, Wash.
Frances Lane



Ellensburg, Wash.
Edward Bechtholt

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 as the formal teacher or lecturer, perhaps the most important factor.—John H. Finley, editor, *New York Times*.



Athens, W. Va.
Bernard Woodward



Bluefield, W. Va.
Kermit J. Hall



Fairmont, W. Va.
Scott Wiseman



Glenville, W. Va.
Warren Blackhurst



Huntington, W. Va.
Samuel Bruce Metzger



Shepherdstown, W. Va.
Hubert Radcliffe



West Liberty, W. Va.
R. F. Campiglio



Eau Claire, Wis.
Edward Deetz



LaCrosse, Wis.
John C. Kaczmarek



Menomonie, Wis.
Harold A. Hyer



Milwaukee, Wis.
Ellen Counsell



Oshkosh, Wis.
Fred R. Moes



Platteville, Wis.
Harold M. Canaan



River Falls, Wis.
Hal S. Chicker



Stevens Point, Wis.
Sadie Stozbach



Whitewater, Wis.
John F. Krueger

THE SCHOOL OF LIFE

Facts are teachers ♣ ♣ ♣ ♣ ♣ ♣ ♣
Experiences are lessons ♣ ♣ ♣ ♣ ♣ ♣ ♣
Work is a master ♣ ♣ ♣ ♣ ♣ ♣ ♣
Love is an interpreter ♣ ♣ ♣ ♣ ♣ ♣ ♣
Teaching itself is a method of learning ♣ ♣ ♣
Joy carries a divining rod and discovers fountains
Sorrow is an astronomer and shows us the stars ♣

Henry van Dyke



Superior, Wis.
Jay R. Jorgensen



Prairie View, Tex.
Eddie Watkins

The Children's Charter

PRESIDENT HOOVER'S White House Conference on Child Health and Protection recognizing the rights of the child as the first rights of citizenship pledges itself to these aims for the children of America:

- [1] For every child spiritual and moral training to help him to stand firm under the pressure of life.
- [2] For every child understanding and the guarding of his personality as his most precious right.
- [3] For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.
- [4] For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make childbearing safer.
- [5] For every child health protection from birth thru adolescence including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.
- [6] For every child from birth thru adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.
- [7] For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.
- [8] For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.
- [9] For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.
- [10] For every child an education which, thru the discovery and development of his individual abilities, prepares him for life; and thru training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.
- [11] For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.
- [12] For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those

which, thru loss or maiming of his parents, affect him indirectly.

[13] For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

[14] For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and institutions when needed, shaped to return him whenever possible to the normal stream of life.

[15] For every child 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.

[16] For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of their right of comradeship, of play, and of joy.

[17] For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

[18] To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

[19] To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with fulltime officials, coordinating with a statewide program which will be responsive to a nationwide program of general information, statistics, and scientific research. This should include:

[a] Trained, fulltime public health officials, with public health nurses, sanitary inspection, and laboratory workers.

[b] Available hospital beds.

[c] Fulltime public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

[The Children's Charter is a challenge to the youth of today as the Declaration of Independence was to our forefathers.]

Ethics of the Teaching Profession

PREAMBLE—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics. [The term "teacher" as used in this code is intended to include every person directly engaged in educational work whether in a teaching, an administrative, or a supervisory capacity.]

ARTICLE ONE—*Relations with Pupils and to the Community*—SECTION 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SECTION 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SECTION 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

SECTION 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SECTION 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

SECTION 6. The teacher should not tutor pupils of his classes for pay.

ARTICLE TWO—*Relations to the Profession*—SECTION 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SECTION 2. The teacher should maintain his efficiency and teaching skill by study and by contact with local, state, and national educational organizations.

SECTION 3. A teacher's own life should show that education does ennoble.

SECTION 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

SECTION 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

SECTION 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SECTION 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE THREE—*Relations to Members of the Profession*—SECTION 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

SECTION 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SECTION 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to selfexpression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

SECTION 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SECTION 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SECTION 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SECTION 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

SECTION 8. Due notification should be given by school officials and teachers in case a change in position is to be made.—Adopted by the National Education Association, July, 1929.

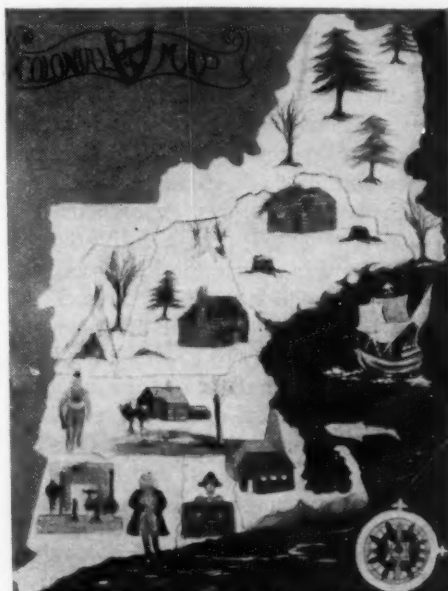
[The cement which holds society together is the sense of fair dealing among its members. (Use this page on your bulletin board.)]

Trends in Art Education

A RECENT STUDY of art tendencies in this country, covering a period of ten years, indicates a growing interest from many angles and marked progress in certain specific directions. This interest is due to a number of reasons. Even before our present economic slump, when manufacturers were concerned chiefly with producing on a basis of quantity, the element of quality or art, had begun to make itself heard. Slogans such as "art and industry," "color in the home," "art, the new business tool," "beauty conquers the beast," and "cash value of art" began to present themselves, first as titles to magazine articles, then as catch phrases used to promote the general utility idea of art in manufacture. Then, again, magazine advertising for a number of years had pictured in well-designed black and white and colored illustrations the beauties of the advertised products, supplemented by resistless appeals to the esthetic sensibilities of a willing but unsuspecting public. Following for the moment this commercial phase of modern civilization, we note an accompanying development in the sales display of these beautifully advertised objects of quantity production. Store counters took on a different aspect and windows became pictorial compositions in three dimensions.

Take another field of activity, architecture. The development of new building materials, the scientific development of lighting, the perfection of vertical transportation by means of the elevator, to mention only three items of modern progress, made it possible to think of architecture in congested areas from the

standpoint of extended height. Fortunately, there were no "period styles" which our designers could copy. Their



Connecticut State Board of Education

A correlation of art, history, and geography

habits of imitation, for the moment, were blocked and truly original ideas of a new style of architecture began to blossom forth. Inventive freedom was let loose. This, in turn, began to affect door and window openings, lobbies, hallways and, finally, room interiors. Meantime, color entered here as well as in advertising and manufacture.

This interest in the practical side of art was aroused and before we knew it we found ourselves surrounded with such delights as colored bathrooms and accessories; color in the kitchen from pots

and pans to stoves and sinks; color in kodaks and automobiles [you remember not many years ago they were all black]; color in typewriters and cash registers; redesigned grocery packages; costume jewelry; new, if quixotic, furniture; and graceful automobiles.

Many still fail to realize that all of this is truly an art expression of a people. They continue to look for art in such isolated places as museum galleries and war memorials. But they are amazed when art developments are pointed out, to see suddenly the decided progress made in specific fields of manufacture, in architecture, in costume, in home interiors.

Meantime, a similar pace has been effected in education. Art has entered this field, also, in a startling way. One question may be put to the reader to bring forth an answer corroborating this: "To what extent does the elementary-school teacher of today use art to vitalize and infuse her lessons in arithmetic, English, history, geography, spelling, civics, and other subjects?" The inevitable answer must be, "Those elements of art which we term drawing, design, creative expression, illustration, and the like." For, in spite of the skeptical principal, superintendent, or schoolboard, art has as surely become a necessity in advancing education as in promoting industry.

The trends in art education appear to be clarifying themselves into three major tendencies, *esthetic*, *utilitarian*, and *creative*. The *esthetic* trend leads to a growing understanding and appreciation of what art is all about. It involves a consideration of art expression from early



Kansas City Schools



Connecticut State Board of Education



Creative expressions offer children opportunities for developing artistic feeling and thought experience.

periods in history to our contemporary times. Concrete objects, lantern slides, pictorial reproduction in graphic art and, when possible—as in large cities—museum objects and materials, are used. Habits of observation are stimulated and encouraged thru the related study of art principles in the abstract and their expression in the world about. This phase of art education is gradually becoming a recognized asset in the student's life, and junior and senior high schools from east to west are introducing courses covering the esthetic approach as requirements in at least one year of the child's school life.

The *utilitarian* trend expresses itself in two directions—in the field of applied design thru the making of various types of handicraft, and in the field of correlation with other school subjects and activities.

In the first field we note the continuance of courses in art metal, wood, leather, textiles, pottery, bookbinding, and the like. But we have far to go. Too much of this is still done with an intent solely toward a tangible product, to the exclusion of real thinking in the true creative sense and by the exclusion of a truly educated craftsmanship that merits serious consideration. This results too often in an annual mass-production of Christmas gifts of questionable value to education. However, the real possibilities are infinite.

In the second field rapid strides have been made in the acknowledged and accepted use of drawing, design, and color as an important aid in the study of other

subjectmatter and also in relation to school activities generally. These include sandtable work, nature study, geography, history, music, science, and such activities as dramatics, athletic contests, school and home decoration, and others which readily come to mind. Here the trend is constantly to find new uses for art and thru it to vitalize education.

The *creative* trend likewise is increasing in scope and service in education. This tendency invites an ever-widening use of the imagination and stimulates independent and individual action. The youth is freed in his expression. His vision is enlarged; his initiative is promoted; and his world, both real and fictitious, is expanded without limit. There is, to be sure, the danger of uncontrol, of excusing crudity of effort on the basis of personal inclination, of refusing guidance thru ignorance of the value of limitation and of the difficulties of wise opposition. But supported and backed by intelligent teaching and the proper recognition of limiting attributes in the idea, the medium, and the means of expression this trend has the possibilities of far-reaching consequences.

The *esthetic* trend is finding wide and general acceptance thruout the country. Courses in art appreciation are rapidly springing up in both small and large communities with encouraging results. The effect is to educate the future intelligent consumer with a cultural background and a knowledge of the reason of art.

The *utilitarian* trend in applied design still exists in spots or centers—art metal, for example, finding good support in

Providence, Pittsburgh, Indianapolis, Detroit, Salt Lake City, and Los Angeles. Other materials seem to find favor similarly in certain localities, dependent chiefly upon the interests of art teachers in charge.

But in the utilitarian field of correlation the use of art is practically universal, this, too, in spite of the complaints of the art teacher for more time and the refusal of many boards of education to openly approve of art as an important subject in the course of study. Modern education simply will not function without this esthetic handmaiden.

Finally, the *creative* trend, given its great impetus in this country by progressive education, is likewise becoming of universal acceptance, particularly in the elementary and primary grades. In the upper age level it is beginning to serve as a guide to the selection of the talented, for the artist is not only gifted in his ability to manipulate a given medium, but is doubly blessed with a creative imagination. As yet we have barely tested the great possibilities of this trend. Much is yet to be discovered, but a growing and vital trend it surely is.

As the wave of depression gradually subsides these trends in art will give new life to education, for two great lessons learned from the sobering effect of want are the values of spiritual thought and of intellectual rather than material pursuit. Art offers unique and uplifting service in satisfying the demands when these lessons are learned.—Royal B. Farnum, educational director, Rhode Island School of Design, Providence.



DURING the meeting of the Department of Superintendence, the National Council of Administrative Women in Education celebrated the 87th birthday of Dr. A. E. Winship. The picture shows—reading from right to left—the chairman, Miss Isabel Eckles; Mrs. Herbert Hoover; Dr. Winship; Miss Mary McSkimmon; and Mrs. Cora Wilson Stewart.

Educating for World Citizenship

MARY HOBSON JONES

Educational Secretary, Women's International League for Peace and Freedom

THE TIME has come when all of us must look beyond our limited horizons to the world about us. Whether we do this by means of the daily press, current magazines, or lectures, or reading, we cannot help realizing that the question of international peace is one of the stirring problems of the hour and one that demands the attention of us all. Whether we be priest or layman, pupil or teacher, industrial magnate or day laborer, this question of world peace affects us. In the successful solution of this problem lies the welfare of every nation and the future development and happiness of the youth of every land.

There are four cornerstones in the foundation of world peace. They are *effective peace machinery, international treaties, international disarmament, and an intelligent and peace-minded public*. It is the last factor that concerns educators, for the boys and girls in our schools today will form the backbone of public opinion of the future. To guide these young minds, to formulate fine traits of character, to develop clear and logical habits of thinking and power of discrimination and evaluation, and to foster attitudes that will make for their development as well as a world society—these are the glorious tasks that have been allotted to educators. We might say that the cornerstone of public opinion and peace education supports the other three, for in the long run, the machinery of peace and international treaties will be ineffective unless supported by an intelligent and peace-minded public. It would seem that we as educators hold the fate of our present civilization in our hands. Such responsibility is not only an honor and a privilege, but also a challenge. Should we accept this challenge? What do our educational leaders say in this regard? Is peace education a primary function of the schools?

About two years ago, the School of Education of Indiana University conducted a survey among 450 business men and educators in the United States and Canada. The names were selected at random from *Who's Who* and sixteen statements or theses were sent to them for correction and rating. The thesis which received the highest percentage and which was rated as of primary impor-

tance was as follows: "An important task before the world today is the creation of a new state of mind, a state of mind which will permit an understand-

THESE CHILDREN of our day will inherit state bond obligations and war debts for which they are not to blame. Here is what the money wasted, yes worse than wasted, in the Great War would have done for the families of many lands: These billions would have provided a home site and furnished a cottage worth four thousand dollars for every family in Great Britain, the United States, Canada, France, Germany, Belgium, and Russia. Enough would have then remained to supply every city of two hundred thousand inhabitants, in all these countries mentioned, with a five-million-dollar library, a five-million-dollar hospital, and a ten-million-dollar university. Then a trust fund could have been established with what was left, which at five percent would have provided an annual subsidy of one thousand dollars a year, each, toward the salaries of one hundred and twenty-five thousand teachers and one hundred and twenty-five thousand nurses.—J. B. Hunter in *Journal of Arkansas Education*.

ing and appreciation of the character, attainments, and traditions of other peoples, and which will transcend national boundaries without seeking to destroy them." In other words, this was considered a major aim in education.

Augustus O. Thomas, secretary-general of the World Federation of Education Associations, has said, "The greatest task which lies ahead of the schools of all lands is that of leading their energies toward the creation of a new order of international friendship, justice, and goodwill." And we need only to read some of the reports and talks from the National Education Association convention held in Los Angeles in 1931 and also of the World Federation of Education Associations convention held in Denver of the same year, to realize how important this problem of education for peace is to educators of every state and country.

A leader in another field, General John F. O'Ryan, commander of the 27th Division in the World War, has said, "The American people can end war in our time

if they get on the job. War cannot be successfully abolished except thru the complete mobilization of all peace powers for peace purposes. Let us wage peace." He also said, "Permanent peace will require the utmost possible understanding and sympathy among peoples so that none shall be in danger of being stampeded, thru ignorance and prejudice, into any warlike mood." And again: "Our school histories should be rewritten. Our very conception of patriotism should be revised. In order to breed a race for war the schoolbooks should always laud the warrior. I think, for instance, that I can trace my own military career to Barnes' history. America has peace heroes aplenty and their careers can be made just as inspiring as those of our warriors."

Now what can you do about it? How can you function as a peace educator?

First: You can make yourself a center of international goodwill, for it is difficult to inspire others and develop in others that for which we have no feeling or enthusiasm ourselves. You must have a basic philosophy of education and ethics upon which to build your own worldminded attitudes.

Second: One of the best ways to rid yourself of narrow viewpoints, of unintelligent and prejudiced attitudes, is thru a simple study of facts, world conditions, and the contributions of other nations to our own civilization. This can be done by reading the daily press, the current magazines, and key books. A few such books are given at the end of this article.

Third: The development of worldminded attitudes and the fostering of international viewpoints cannot be accomplished in a definite period set aside for the purpose each week. It is impossible to designate a certain time for the teaching of courtesy, character building, or honesty; these must be important byproducts of every class period and school activity. So it is with peace education—the development of tolerant and international viewpoints and a spirit of cooperation and peace. I am convinced that every subject can be taught from this angle and that every teacher can help in education for peace.

It is true that to the teachers of social science, a large part of the responsibility

falls, for they have the opportunity to present history in its true light—to give the facts and all the facts of every issue. Their clubs and special projects offer unnumbered possibilities for peace education. Would that every teacher of history could have at her command the textbooks used in England, Germany, Japan, and other countries, translated and available as source and reference books for American boys and girls. Would that the teachers of history in those countries could see and use our courses of study.

To teachers of geography, there is an exceptional opportunity for stressing the interdependence of all nations. More and more in our courses of study and in our newer textbooks we find emphasized the aim of teaching the contributions of other nations of the earth to our own civilization and of our part in their development. Times have changed since 1776 and it is of the utmost importance in educating for peace that we make children see this new world, so closely knit together by science and invention. There was a time when our leaders had to educate the people to think in terms of national unity and to look beyond the boundaries of their own colony. Now the time has come when we must think beyond the boundaries of our own country to a world horizon if we would survive, develop, and prosper. The era of nationalism not only in the United States but over the world must give way to the next age of internationalism. Some of us may not like this change but we cannot stop the advance of science and give up our radios and airships and international trade. Teachers of geography should not stress a tolerance for other people; they should stress, rather, a sympathetic interest, understanding, and appreciation. Emphasize not the external differences among people but the essential similarities.

To the English teacher comes the task of developing a taste for the finer things in life thru literature. For children nothing could be better than the books that deal with child life and legends of other lands. Last year National Book Week offered an unusual opportunity to stress peace education in the theme, "Round the world in books." Li-

brarians, parents, and teachers realize that an interest in boys and girls in other countries does not have to be created. It is already there and needs only to be satisfied by the reading of the unusually large number of books of this nature which are published today. Splendid booklists are available from many libraries and peace organizations.

Do we take advantage of the fact that art, music, science, and recreation know no national boundaries? The gifts of leaders in these fields are for all mankind. Unfortunately, however, many teachers of science are not scientists and many teachers of art are not artists, and they fail to realize that the subject which they are teaching is but the means to an end. Let us help our students understand and appreciate the gifts of all peoples to our world civilization.

Fourth: There are times when peace education can be given special emphasis and taught directly. I refer to the assembly program and the observance of special holidays. World Goodwill Day, Armistice Day, Memorial Day, and Flag Day should never be neglected as opportunities for peace education. These are occasions when you can use your definitely planned play, song, or international talk. There is much material on this subject which may be obtained from many organizations, such as:

Carnegie Endowment for Peace, 405 West 117th St., New York, N. Y.

League of Nations Association, 6 East 29th St., New York, N. Y.

National Council for Prevention of War, 532 17th St., N. W., Washington, D. C.

Women's International League, 1924 Chestnut St., Philadelphia, Pa.

World Peace Poster Inc., 31 Union Square, New York, N. Y.

World Federation of Education Associations, 1201 16th St., N. W., Washington, D. C.

Fifth: Education for peace is new but educators in every country of the world are interested in it. Teachers in every land are asking the same question: "What can I do?" *The Educational Survey*, published semiannually by the League of Nations, gives reports of what is done in other countries. No doubt your children have enjoyed the peace lantern parade, which is a project of the

school children of Holland. Perhaps your boys and girls have answered the goodwill wireless message from the children of Wales. It may be that some of your pupils have been interested in the activities of the Mexican children during Peace Week last May.

All of us want to know what is being done in other countries and especially do we need to know what our colleagues here are doing along these lines. It seems to me that teachers are far too modest. We are all hungry for new ideas and suggestions. Make your good works known to others in the teaching profession. Let us have more articles written by teachers in active service and in intimate contact with boys and girls, giving descriptions and information relative to a special history or geography project or an assembly program that stresses this new spirit in education.

We have inherited a standard of social behavior which is opposed to individuals' settling disputes by pistols or swords. Our job is that of outlawing war, establishing a social custom opposed to the settling of disputes by force of arms; creating a public opinion that will make war impossible; educating the youth to think in terms of peaceful settlement of all international problems as the only efficient and intelligent way of settling them; and developing a nation of citizens, broad and appreciative in their international viewpoints. This is indeed a glorious opportunity and challenge.

A few references:

Boeckel, Florence Brewer. *Between War and Peace*. New York: Macmillan Co., 1928. 591p.

Carr, William G. *Education for World-Citizenship*. Stanford University, Calif.: Stanford University Press, 1928. 225p.

Dowling, Evaline, comp. and ed. *World Friendship*. Los Angeles Board of Education School Publications No. 158. Los Angeles, Calif.: Los Angeles City Schools, 1928. 271p.

Lobingier, Elizabeth E. and Lobingier, J. L. *Educating for Peace*. Boston: Pilgrim-Press, 1930. 216p.

Merriam, Charles E. *Making of Citizens; a Comparative Study of Methods of Civic Training*. Chicago: University of Chicago Press, 1931. 371p.

Prescott, Daniel A. *Education and International Relations*. Harvard Studies in Education, Vol. 14. Cambridge, Mass.: Harvard University Press, 1930. 168p.

NO OTHER NATION can mean to us what our nation means. Here are the roots of our heritage, and here our central loyalties belong. But because we feel so deeply about our own land, we understand how other people feel about their lands, and using our patriotism to interpret theirs, we grow, not in bitterness but in understanding and sympathy. So all fine internationalism must be rooted back in the noble significances of nationalism.—Harry Emerson Fosdick.

A Guide to 34,013 Scholarships

HIGH-SCHOOL PRINCIPALS and student advisers will probably receive a record number of requests this spring for information about scholarships available at various colleges and universities. To help school authorities answer these inquiries, the Office of Education has just released a new handbook: *Scholarships and Fellowships: Grants Available in United States Colleges and Universities* [Bulletin 1931, No. 15, 30 cents].

This handbook lists 34,013 scholarships and fellowships offered at 402 colleges and universities in the United States. They range in value from contributions less than \$25 to stipends as high as \$2500. The estimated total value of the scholarships and fellowships available is approximately \$10,000,000.

Considerable information about each scholarship reported is given in the bulletin. At Vanderbilt University, for example, there are thirty-three scholarships: one of \$50 for a male student for any year; two of \$186 for male students for one year; twenty of \$300, of which eleven are for male students, nine for women students, for one year [ten require service]; nine of \$500 for senior men, service required, in departments of English history, biology, geology, or chemistry; one of \$550 for a male student, any year.

Scholarships and Fellowships devotes considerable attention to the grants which legislatures of twenty-two states have established at state institutions. Graduate as well as undergraduate aids are listed. While the scholarships are shown by states, two indices help a reader find those offered by specific institutions and to find those offered for stated subjects.

Harvard University offers the oldest scholarship in the United States, according to Miss Ella B. Ratcliffe, who has spent three years in gathering essential information for the bulletin. This scholarship, given by Lady Mowson of London, England, was established in 1643 when Harvard was only seven years old.

Educational Directory, 1932: Part 1 of the *Educational Directory*, which lists 7850 names of state, city, and county, public and parochial, elementary and secondary school officials of the United States, is off the press. Part 2, *Institutions of Higher Education*, which lists names of 3200 presidents and heads of departments of colleges and universities, and indicates what institutions hold

summer schools, will be ready by the time this reaches JOURNAL readers. Part 3, *Educational Associations, Boards and*

HELPS FOR SCHOOLS



IN CELEBRATING THE
GEORGE WASHINGTON
BICENTENNIAL IN 1932

Prepared by
FLORENCE C. FOR
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U. S. Office of Education



UNITED STATES DEPARTMENT
OF THE INTERIOR
OFFICE OF EDUCATION - PAMPHLET No. 17

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For sale by the Superintendent of Documents, Washington, D. C. Price 5 cents

Foundations, Educational Periodicals and Research Bureaus, will be available about June 1. When all three parts are printed they will be bound as Bulletin 1932, No. 1. *Educational Directory* parts are available separately: Part 1, 15 cents; Parts 2 and 3, 10 cents each.

Looking abroad again: During the last decade the United States has felt itself self-sufficient in everything, even education. Economic depression is causing us to look for help outside, as well as inside, our boundaries. Education, following the flag of economics, is also looking abroad again. Educators ask: "Does Mexico with her 'house of the people' schools have something the United States has missed? If folk schools can create a sound economic system for Denmark, can they help America?" Porto Rico, too, has something to tell the United States, according to former Governor Theodore Roosevelt, who describes in *March School Life*, official organ of the Office of Education, how the rural high schools "disseminate practical knowledge not only to the children, but also to their parents." Location of each school on a farm of five to fifteen acres permits the boys to raise chickens and cultivate gardens.

Other recent publications: *Salaries in Land-Grant Universities and Colleges*,

[Pamphlet No. 24, price 5 cents,] furnishes reliable information as to salaries paid within various academic ranks in the field of higher education and analyzes the salaries of college teachers with respect to sex, course taught, and the like, listing also fifty colleges and universities included in the study.

Two new advance chapters of the 1928-30 Biennial Survey of Education in the United States are available: *Statistics of Teachers Colleges and Normal Schools* [Bulletin 1931, No. 20, Chap. 5, Vol. 2, price 15 cents], *Statistics of Private High Schools and Academies* [Bulletin 1931, No. 20, Chapter 7, Vol. 2, price 10 cents].

The fourth annual compilation of research studies in education, comprising masters' and doctors' theses and other investigations completed from July, 1929, to September, 1930, is in print. It is *Bibliography of Research Studies in Education* [Bulletin 1931, No. 13, price 85 cents]. Three hundred and sixty-eight institutions and organizations are represented in this bulletin's listing of 4651 studies.

Students engaged in educational research may, by application thru the borrower's librarian to the librarian of the Office of Education, arrange to borrow doctors' or masters' theses received recently from graduate students. Pamphlet No. 26, *Recent Theses in Education* [price 10 cents], lists 242 theses available for loan.

Other new Office of Education publications are: *Record of Current Educational Publications*, October to December, inclusive [Bulletin 1932, No. 4, price 15 cents]; *A Study of the Educational Value of Military Instruction in Universities and Colleges* [Pamphlet No. 28, price 5 cents]; *Circular Letters as a Supervisory Agency* [Bulletin 1931, No. 19, price 15 cents]; *The American Lyceum, Its History and Contribution to Education* [Bulletin 1931, No. 12, price 15 cents]; and the *Handbook of the Office of Education, Its Duties, Its History, Its Publications* [free].

Publications mentioned on this page not listed as free may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. Send check or money order.—William Dow Boutwell, editor-in-chief, Office of Education, one of the finest organizations in the United States government.

Schools That Are Prophecies

PIONEERING in the present day is not always initiation of something "new;" it may be a re-emphasis of older values that have abiding worth.

Readers are invited to send material for this page.

Elementary schools—The project of the Young Citizens' League of South Dakota for 1931-32 is law observance. Each year's project becomes a minor project for a period of five years after its adoption. Those chosen since the beginning of the League are: 1926-27, recataloging, reconditioning, and building-up the school library; 1927-28, beautifying the schoolgrounds by planting and caring for trees and shrubs; 1928-29, music appreciation and the purchase of musical instruments for the school; 1929-30, art appreciation and the purchase of good pictures for the school; 1930-31, a history project, the Y.C.L. chapters of each county to do research in local history and to contribute to the writing of a state history; 1931-32, law observance and the George Washington Bicentennial.

High schools—The schools of Jackson, Michigan have a centralized administrative organization for educational and vocational guidance for all children above the fifth grade. The director of guidance is chairman for the citywide guidance council.

Tilden Junior High School, Philadelphia, Pennsylvania has an opportunity-day three times each school term when voluntary conferences between students and teachers are held to assist students in their work.

Cheyenne High School, Colorado Springs, Colorado is building much of its curriculum about the fine arts, folk dancing, and specialized activities.

Colleges and universities—A new course in camp leadership has been added to the curriculum of New York State College of Forestry at Syracuse. Forest recreation, park engineering, field work in camp technic, special program activities, canoeing, and outdoor cooking are some of the features.

The 1932 summer session of the school of education of the University of Michigan will offer a new course in state and national trends in education and one in current studies of athletics in colleges and universities.

Advancement from the junior to the senior college in Hamline University, St. Paul, Minnesota and the granting of de-

grees will be based on comprehensive examinations and not on the accumulation of credits.

Teachers colleges and normal schools—Eastern Montana Normal



MRS. GEORGIA L. LUSK, superintendent of public instruction for New Mexico since January, 1931, working with the state board of education has raised the standards for teaching and eliminated examinations for certification.

School at Billings last summer instituted a nine-weeks course in "Montana environment." The first three weeks were spent in camp in the Beartooth Mountains studying the fauna, flora, and geology of the state. In an auto tour of three weeks the history, geography, scenery, industries, and institutions of Montana were studied. The remaining time was spent in classroom and library, digesting the facts gathered and making them ready for presentation in classrooms of the state.

A bureau of vocational guidance has been established at the State Normal School, Natchitoches, Louisiana.

Eighty-seven janitors and custodians of school buildings representing about fifty Oklahoma and Kansas towns were enrolled in a five-day course for janitors given recently at the Kansas State Teachers College at Pittsburg.

City departments of education—Lunchrooms in the neighborhood of a public school in Evansville, Indiana may be placed on a boycott list if they have in

their establishments any gambling device which offers to children an opportunity to get something for nothing.

Atlantic City, New Jersey has placement bureaus in its vocational and senior high schools. A personal contact between students seeking employment and prospective employers is made. A survey of opportunities for employment in Atlantic City was made with the cooperation of the state department of education.

Sabbatical leaves of absence with half pay and exchange of teachers with western cities have become a part of the Mount Vernon, New York school system.

County departments of education—The county superintendents of New Mexico have formed an organization for the study of professional problems.

To acquaint rural teachers from urban centers with farm life, a farm tour was handled by the county agricultural extension agent of Grand Forks County, North Dakota and a Smith-Hughes high-school instructor. About ten farms were visited and a study made of different types of livestock, farm crops, the storing of ensilage and corn, and weeds and their control.

State departments of education—Missouri's school equalization law, effective in August 1932, provides for state aid, a minimum of \$750 per teacher unit in elementary schools and \$1000 per teacher unit in high schools. Additional school funds are secured by a graduated state income tax of one to four percent.

All pupils in the rural schools of Wyoming are checked in September, January, and May to denote progress in reading. County superintendents hold conferences with teachers under their supervision to study the reading progress.

A recent Michigan law provides that any school district may acquire and use land for forestry purposes, either within or without the district.

Three years and five years of education beyond high school for elementary and high-school teachers, respectively, are the standard for certification of teaching in the state of Washington.

Education associations—State education associations which had a membership of more than 95 percent of their teachers January 1932 are: Connecticut, Delaware, Louisiana, Maine, Missouri, New Jersey, Oklahoma, Pennsylvania, Utah, and Washington. For two years the New Jersey State Teachers Association has maintained 100 percent membership.

The Atlantic City Convention

THE TEST of a profession's fitness is its ability to rise to an emergency. The schools face the greatest crisis in their history. Every teacher is striving to maintain the schools at their present high standards in the face of powerful forces tending to lower their efficiency.

An important factor in holding the line for the schools is undiminished professional growth. The educator must be alert to methods of meeting the present school needs. The thousands of teachers who gather at Atlantic City, June 26-July 1 for the 70th annual convention of the National Education Association will not only make a contribution to increased personal efficiency; they will demonstrate to the citizens of the nation that the teachers are determined to preserve American educational opportunity unimpaired. That many will attend at some sacrifice on their own part is only a further indication of the professional spirit and zeal of the teacher. The public knows that the proficiency of the classroom leader is the foundation of the schools. Good citizens will be loathe to do less in upholding these institutions than the teachers who refuse to permit the hysteria of economy to reduce professional advancement.

President Florence Hale is preparing an appropriate convention program built around the theme, *Looking Ahead in Education*. General sessions will begin in the Sunday evening service with the topic, *Looking Ahead in Moral and Spiritual Relationships*.

The second general session will be devoted to the subject of *Education, Crime, and Social Progress*. Is crime increasing? If so, what can the schools do about it? The answer to this question is fundamental to the work of teachers in the development of sound character and good citizenship.

School, Society, and the Business World as the topic for the Monday evening session will give an opportunity for the continued consideration of the contributions of education to the reestablishment of worldwide economic prosperity, a subject in which thousands of teachers attending the Los Angeles meeting last summer took a lively interest. The Tuesday program will begin with a discussion of *Plans to Meet the Present Emergency in Education*. Such plans are uppermost in the minds of all educational leaders. The disquiet and anxiety with

which this crisis was first faced have now been displaced by a spirit of calm consideration. Efforts to save the schools



"I must go down to the seas again."—John Masefield.

have passed the preliminary, uncertain stage. The teachers have reason to expect, then, that the discussion of this convention will be more fruitful than any previously held upon this subject.

In order that the convention program may help the permanent and continuous advance of the profession, as well as assist in meeting present emergencies, a separate session on Tuesday morning will consider *Methods in the Modern School*. The evening general session will discuss, and perhaps see demonstrated, some of the *Modern Trends in Education*. Teachers are always looking forward. The school of tomorrow must be better than the school of today. Methods and equipment used in teaching, organization, and administration which are in their infancy at present will find their full strength in the educational service of the years ahead. The progressive teacher will know of these new methods long before they are sufficiently tested to justify their unqualified adoption.

Since research is playing a great part in the development of these new procedures, a general session on Wednesday morning will be devoted to *Research and Educational Planning*. Another Wednesday morning session is being built around the topic, *Preparation of Pupils for Life*

and Work. Wednesday evening, Atlantic City teachers and students will present a George Washington Bicentennial pageant. The Thursday sessions will include a consideration of *Teachers' Professional Organizations*. This subject is offered as an opportunity for the teachers, city and county superintendents, and state association officers present, who will represent many local education associations, to plan for more effective organization work as it affects professional growth and as it promotes the interest and support of the public in school progress. Other subjects on the program of the final day are built around *Forward Looking Movements in Education*. These include such varied topics as *Methods of Grouping School Classes*, *Radio in Education*, and *International Relations*.

The assembly of delegates will hear some of the best speakers who address the convention. Miss Hale plans for the assembly a minimum of routine reports of committees and business deliberations with emphasis upon consideration of constructive movements in education.

For many teachers the convention will constitute the prolog to further plans for professional improvement during the summer. The excellent summer sessions of scores of higher institutions of learning within convenient reach of Atlantic City offer an opportunity to pursue systematic study after the broadened outlook and inspiration of a great convention. In 1931 a total of 273,494 teachers attended summer courses in education.

Directors of the following summer sessions in eastern schools have already announced that the opening date follows the close of the Atlantic City convention:

Columbia University.....	July 5-August 12
New York University.....	July 7-August 17
Fordham University.....	July 5-August 11
Cornell University.....	July 11-August 19
George Washington Univ....	July 5-August 13
University of Pa.....	July 5-August 13
Boston University.....	July 5-August 13
University of Vermont.....	July 5-August 13
University of N. H.....	July 5-August 13
Harvard University.....	July 6-August 16
University of Maine.....	July 5-August 12
University of Buffalo.....	July 5-August 13
Pennsylvania State College..	July 5-August 12
Bucknell University.....	July 5-August 12
Bates College.....	July 5-August 12
Syracuse Univ.....	July 5-August 16
Montclair, N. J. State	
Teachers College.....	July 5-August 9
Plattsburgh, N. Y. State	
Normal School.....	July 5-August 12

List continued next month

The Joys of the Open Road

THOUSANDS OF TEACHERS know the joys of the open road. In the great out-of-doors are health and recreation, the content that comes from the feel of earth, the shade of woodland, the beauty of bird and flower. Teachers as well as other indoor workers instinctively turn to nature for relaxation and rest, spending each year more and more of their summer vacations in car and camp.

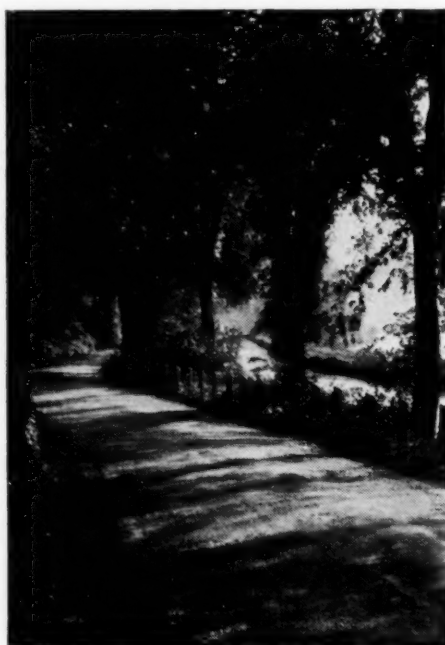
The meeting place of the 1932 summer convention of the NEA is ideally located for inclusion in a summer vacation tour. Atlantic City itself draws hundreds of thousands of visitors each year from this country and from abroad. No tonic is so wholesome and invigorating as the tang of the salt air, no prescription more potent than the healing rays of the seaside sun. This wellknown recreation resort has many miles of clean level beach skirting the ocean's blue with a broad ribbon of sparkling white sand. The longest boardwalk in the world—seven miles—flanks the beach and surf. Along the boardwalk scores of perfectly appointed hotels overlook the ocean, where ever a sail or smoking funnel pierces the line that separates sky from sea.

Those who seek utmost relaxation will find it in the sunny bays of the hotels, in the wheel chairs of the boardwalk, or in lolling on the cool sands close to the roar of the surf. The more adventurous will take rod and reel and join the crew of a fishing smack, or try their hand at driving a sail yacht down the wind.

But the joys do not all lie at the end of the road. An automobile trip from any part of the United States to Atlantic City may take the traveler of summer trails where he will—thru winding lane of woodland, across the open prairie, or over mountain pass.

Thousands of teachers will drive to the

convention, many of them enjoying the delights of camping on the way. Those who went by auto from the Eastern seaboard to Los Angeles last summer will



H. Armstrong Roberts

*I love a road of romance,
That speaks of dauntless men.
A road that leads me somewhere
And then back home again.*

—J. R. Stidman.

wish a similar experience this year. Last June from Maine to Georgia auto loads of teachers and their friends started westward on widely separated highways that converge at the Southern California metropolis. Among these happy travelers was the president of the National Education Association, Willis A. Sutton, who took his family along with him from his home at Atlanta.

The highway is the most economical means of summer travel. For instance, each of four teachers traveling the 955

miles by auto from Atlanta will budget his expenses for the round trip about as follows:

Gas and oil	\$7.22
Meals—6 days	10.50
Hotels—4 nights	6.00
Total	\$23.72

After his arrival at Atlantic City, he may enjoy the convention and the vacation to the full at the following items of cost:

Hotel [sharing room and bath with one other person]—5 nights	\$12.50
Meals—4 days	8.00
Recreation	4.00
Total	\$24.50

Thus, for \$48.22 an Atlanta vacationer may enjoy a trip, long to be remembered for its joys and professional values. Even this moderate total of expenses may be reduced a little if the traveler is willing to reside in a cottage hotel in Atlantic City or seek the shelter of a \$1 tourist camp enroute.

Estimates of total expenses, including travel and living costs during the convention, on the same basis as the expense accounts budgeted above, follow for other cities: Chicago, 855 miles—\$47.56; Indianapolis, 744 miles—\$41.84; St. Louis, 991 miles—\$48.44; Cleveland, 458 miles—\$37.03; New Orleans, 1220 miles—\$59.44; Pittsburgh, 378 miles—\$36.46; Boston, 355 miles—\$36.32.

Of course there will be many to whom the convention will be a delightful high-spot in a vacation which will take them touring to the Maine woods, the Adirondacks, the Blue Ridge Mountains, the Great Lakes, or to one of scores of summer camps where a planned vacation makes profitable and enjoyable use of leisure.



Movies and Young Criminals

A VISITING TEACHER told me recently of a boy who broke into his own schoolhouse at night. When apprehended he was asked why he wore gloves, to which he replied, "I learned in the movies to wear them so detectives couldn't find my finger prints."

I seriously wonder what one juvenile court and one child guidance center can do in a city when there are six or eight movies depicting crime, running in competition with us every day. Other cities show the same situation. Pick up the morning paper in your own city or town and read the movie advertisements. These may be quite startling if your ten-year-old is begging to go to a show today! But do not stop there; make a round of the ten- and fifteen-cent movies in the poorer sections of the city—movies too low in price to advertise, but just right in price for the underprivileged young-

sters who manage to get their dimes from "somewhere." One boy who steals tools from automobiles tells me he gets a flat rate of ten cents per tool from a "fence."

"Why do you always get ten cents regardless of the value of the tool?" I asked.

To which this eleven-year-old delinquent replied, in surprise at my ignorance, "Why, a dime is what the show is."

Look over your paper again after reading this and take the trip I have suggested. Then come back and seriously think what we who are so much concerned with youth are going to do about these modern Fagins.

During the past few months the hero worship of the gangster has been steadily growing. We have repeatedly heard the same story from small delinquents sent to us from the juvenile court. To be sure,

the newspapers have done their bit to help in the glorification of the gangster, but I find by actual questioning that the delinquent boys under my supervision get their ideas as often from the pictures as from tabloids. There is something rather terrifying about the eight-year-old who stood before the late Frederick Cabot, the dignified judge of the Boston juvenile court, a short time ago and in reply to the Judge's question as to what he wanted to be when he grew up, promptly said, "Legs Diamond." The old-time gangster was a tough and a bum, but today he is the "wise guy" who plays the game like a good sport; and if he need die, dies like a hero. What stuff for the dreams of youth!

—From "Movies and Life," by Mary Lue Cochran, in *Child Welfare*, the National Parent Teacher Magazine, April, 1932.

Children's Books of 1931

THIS LIST of children's books of 1931 has been selected by Jessie Gay Van Cleve, who prepared a similar list for the May 1931 JOURNAL. Miss Van Cleve is specialist in children's literature for the American Library Association. This list will give teachers and school librarians suggestions for new book purchases. The last nine titles are nonfiction.

For Children Under Ten

- BROCK, E. L. *The Greedy Goat*. Knopf. \$1.75.
Anna Marie of the Tyrolean mountains is the bad goat whose pranks are depicted in this attractive picturebook.
- BRONSON, W. S. *Paddlewings*. Macmillan. \$2.
This is the story of one of the penguins brought from the Galapagos Islands to the aquarium in New York. Graphic and amusing illustrations.
- CANTLEY, MARJORIE. *Building a House in Sweden*. Macmillan. \$1.75.
This story of the Osterman's new home affords a delightfully simple and sincere picture of present-day living in Sweden.
- CHEVALIER, RAGNHILD. *Wandering Monday*. Macmillan. \$1.75.
These stories of happy childhood days in Norway are told in a fresh, interesting manner out of the author's memories.
- COATSWORTH, E. J. *Knock at the Door*. Macmillan. \$2.
A delightful tale of fairyland whose illustrations show a complete appreciation of the theme.
- DALGLISH, ALICE. *The Blue Teapot*. Macmillan. \$2.
This book includes five satisfactory, matter-of-fact stories about Miranda, Zebedee, the twins, and other interesting people who lived in Sandy Cove on the Bay of Fundy.
- DAVIS, M. G. *The Truce of the Wolf*. Harcourt. \$2.
Seven tales of old Italy whose retelling keeps the color and flavor of the folk literature.
- HADER, BERTA AND ELMER. *The Farmer in the Dell*. Macmillan. \$2.50.
A picture storybook that tells of life on an American farm where each season brings its particular work and occupations, its holidays and customs.
- KNOX, R. B. *Miss Jimmy Deane*. Doubleday. \$2.
Life at Pleasant Meadows, a big southern plantation, and the pranks of the youngest Deane and her devoted little black maid.
- LATHROP, D. P. *The Fairy Circus*. Macmillan. \$3.
A delightful tale with illustrations, both in color and black and white, full of action, humor, and the gay spirit of fairyland.
- LATTIMORE, E. F. *Little Pear*. Harcourt. \$2.
He was a jolly little Chinese boy whose natural

- curiosity and amiability led him into many adventures.
- LENT, HENRY. *Diggers and Builders*. Macmillan. \$2.
Information about the work of the steam-shovel man, the cement mixer, and the road builder is presented simply with graphic illustrations.
- LIE, HAAKON. *Ekorn*. Laidlaw. \$2.
This story of a squirrel and his forest companions will probably be most enjoyed if read aloud to third- or fourth-grade children.
- LORD, I. E. [comp.] *The Picture Book of Animals*. Macmillan. \$2.50.
This book made up of more than one hundred pictures of animals, birds, and fish will have a wide and varied use. The pictures are examples of fine photography.
- MEIGS, C. L. *The Willow Whistle*. Macmillan. \$1.75.
A story of pioneer days in the Middlewest that will interest boys and girls of eight and over.
- OLCOTT, VIRGINIA. *Jeau and Fauchon*. Silver, Burdett. 80¢.
Into this story is introduced something of the history of France as well as information concerning modern business and the customs of the people. It is written in a lively, interesting style and has delightful illustrations.
- PETERSHAM, MAUD AND MISKA. *The Christ Child*. Doubleday. \$2.
The text of this picturebook is that of the Bible. The illustrations are notable for their childlike quality and exquisite coloring.
- PHILLIPS, E. C. *Gay Madelon*. Houghton. \$2.
A charming story of little Madelon Duval who journeyed alone down the Saguenay to Tadousac and finally on to Quebec where a marvelous adventure awaited her.
- WELLES, WINIFRED. *Shipping Along Alone*. Macmillan. \$1.75.
The experiences and thoughts of a small boy serve as inspiration for these poems which have an imaginative and childlike quality.

For Children Over Ten

- ARMER, MRS. L. A. *Waterless Mountain*. Longmans. \$3.
A story of a present-day Navajo boy told with a simplicity and dignity of style that suits the naturalness inherent in Indian life.
- FABRICIUS, J. W. *Java Hol*. Coward-McCann. \$2.50.
This lusty sea tale tells of the adventures of four boys who sailed to the East Indies in 1618 with Skipper Willem Bontekoe.
- FIELD, R. L. *Calico Bush*. Macmillan. \$2.50.
A story of Colonial days in Maine, redolent of time and place, whose characters are drawn with a convincing surety.
- HARPER, T. A. *Windy Island*. Doubleday. \$2.
An interesting picture of New Zealand is presented in this excellent story of which Bob Cornish is the youthful hero.
- HESS, FJERIL. *Buckaroo*. Macmillan. \$2.50.
The scene of this story is the Pinon ranch in Nevada where Lynn Garrow goes as district teacher.
- LOWENSBERRY, ELOISE. *Out of the Flame*. Longmans. \$2.50.
Into this story of Pierre de Bayard, nephew of the great Chevalier, comes a procession of interesting characters—the children and nobles of the court, peasants, scholars, artists, and warriors.
- MEANS, F. C. *A Candle in the Mist*. Houghton. \$2.
Another step in the westward movement is here portrayed with the moving of the Grant family from Ohio to Minnesota in the 1870's.
- RANSOME, ARTHUR. *Swallows and Amazons*. Lippincott. \$2.
The camping experiences of four English children are related in a delightful manner.
- SCOTT, GABRIEL. *Kari*. Doubleday. \$2.
This translation of a popular Norwegian story introduces a quaint and lovable heroine.
- ADAMS, MRS. J. D. *Stonewall*. Dutton. \$2.50.
A wellwritten biography of General Jackson.
- DAGLISH, E. F. *The Life Story of Beasts*. Morrow. \$3.
Interesting and decorative woodcuts illustrate the accounts of various animals, their homes, habits, and intelligence.
- HARTMAN, GERTRUDE. *The World We Live In*. Macmillan. \$5.
A pictured outline of man's progress from the earliest days to the present.
- MITCHELL, MRS. L. S. *North America*. Macmillan. \$3.50.
A new and fascinating kind of geography which will be more appreciated by children if introduced by an understanding grownup.
- NICOLAY, HELEN. *The Boys' Life of Washington*. Century. \$2.50.
This biography stresses the younger years of Washington's life and shows how traits inherited from English ancestors worked with new conditions to produce this leader of men.
- PALMER, MRS. W. B. *American Songs for Children*. Macmillan. \$2.50.
A juvenile "American songbag" which contains the words and music of many traditional songs.
- PECK, A. M. *Round About Europe*. Harper. \$2.50.
Frequent drawings by the author are used to illustrate this travel book that tells of Spain, the Mediterranean, Holland, Belgium, Switzerland, and Germany.
- REED, W. M. *The Stars for Sam*. Harcourt. \$3.
The structure and evolution of the universe are explained in the light of modern theories of physics. Illustrated with fine photographic reproductions.
- SMITH, MRS. SUSAN. *Made in France*. Knopf. \$2.
This book tells about the work of some of the noted artists and craftsmen of France in the 16th, 17th, and 18th centuries.

Builders of Our Profession

SAID a wise old bee at the close of day, "This colony business does not pay. I put my honey in that old hive that others may eat and live and thrive; and I do more work in a day, by gee, than some of the other fellows do in three. I toil and worry and save and hoard, and all I get is my room and board. It's me for a hive I can run myself, and me for the sweets of my hard-earned pelf." So the old bee flew to a meadow lone and started a business of his own. He gave no thought to the buzzing clan, but all intent on his selfish plan he lived the life of a hermit free—"Ah, this is great," said the wise old bee. But the summer waned and the days grew drear and the lone bee wailed as he dropped a tear; for the varmints gobbled his little store and his wax played out and his heart was sore, so he winged his way to the old home band, and took his meals at the Helping Hand. Alone, our work is of little worth; together we are the lords of earth; so it's all for each and it's each for all—united stand, or divided fall.—*Selected.*

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on April 1 was 4950. The following life members have been reported since the list was published in the April JOURNAL.

COLORADO—Faye Read.
CONNECTICUT—Harry E. Rollins.
ILLINOIS—Jack H. Landes.
INDIANA—Blanche E. Fuqua.
IOWA—Frank L. Smart.
KANSAS—Charles Bertram Pyle.
KENTUCKY—Mrs. Ella Fairchild, Anna Catherine Hendricks.
MICHIGAN—Rev. Robert R. Richardson, D. M. Trout.
MINNESOTA—Ellen C. Nystrom, Elizabeth A. Stanley.
MISSOURI—Earl H. Lehman, Walter E. Wilcox.
NEBRASKA—Marion H. Maynard, Lloyd A. Shepard.
NEW JERSEY—Georgia A. Ricker.
NEW YORK—Theresa Hitchler.
OHIO—Mrs. Ruby Crampton, M. Evelyn Dilley, J. W. Newberg, Arthur Paul Porter.
OREGON—Mary L. Fulkerson.
PHILIPPINE ISLANDS—Aquilino L. Carino, Honorio Poblador.
SOUTH DAKOTA—R. W. Kraushaar.
TENNESSEE—E. L. Tipps.

TEXAS—Alyce L. Wimberly.
WEST VIRGINIA—J. Haynes Miller.
WISCONSIN—H. Thoburn Ralph.

Completed Enrolments

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

Eleven Years

MICHIGAN—Battle Creek, Franklin.

Eight Years

DELAWARE—Delmar, Delmar Public Schools.
TEXAS—Waco, Brook Avenue.

Seven Years

ALABAMA—Birmingham, Lee.
CALIFORNIA—La Jolla, High.
ILLINOIS—Saanemin, High.
MINNESOTA—Minneapolis, Cleveland.
NEW JERSEY—Lyndhurst, Columbus, High, River Road, Roosevelt.
WISCONSIN—Eau Claire, Eau Claire Public Schools, Deaf, Development, Eighth Ward, Fourth Ward, Junior High, Ninth Ward, Second Ward, Senior High, Seventh Ward, Sixth Ward, Tenth Ward, Third Ward, Vocational.

Six Years

HAWAII—Kohala, Halawa; Mahukona, Kaaunahu, Kapunapuna; Kohala, Kohala High and Grammar; Makapala, Makapala; Kamuela, Waimea.
ILLINOIS—Evanston, Noyes.
MICHIGAN—Battle Creek, Fremont.
NEW JERSEY—Lyndhurst, Franklin.
WASHINGTON—Onalaska, Union High Number 1.

Five Years

HAWAII—Waikii, Kamuela, Waikii.
MASSACHUSETTS—North Adams, Mark Hopkins.
MICHIGAN—Battle Creek, Roosevelt, Urbandale.
MISSOURI—Kansas City, McCoy.
NEW JERSEY—Lyndhurst, Lyndhurst Public Schools, Columbus, Eighth Grades, Franklin, High, Jefferson, Lincoln, River Road, Roosevelt, Washington; Titusville, Titusville.
OHIO—Cincinnati, Raschi.
UTAH—Coalville, North Summit Public Schools, Echo, Henefer High, Hoytsville, Upton, Wanship.

Four Years

CALIFORNIA—Lower Lake, Union High.
DISTRICT OF COLUMBIA—Washington, Garfield.
MICHIGAN—Battle Creek, Jefferson.

Three Years

MICHIGAN—Battle Creek, Post Number 9, Washington.
OHIO—Cincinnati, Westwood; Columbiana, Fairfield Centralized.

Two Years

CALIFORNIA—Stockton, Jackson, Jefferson.
HAWAII—Hookena, Alee; Holualoa, Holualoa; Honaunau, Honaunau; Kai Malino, Hookena; Pakala, Kapapala; Kealakekua, Konawaena High and Grammar; Naalehu, Naalehu; Napoopoo, Napoopoo; Pakala, Pakala; Kealakekua, West Hawaii Supervising Principal's Office.
INDIANA—Indianapolis, Public Number 38, Public Number 64.
MICHIGAN—Battle Creek, McKinley, Verona.
OHIO—Cincinnati, Columbian, Guilford, Roosevelt; Cleveland, Longmead, Longwood.

Current Year

ALASKA—Old Harbor, Government School for Navics.
CALIFORNIA—Los Angeles, Roscoe; Oakland, High; Stockton, Venice; Ventura County, Del Mar, Mound.
COLORADO—Aurora, Aurora Public Schools.
DISTRICT OF COLUMBIA—Washington, W. B. Powell.
FLORIDA—Mulberry, Mulberry Public Schools; Muscogee, Muscogee.
HAWAII—Holualoa, Honokohau; Kailua, Kailua, Kailua; Keauhou, Keauhou; Kailua, Puuanahulu.
ILLINOIS—Anna, Lincoln; Chicago, Carpenter.
LOUISIANA—Lecompte, High.
MAINE—Yarmouth, Portland Street.
MARYLAND—Cumberland, Mt. Royal Avenue; Pispah, Pispah; Smithsburg, High.
MASSACHUSETTS—West Springfield, John Ashley.
MICHIGAN—Battle Creek, Kimball Open Air, Wilson.
MISSOURI—Joplin, Alcott, Columbia, Eagle-Picher, East Central, Irving, Jefferson, Longfellow, McKinley Elementary, McKinley Junior High, North Junior High, Senior High, Stapleton, West Central; Kansas City, Attucks [Colored]; Springfield, Pepperdine.
NEW JERSEY—Bound Brook, Finderne Number 7; Elizabeth, Woodrow Wilson Number 19; Fieldsboro, Fieldsboro; Hawthorne, Lincoln, Roosevelt; Margate City, Granville Avenue.
NEW MEXICO—Gallup, Central, First Ward; Hot Springs, Hot Springs Public Schools.
OHIO—Bluffton, Bluffton-Richland Public Schools; Cincinnati, California, Linwood; Dayton, Belmont Junior High, Crown Point, Girl's Pre-Vocational; Salem, Columbia, McKinley, Prospect, South Street.
PENNSYLVANIA—Nineveh, Morris Township High.
WASHINGTON—Metaline Falls, Metaline Falls.
WEST VIRGINIA—Beckley, Institute.
WISCONSIN—Eau Claire, Orthopedic.

NO TIME TO REDUCE GOVERNMENT SALARIES—In keeping with the policy of the National Education Association to take the lead in maintaining American standards, Secretary J. W. Crabtree early in April sent the following letter to the Committee on Appropriations of the House of Representatives. Members of the Association may wish to let representatives from their Districts know where they stand on this issue:—"Permit me to express the confidence of the teaching profession in the final decision of your committee and of Congress on the question of reducing the salaries of government employees. We were gravely concerned when the matter was under serious consideration, fearing that hasty action might be taken and fearing the disastrous results which we believed would certainly follow. It is easily seen that this is no time to lower the standards of living and thus to throw larger and larger numbers of people out of work. The salaries of workers in the service of the government have always been lower than for similar responsibility and service elsewhere. The present level of salaries should be maintained, first in justice to the employees themselves, and second, in the interest of laboring people everywhere. To reduce the pay of government employees would give impetus to the reduction of salaries thruout the country, add to the confusion which already exists and prolong the effects of the depression. The adoption of a policy of salary reduction by the United States government could not be interpreted by the public as anything short of an admission that the economic outlook for the future is hopeless and that deflation and retrenchment is the only available remedy. If the President were right in advising corporations to continue wages on present levels, then Congress would be wrong in giving way to the paid lobby, which would have you slash salaries of the working people in Washington. Remember that the forces which bring pressure on you in this matter are the same that try to compel boards of education to slash teachers' salaries in your home state and the same that are working to have factories and business agencies over the nation to reduce still further the pay of their employees. The action of your committee and of Congress in warding off this pressure to force the government to lead in breaking down salary levels is most encouraging. We have faith in you and your colleagues and in Congress. The real public commends you for courage, wisdom, and vision.

The Journal of the National Education Association

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FLORENCE HALE
President

J. W. CRABTREE
Secretary

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the *Proceedings*, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL. The payment of \$100 gives the privileges of the \$5 active membership for life.

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

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

Joy Elmer Morgan Harold A. Allan
Editor Business Manager

Platform of the Association

A COMPETENT, welltrained teacher in every classroom.

[2] Improved facilities for the education of teachers and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.

[3] Such an interpretation of education as will awaken the people to a realization of the importance of the schools, elevate the profession of teaching to a higher plane in public esteem, and insure just compensation, secure tenure, and provide for retirement on the basis of efficient service.

[4] Continued and thoro research on educational problems as the basis for revised standards and procedures.

[5] The establishment of a Department of Education with a Secretary in the President's Cabinet and the efficient integration of the educational activities of the federal government in this department.

[6] The unification of the educational forces of the country in one all-inclusive organization devoted to the advance of the teaching profession, with every teacher an informed and participating member of local, state, and national associations.

[7] Active assistance to state and local affiliated associations in promoting the interests of such associations.

[8] Equal salaries for all teachers, both men and women, of equivalent training and experience.

[9] Such participation by teachers in the determination of policy as will utilize the best fruits of classroom experience.

[10] Cooperation with other organizations and with men and women of vision who recognize that only thru education can be solved the major problems of our changing civilization.

[11] The National Education Association is committed to a program of service—service to the teacher, service to the profession, and service to the nation. Its supreme purpose is the welfare of the childhood of America.

What Articles Interest You Most?

THIS IS an invitation to you to share in a service which for five years has been carried on by letters, reaching a limited number of readers. Much of the improvement in THE JOURNAL is due to this hearty cooperation within our Association family.

This is an opportunity for you to help us know what kind of material to include in THE JOURNAL. In the blanks below, opposite the articles which you found most interesting, kindly write 1, 2, 3, 4, 5, showing your ranking of the articles in this issue. Write x opposite any feature you would omit. Many principals and superintendents of 100 percent schools find this plan of selecting articles an excellent preliminary for group study and faculty meetings. Their comments show the success of the plan:

"It has always been enjoyable to spend the first evening after its arrival in reading THE JOURNAL. Your plan of rating articles adds a great interest since we discuss topics during our group meetings."—Katrina Stoelzing, principal, Miami, Ariz.

"Selecting the five best articles from those printed in THE JOURNAL is not easy, for practically all of them are interesting and helpful. I am able to use the content of many of them almost weekly in my classes of college students who are preparing to teach."—C. B. Eavey, Wheaton College, Wheaton, Ill.

"I have enjoyed from time to time check-

ing the items in the NEA JOURNAL and reporting on the ones in order as they interest me. I am glad to know that others are doing the same."—W. P. Morgan, president, Western State Teachers College, Macomb, Ill.

"I have sent in these monthly reports for many years, I think since THE JOURNAL started sending them out. I have not missed one since I have been on the list. This practise is an effective service that THE JOURNAL renders. It encourages reading for a purpose and the weighing of values. I deem it a privilege to be asked to make these reports."—A. W. Johnson, High School, Minot, N. Dak.

In every group of teachers there are a few of superior interest and purpose who lead the way toward finer things for the children and the profession. The number of these awakened teachers is rapidly increasing. Many readers have taken pride in filling out and returning blanks like the one below. This page extends the opportunity to every JOURNAL reader. Will you not help? Your preferences and suggestions will help to make THE JOURNAL better still.

CONTENTS FOR MAY, 1932

Fill 5 or
more blanks

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Name and position of reader making report.....

Name of school.....

Street and city..... State.....

Use the space below for additional comment and suggestions. Tear off this page and mail to Joy Elmer Morgan, editor, 1201 Sixteenth Street, N. W., Washington, D. C.

[The article ranked highest in the March JOURNAL was "The High School of Tomorrow," editorial.]

Builders of Our Profession—Larger Cities

THESE CITIES with a population of more than 10,000 merit special mention for the high percent of their teachers who are members of the National Education Association. Those marked with an asterisk have reported complete enrolments; the others, more than 90 percent. Each item includes state, city, and superintendent.

Population 100,000 or Over

California, *Long Beach*, W. L. Stephens; *Oakland*, W. E. Givens; *San Diego*, W. R. Hepner.

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Kansas, *Kansas City*, M. E. Pearson. Michigan, *Detroit*, Frank Cody. Minnesota, *Duluth*, Leonard Young. Ohio, *Columbus*, J. G. Collicott; *Toledo*, C. S. Meek.

Oklahoma, *Oklahoma City*, C. K. Reiff; *Tulsa*, Merle Prunty.

Pennsylvania, *Erie*, J. C. Diehl. Texas, *Dallas*, N. R. Crozier. Washington, *Spokane*, O. G. Pratt; *Takoma*, E. L. Breckner.

Population 30,000 to 100,000

California, *Berkeley*, L. W. Smith; *Fresno*, O. S. Hubbard; *Pasadena*, J. A. Sexson; *San Jose*, W. L. Bachrodt.

Colorado, *Colorado Springs*, H. M. Corning; *Pueblo*, J. R. Risley and J. F. Keating.

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West Virginia, *Charleston*, F. L. Teal. Wisconsin, *Kenosha*, G. F. Loomis; *Lacrosse*, G. M. Wiley; *Racine*, F. M. Longanecker; *Sheboygan*, H. W. Kircher.

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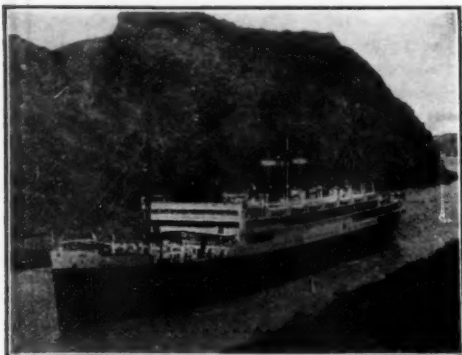
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NOTES and ANNOUNCEMENTS

Summer-school study of federal relations to education—A new chapter in the history of American education has been written by the National Advisory Committee on Education which was appointed in May 1929, by the Secretary of the Interior at the request of President Hoover, to study federal participation in education in the states and territories. In its final report, *Federal Relations to Education*, the Committee has offered to posterity a document that will rank with the epoch-making reports of Horace Mann and will be a source of information for decades to students of education in this country and abroad. The Department of Superintendence of the National Education Association, meeting in Washington, D. C., February 1932, thru its resolutions, declared this report to be "a state paper of first importance," and recommended its study to the members of our profession and to the lay public.

Plans are already under way for the study of the report by local, state, and national groups of large lay organizations. Without doubt during the next few months they will be calling upon teachers in every quarter to assist them in their study. Every effort should be made to see that teachers are prepared for this important duty. Directors of summer schools are realizing their obligation in this matter and are arranging to have the report studied as a text in their classes in American education in the approaching summer sessions.

Thousands of copies of the report have already been distributed but with every summer school in the country making it a part of its curriculum the demand for copies will be greatly increased. To meet this new demand and to keep the report in circulation, plans are now under way to reprint the two volumes for classroom use for the price of one dollar, which is the actual cost of printing and mailing the report. Orders for copies of the report should be placed as soon as possible with Dr. C. R. Mann, 744 Jackson Place, N. W., Washington, D. C.

An encouraging response to the S. O. S. call—It is only natural that with the economic situation thruout the country, our National Education Association should have suffered thru loss of membership. The Association naturally does not like to admit that it is being hard pressed, but there is no other alter-

native. It is frankly putting out S. O. S. calls. I, for one, think the call ought to be responded to by a unified profession.

There is no question but that the NEA has done more to professionalize teaching than any other one agency or influence. Tho it is true our Association's fundamental aim has been altruistic—that is, it has built in terms of the children's good—neither is there any question but that incidentally it has urged a tremendous influence in bringing about better conditions and better salaries for teachers. You have noticed that when the National Education Association speaks, the Press of the country sits up and takes notice. The National Education Association is a power that must be reckoned with. It is your Association and mine. Let us support it.—Superintendent I. T. Simley, South St. Paul, Minnesota, in his bulletin to teachers.

The Business Code of the Associated Exhibitors of the National Education Association—Believing the objective of all educators is service to mankind, we, the members of this Association, pledge ourselves to contribute our just share to this service. In carrying out this pledge we shall endeavor to hold certain professional ideals in our relations with the schools and to adhere to the following business standards of practise. Failing to do so at any time, we admit our unworthiness to be members of the Associated Exhibitors.

[1] To work for truth and honesty in our relations with schools and to refrain from promising service which we know cannot be rendered.

[2] To strive to create confidence in our organization by deserving it and to avoid the use of questionable or unfair competitive methods.

[3] To help determine the just requirements rather than to oversell and thus to overload schools beyond their legitimate needs.

[4] To exert our efforts toward proving the quality of our own products rather than gossiping about the deficiencies of competitive products.

[5] To strive to conduct our business relations with schools on a fair and honorable basis at all times and to exchange our products, services, and ideas at a price in keeping with a legitimate profit, doing so in such a way as to benefit both parties to the transaction.

[6] To promote a frank exchange of ideas involving mutual interests and to maintain friendly contacts with fellow members of this Association.

[7] To encourage and cooperate with the educational associations and the educational

[Continued on page A-96]

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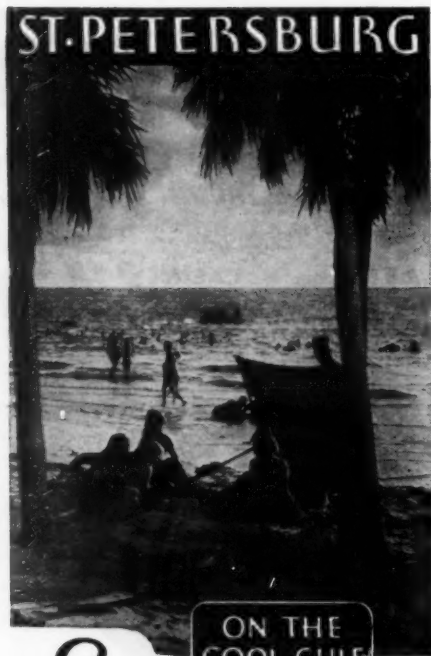
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[Continued from page A-94]

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[9] To adjust claims and settle disputes on the basis of facts only and in fairness, and not to resort to other measures unless all such courses prove ineffective.

[10] Neither to give nor to accept bribes and to avoid giving articles or gratuities with the intent to prejudice the recipient.

We believe that a faithful observance of these standards will result in a mutual respect among ourselves and a general acceptance of our good intentions and high ideals of service by all educators.—*This Code of Ethics was adopted Thursday morning, February 25, 1932.*

The Department of Secondary Education of the National Education Association has been reorganized and is active again. An intensive membership campaign is being carried on in a number of states at the present time. Membership in the Department is open to all teachers and officers in senior and junior high schools and in other schools of secondary rank. The membership fee is \$1. The general purposes of the Department are [1] the improvement of secondary education in its various fields; and [2] consideration of problems affecting secondary education. A strong program is being planned for the meetings of the Department at Atlantic City.

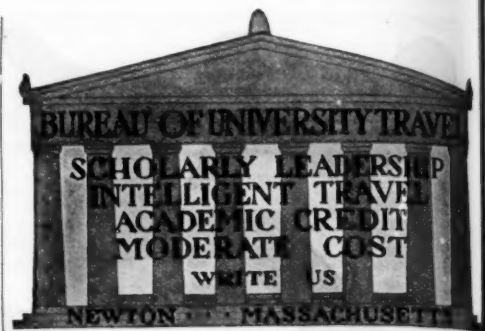
Officers of the Department are: *President*, Ernest D. Lewis, Evander Childs High School, New York, N. Y.; *Vicepresident*, Frank E. Barr, Balboa High School, San Francisco, Calif.; *Treasurer*, George M. Strong, East High School, Columbus, Ohio; *Secretary*, Ann E. Ryder, Dickinson High School, Jersey City, N. J. Address all communications concerning the Department to President Lewis at Room 1901, 130 West 42nd Street, New York, N. Y.

What articles interest you most?—Have you filled out the blank on page 171 of this issue? This is an opportunity for you to participate in the work of the profession.

Professional ethics—On page 160 of this issue the code of ethics adopted by the National Education Association is printed. Members interested in securing a more complete discussion of professional ethics and of state codes of ethics should see Research Bulletin of the National Education Association, Volume IX, number 1, January 1931, entitled "Ethics in the Teaching Profession."

Your attention is called to the American Automobile Association map on page 152 which will aid you in sketch-

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The following references may be used in connection with the article by Dr. Brueckner on Remedial Cases in Arithmetic, page 147 of this issue:

Fourth Yearbook, chapter 7, Department of Superintendence, Washington, D. C.

Second Yearbook, part I, National Council of Teachers of Mathematics. Bureau of Publications, Teachers College, Columbia University, New York.

Twenty-ninth Yearbook, chapters 4, 5, 13, National Society for the Study of Education, Public School Publishing Co., Bloomington, Ill.

Osborn, W. F., *Corrective Arithmetic*, vol. 1 and 2, Houghton Mifflin, New York.

Brueckner, L. J., *Diagnostic and Remedial Teaching of Arithmetic*, J. C. Winston Co., Philadelphia.

Buswell, G. T., and John L., *Diagnostic Studies in Arithmetic*, University of Chicago Press, Chicago.

Gardens to relieve the unemployed—*Subsistence Gardens* is the title of a special bulletin prepared for the President's Organization on Unemployment Relief. The bulletin may be secured by writing this Organization, 1734 New York Avenue, Washington, D. C.

The Inter-American Federation of Education announces that plans for a second preliminary conference of the Federation are now being made. The conference will be held the latter part of December 1932 in a Latin-American country. The NEA sponsors at headquarters the present activities of the Federation, under the direction of Dr. Glenn Levin Swiggett.

May-Day National Child Health Day—The theme for May Day in 1932 is "Support your Community Child Health Program: It Protects your Home." The general purpose of May Day in 1932 is to focus the spirit of this year—which is a spirit of unselfishness, of sharing, of responsibility towards our neighbor—upon the needs of children. Additional information may be obtained from the American Child Health Association, 450 Seventh Avenue, New York, N. Y.

When should a boy go to college?

—This is the topic of an address which Commissioner of Education William John Cooper will deliver over a nationwide hookup of the Columbia Broadcasting System from 5 to 5:15 p.m., EST, May 12.

Increasing leisure demands richer school program—The stability and wellbeing of American civilization demand that our increasing leisure be matched by training in the arts of life. This requires an enriched curriculum in

[Continued on page A-98]

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[Continued from page A-97]

the schools. The most vital phases of the curriculum under the new conditions are literature, music, and art. These are the real fundamentals. They are not fads and frills. The fads and frills are Latin and highly technical, little-used phases of mathematics, such as square root, cube root, and apothecaries' weight. If the development of material power is not matched by a cultivation of the esthetic and spiritual phases of life, our civilization must eventually crash.

Methods of the modern school is the title of the third series of radio programs broadcast under the direction of

President Florence Hale. The programs originate from the studios of the NEA in the new headquarters building in Washington and are broadcast over the networks of the National Broadcasting Company each week, Sunday afternoon, 6:30-7:00 o'clock, EST. Future numbers of the series are:

May 1—Methods of Teaching Arithmetic in the Modern School: Mildred Steele, Barnard School, Washington, D. C.—*Methods of Teaching Arithmetic in the Modern School*; Dr. Robert K. Speer, New York University—*How Much Arithmetic Shall We Teach?*

May 8—The Schoolboard and Its Work in the Modern School: S. D. Shankland, executive secretary, Department of Superintendence

of the NEA—*The Superintendent and the Schoolboard*; Ivan A. Booker, assistant director, Division of Research of the NEA—*Responsibilities of Schoolboard Members*.

May 15—Methods of Employing Teachers in the Modern School: Schoolboard meeting arranged by Belmont Farley, assistant director, Division of Publications of the NEA, and Richard Foster, assistant director, Division of Research of the NEA.

May 22—Methods of Business Management in the Modern School: Dr. George D. Strayer, Teachers College, Columbia University.

May 29—Methods in the Modern Rural School: Kate V. Wofford, Teachers College, Columbia University—*Methods in the Rural School*; William D. Boutwell, U. S. Office of Education, Department of Interior, Washington, D. C.—*Problems of Rural Communities*.

June 5—Methods of Teaching Character Education in the Modern School: Dr. Joseph Rosier, president, State Teachers College, Fairmont, W. Va.

June 12—Methods of Teaching Geography in the Modern School: J. R. Hildebrand, National Geographic Society—*Place of Geography in School Program*; Dr. Edwin Reeder, Columbia University—*Methods of Teaching Geography*.

June 19—Methods of Teaching Health and Physical Education in the Modern School [to be announced].

June 28—Looking Ahead in Education [to be announced].

Education by radio—Persons interested in this field may obtain without charge materials from the National Com-

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mittee on Education by Radio, 1201 Sixteenth St., N. W., Washington, D. C. Recent numbers of the bulletin include:

Radio in the Rural Schools [V. 2, N. 11]
I'm Signing Off [V. 2, N. 12]
The Problems of Radio Education [V. 2, N. 13]
Free Air [V. 2, N. 14]
Labor Seeks a Clear Channel [V. 2, N. 15]
Public Interest, Convenience, and Necessity in a Nutshell [V. 2, N. 16]

Dates to be remembered:

May 1—Child Health Day
May 5-6-7—National convention of Progressive Oral Advocates in Cincinnati, Ohio
May 6-7—Second Annual Teacher-Training Conference in Indiana, S. T. C. Terre Haute, Ind.
May 15-20—Convention of National Congress of Parents and Teachers at Minneapolis, Minn.
May 16—National Conference on Home Economics in Minneapolis
May 18—World Goodwill Day
June 26-July 1—Convention of the National Education Association in Atlantic City
June 27-28—Annual meeting of the Department of Supervisors and Teachers of Home Economics of the NEA
July 25-30—Regional conference of the World Federation of Education Associations in Honolulu, Hawaii

Honor memory of Samuel F. B. Morse—One hundred years ago the idea of telegraphy as a means of communication was conceived by this man whose name is known to every schoolchild. On May 14 from 2 to 3 p.m. the National Broadcasting Company will broadcast, over an international hookup, a program in honor of his memory. Among those on the committee planning the program are Dr. John Finley of the *New York Times*; Newcomb Carleton, president, Western Union Telegraph Company; Clarence Mackey, president, Postal Union Telegraph Company; Michael Pupin of Columbia University; General J. G. Harbord, president, Radio Corporation of America; Cass Gilbert, president, Academy of Design.

Teachers and pupils wishing to celebrate this anniversary will find many helpful suggestions in *School Life* for April 1932 which carries an article entitled "How the World Talks," and in *The Grade Teacher* for May 1932 in which are two articles, "Talking Together" and "The Invention of the Telegraph."

Earlier numbers of Journal desired—The stock of THE JOURNAL for March 1922; June, September, October, November, and December 1923; March, April, and November 1924 is exhausted. Readers having extra copies of this number will perform a most helpful service if they send them to the editor.

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