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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Firm Foundations

The Presidential Address of Florence Hale at Atlantic City

ONE of our most honored past presidents said to me several months ago, "Learn all you can this year, say all you have to say, for there is nobody so dead as an ex-president."

Carrying out the spirit of this advice, I have tried in my trips over the country into nearly every state, to observe carefully all conditions pertaining to education in order that I might report to you those things which seem to be nationally important and necessary to the better accomplishment of our work in this great national organization.

On Friday next, I shall pass on to another the honor and the responsibility of this great office which I now hold. So tonight before I slip into the oblivion our past president prophesied for me, I am going to report to you what seem to me some of the needs and conditions educators should have in mind today in deciding upon their aims of education and setting up their programs of study.

Establishment of principles and courage to stand by them—First, I believe the greatest need in American life today is for us all to have the moral stamina to stand by our principles. One of the characteristics of our Pilgrim forefathers was their courage to fight for their convictions. In those days nobody would have had much respect for himself who gave as an excuse for sacrificing principle that "Everybody else does it" or "We won't be popular if we don't" or "Let us keep up with the Joneses," regardless of what he was able to do or what he thought it right to do.

We owe our creation as a nation to the fact that a loyal band of people were willing to brave wintry storms and death itself in order to uphold a principle. Let us recall James Russell Lowell's description of "The Present Crisis" of another generation.

Count me o'er earth's chosen heroes—they were
souls that stood alone,
While the men they agonized for hurled the
contumelious stone;
Stood serene, and down the future saw the
golden beam incline
To the side of perfect justice, mastered by their
faith divine.

Teaching should be a profession—

The second point that appears important to me after my year's opportunity for wide observation is our need of making teaching a profession even more so than

we have done in the past. Questions are frequently asked today in view of the many unemployed teachers: "Are we



FLORENCE HALE, retiring president of the National Education Association, congratulates Joseph Rosier, newly elected president for 1932-33.

training too many teachers?" "What are we going to do with the enormous product of our normal schools and teachers colleges?" "Is it right to lead so many boys and girls to expect to teach when we know there will not be positions enough for them?" These are questions we must settle very soon. This problem is more difficult than it first appears because there is the question of the employment of teachers on college faculties and of the use of buildings and equipment already on hand. My impression is, however, that sooner or later we shall be forced to reduce greatly the number of young people whom we graduate from teachers' training institutions. There is a bright side to this picture as well as a dark one. During the war when we had a shortage of teachers we got into the habit of letting almost anyone go thru teachers colleges who had a fair scholarship, who passed the examinations, and who had a good character. This resulted in a large output of so-called teachers who, in many instances, were not teachers at all when it came to the true spirit of teaching or

the right kind of a personality to be a successful teacher. I think one of the things that has brought about the present tendency to belittle the work of the teacher and to cut her salary among the first is that some of these pseudo-teachers have been employed in different school systems. The lacks in personality or in the true teaching spirit of even one or two such teachers in a school system tend to injure the standing of the great majority of professional teachers in that school system.

I believe it would be an excellent thing at the present time if we could weed out of our school systems all teachers who are unprofessional—those who look upon teaching merely as a job, those who do not keep up with the best methods, those who do not study each child as an individual. There has never been a time when it was so necessary as now that every teacher should know the homelife of her pupils and what are the causes behind bad behavior and apparent dullness.

The real place to meet the situation is when such students first begin their work at normal school. There are a certain number of students in every class who are soon discovered to be of the wrong type to make teachers. Would it not be kinder to eliminate these pupils early in the course before they have spent more money than they can individually afford and have added greatly to the increased burden of expense of the school? If they go out with a diploma in their hands, they will prove an embarrassment to the superintendent to whom they clamor for a position. If parents have sent a girl thru normal school with no warning that she cannot make a successful teacher, they naturally expect the department of education to help her get a position. Of course, I am aware of the fact that the faculties of teachers colleges would have to be extremely wise people in order to do this selecting justly. We all know instances of girls who were said to be totally unfit to become teachers who have developed into splendid teachers. In such cases, probably the opinion of the people observing them was based on hearsay or superficial judgment. Each student should be considered long enough and carefully enough by a sympathetic person trained in such observation before

being advised to take up some other profession.

I do believe, however, that teaching is progressing as a profession. The greatly increased numbers of teachers joining the local, state, and national organizations show the increasing interest of teachers in their profession, their desire to be a part of the deliberations of representative educational bodies, and their increasing desire to study new methods and to benefit from the results of wide observations and practise by the leaders in education. For example, in 1917 the NEA membership numbered 7000. Last year the membership was 216,000. This year in spite of the financial condition, we have gained 4129 members. You will recall the theme which I have selected for this entire week as "Looking Ahead." You will notice on your program here and there quotations from Lowell's "The Present Crisis," to which I have alluded before. You particularly note the quotation on the outside of this program:

New occasions teach new duties; Time makes
ancient good uncouth;
They must upward still, and onward, who
would keep abreast of Truth.

There has been considerable honest discussion between those representing the new thought and those who are still loyal to the past standards and who believe that democracy in education should remain a theory. This would seem like heresy when thus boldly stated because these people want to be democratic but all that they think, perhaps unconsciously to themselves, is decidedly aristocratic. Such people lament the fact that the 7000 membership of 1917 has grown to the 220,000 figure. Even tho they are educationally democratic in speaking before their classes and on public platforms, they cannot quite see democracy extend as far as encouraging all the teachers of the country regardless of their degrees or positions to become a part of the great professional organization. When we look at the statistics and realize that out of every 1000 children who enter public schools 974 reach the sixth grade but only 260 graduate from high school, it is evident that the education, the establishment of principles, character, in fact all the preparation for the greater part of our citizenship, must be given by the classroom teachers in the elementary-school grades and a large percentage of it must be given by teachers of pupils who leave school at the end of the sixth grade or before. Perhaps the figures will be interesting:

974 reach the sixth grade
855 reach the seventh grade
768 reach the eighth grade
610 reach the ninth grade
438 reach the tenth grade
321 reach the eleventh grade
268 reach the twelfth grade
260 graduate from high school

According to these figures the greater proportion of our taxpayers upon whom we are dependent for the financing of our plans and projects in education receive their ideas of life in the elementary schools. Does it not then follow that all of us are dependent upon the character, the initiative, and the civic consciousness of the classroom teachers in the elementary grades? If such teachers are not capable of actively participating in the affairs of the great National Education Association, then it would seem that they would not be capable of taking this enormous responsibility for all of the education that the greater part of our citizens ever receive. I can remember a time when classroom teachers were given the courses of study autocratically. Certain textbooks were handed out to them. "Theirs not to reason why, theirs but to do and die." Today with the approval of such institutions as Teachers College, Columbia University, and Chicago University, it is considered quite the proper thing for teachers to participate in curriculum making and for committees of teachers to have a voice in recommending the textbooks which they shall use in the schoolroom. Surely those who approve heartily of such teacher participation would not be logical if they did not also believe that such teachers are fully capable of participating in the affairs of our great national organization and of holding office in such an organization. I can remember the first time that a classroom teacher was suggested as president of this organization. We were warned that the selection of such a person would certainly end in disaster to our great educational ideals. The administration which followed, however, was one of the most successful the Association has ever experienced. Like the Washington monument, the Association still stands. It is one of the few undertakings in this country today that has not gone into the red. There will be more interest in making these common schools better because representatives of them have had their place in the sun. Others will be encouraged to improve and to develop their opportunities wherever they may be placed. We will have progressed professionally immeasurably when the day comes that no teacher is obliged to leave the real class-

room teaching work which she loves in order to obtain professional recognition.

In all this discussion of who are the highest and who are the lowest in rank in our profession, it is well to remember that the intrinsically big people are the simplest, even tho they are found in high places. Many of you will recall the story of Horace Mann, upon which I was brought up in the early days of my teaching. Horace Mann was endeavoring to start the idea of teachers institutes and had arranged for one to be held in a certain Massachusetts town. The educational leaders of that town, being a bit smug, ridiculed the whole undertaking and entered into the thing half-heartedly. When Horace Mann arrived at the place of meeting, the floor was dirty, chairs disarranged, and not in order for a meeting to be presided over by the Commissioner of Education of Massachusetts. The scoffers expected that Horace Mann would be discouraged, perhaps even angry at this neglect, and would abandon the teachers institute as they had hoped. Instead of that Mr. Mann took off his coat, secured a broom, swept the floor himself, and arranged the chairs with the help of one or two of his own office who accompanied him, and proceeded to hold the institute. Even at that time Horace Mann's name was a distinguished one and he set a fine example in not being above sweeping a room when that was the greatest educational need at the moment.

I am going to tell you who are at the socalled top round of education, tho there may be a difference of opinion as to which is the top, that it is going to be increasingly important to you in the high places that you learn more and more how to interpret your splendid education in terms that the everyday citizen can understand. One reason why a great many taxpayers seem ready to turn against the schools today is the psychology of thinking which has resulted from educators' making education seem to be an aristocratic, coldly formal, and bookish thing. It is going to be increasingly important for those of you in the higher institutions of learning that our graded school teachers become real professional men and women. Only as they do become a power in this country along the right lines, will *you* have any foundation left upon which to build your own principles of higher education.

As I see the educational outlook at the present moment, I feel it is particularly fortunate for all of us that we have 220,000 people scattered over the length and

breadth of this land eager to safeguard the welfare of the children of the nation in an organized way. The 7000 still have their chance to do their part but they seem as yet not to have accomplished the whole task. It would not seem that they stand in a position to despise the assistance of even the most lowly teacher. If 7000 can save the situation at the present time, we shall all be glad but they certainly cannot do it by remaining in a position of aloof superiority. These are the days when there are no kings. These are the days when a man's a man for a' that, and the people that did not go beyond the sixth grade have the power, thru their numbers, to take the special courses or the high administrative ideals out of the whole school system if they desire to do so. Certainly a profession that stands together and casts no aspersions upon any one of its members will gain the respect of all our citizens more assuredly than a profession any part of which has a smug and snobbish attitude toward the rest.

Spiritual values in education—I am told that some of those who look with apprehension upon the participation in the NEA affairs of all teachers and educators have also criticised the NEA for being too religious and too spiritual in character. I am not sure but such a criticism is a very strong recommendation. It certainly is for those of us who still believe that character is the most important asset in good citizenship. Let us reflect that the first declared principle of the National Education Association, at the time of its founding, was stated as follows: "To elevate the character and advance the interest of the profession of teaching and to promote the cause of popular education in the United States." Certainly the participation of all of the teachers of all of the children of all of the people in our great national organization would seem to carry out the principles of that last phrase, "to promote the cause of popular education in the United States." Now let us repeat the first principle, "To elevate the character and advance the interests of the profession of teaching." Certainly if the greatest criticism that can be made of our great professional organization is that we are not afraid to reaffirm our faith in the eternal verities of life, then we have not much to fear from our critics. I am not quite sure just what these critics would suggest. Do they mean that they would prefer to see our educational professional organization have no spirituality and be proud of it? Is there anything significant

about such a desire coming from the same group of people who feel that only a picked group of seven thousand are capa-

Teachers today, amidst the din and confusion of all these tense times, must seek as never before to teach their pupils to think for themselves and to bring some sort of order out of the chaos of the times. Public leaders are reiterating the fact that education is the only way out. At the same time teachers are facing conditions that might well shake the courage of the strongest hearts, but they are facing these problems with a heroism and unselfishness that has always been characteristic of the teaching profession since the first Great Teacher came "to give life and give it more abundantly." I have yet to hear of one teacher who has refused to stick by her post even tho salaries have been delayed or given up altogether.—Florence Hale.

ble of considering our great educational problems? I hope not, because I have great respect for higher education, for advanced degrees, for profound thinking along scholastic lines, but if such scholarship and such profound thinking means no religion, no faith, then I think the world will be better off with less education of that sort and more true education of the emotions and motives which must guide human living.

In a world gone mad because of lack of faith and moral stamina, no greater tribute can be paid to the teachers of this country than that they still, amidst the maddening maze of things, hold fast to the "faith of their fathers, known of old."

The tumult and the shouting dies;
The Captains and the Kings depart;
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

It is time that the significance of these words is recognized by those with the greatest opportunities to influence. I believe that some of our institutions of higher learning have a great deal to answer for in the influence they have exerted along lines of unbelief. I have myself attended some classes where the pro-

fessors seemed most anxious to show their modernism by ridicule of anything pertaining to spiritual values. I believe such institutions and such professors may well search their own hearts in these days to discover to what extent such Godless teaching has been a factor in wrecking lives during these last months. Hardly a newspaper today but daily records suicides and quite as many in the educated classes or those in high society, so-called, as amongst the people of little education or humble pursuits. If you consider suicide unfortunate, then you must view with alarm its increase. Is it true that the stamina of our forefathers no longer remains so that we can meet triumph and disaster and treat those two imposters just the same? Is it brave or is it cowardly to take the easiest way out and leave the hard reckoning to those dependent upon the suicide? But it is not strange that young people going out into life believing in nothing, seeing only those things that are in the headlines, valuing only those things that can be expressed in money, should have no heart to go on with the burden when disappointment comes. I doubt if these people who are preaching the doctrine of no religion can imagine the effect of their teaching far enough ahead to realize that they have taken away the firm foundations that used to carry a man over his extremity and they have given nothing else in its place. I will take away no man's religion; I will criticise no man's religion. I will destroy no man's faith unless I can offer him something as satisfying, as inspiring, as life-saving, in return for the thing I am destroying. It may be old-fashioned to rely upon such words as "I will lift up mine eyes unto the hills, from whence cometh my help," but I believe that only by return to this faith will our nation, tottering even tonight on the brink of disaster, be able to right itself and go on to bigger and better things.

We see dimly in the present what is small and what is great,
Slow of faith how weak an arm may turn the iron helm of fate,
But the soul is still oracular; amid the market's din,
List the ominous stern whisper from the Delphic cave within,
"They enslave their children's children who make compromise with sin."
Truth forever on the scaffold, Wrong forever on the throne,
Yet that scaffold sways the future, and, behind the dim unknown,
Standeth God within the shadow, keeping watch above his own.

Atlantic City, N. J., June 27, 1932.

To Have or To Be

HENDRIK WILLEM VAN LOON

THE FUTURE of the world depends upon the intellectual integrity and the spiritual courage of the teachers. For in this age, which has lost its old ideals and has not yet found new ones, when terrific economic pressure from the outside forces parents to pay less and less attention to the home, the teacher will have to fulfill a dual role, that of the person who purveys information but also that of the man or woman who shapes the character of the children whom circumstances have entrusted to his or her care. We have of course always paid lip-service to this ideal, but in practise it has been just a little different.

We all agree that we are living in a crisis. Personally, I will go even a little further and state that this is the most far-reaching revolution thru which the world has passed since the fourth and fifth centuries of our era, when the Roman Empire ended its thousand-year-old career. That did not happen in a day or an hour but slowly and gradually, as it is happening now. And then as now there were two views of the situation. There were those who said, "Don't say a word; just pretend that everything is as it has always been. Be an optimist and let the world think that nothing has changed;" and there were those who said, "It is your duty to warn those around you of the coming dangers. Then and then only, by facing and realizing the coming perils of a rapidly changing time, can we hope to save our civilization." Unfortunately, the professional optimists won out. It did them very little good for soon afterwards they were dead optimists, tho they might have been living much longer if they had listened to the pessimists.

I might compare such a crisis with a shipwreck. Then, too, there are two conflicting theories of behavior. There are the captains who say to the passengers, "Nothing has happened. Just go back to bed or your bridge game. Breakfast tomorrow as usual;" and there are those who warn them, "No time for any sort of a panic. The situation is indeed slightly dangerous. But we can save you all by paying close attention to the needs of the moment. Go ahead as if nothing had happened, but prepare to behave as if everything could happen." Personally, I

have always preferred the latter school. It is less disastrous. And it seems to me that the teacher who means well by himself and his neighbors should belong to the latter group. Of course it takes more courage to face a situation than to prattle sweet words about it and trust to luck. If any of the directors are on board, the captain may even lose his job while the directors, as has happened upon certain historic occasions, find room in the last life-boat. But then, it takes courage to face all the realities of life. That is why the world has always preferred a leader to a cauliflower, altho the latter is apt to lead a more even and undisturbed existence.

We are just recovering from one of the worst afflictions that can happen to any nation—a period during which large numbers of people received something for nothing. That strange historical interlude developed a philosophy of its own, for no system of action can hope to survive without some sort of a concrete philosophy behind it. The disastrous philosophy in this case was that of "results." Size was substituted for contents and quantity for quality. As a result, the old ideal of "being" was allowed to be forgotten for a new ideal of "having." In order that it might penetrate without too great resistance on the part of the few, honest men and women boldly proclaimed that such a philosophy of life could only lead to one ultimate and disastrous goal. Those who benefited most directly from the existing state of affairs called forth a terrific and most hideous plague, a plague which made its victims suffer from a complete atrophy of their moral sense. The inability to feel moral indignation is perhaps the worst ailment against which the present educators have to contend.

Children for almost an entire generation were placed before the choice of to have or to be with the accent on the "to have" and with a supercilious pity for the weak-minded idealists who still preached that "being" was infinitely preferable to mere "having." The bathroom with running water became the grand and glorious purpose of a life which no longer demanded that the austere chamber of the soul and the intellect should also be provided with the running water of criticism and the fresh air of intellec-

tual independence and courage. Everyone who has been called upon to deal with the educational problems of today will know as well or much better than I do of what I am speaking.

This false doctrine has brought us to the present terrible crisis. We are not suffering from an overproduction of material goods but from an underproduction of honest thinking.

I realize the advantages of mere physical comforts and of course prefer a three-million-dollar schoolhouse to an old and dilapidated and unhygienic edifice. But I can do without that schoolhouse if it has been constructed merely to raise a thirty-cent crop of mentality which shall fit conveniently and harmoniously into an economic machine which no longer bears any relation to the true ideals of life as they have been understood by the best and the wisest of all ages.

Invariably people ask at the end of a lecture for some constructive suggestion. That may be all right in the case of some minor change about a curriculum or the hours devoted to nonathletic pursuits. The present crisis, however, is too gigantic to permit one man to even suggest that everything can be solved if the world will only listen to his own brilliant cogitation. For the moment the problem before the house is to diagnose the case.

And I offer as my own diagnosis the fact that we have worshipped the false gods of a purely material success, that in the matter of "to have or to be" we have been forced to choose "to have" in preference of "to be." As the leaders of the coming generation, it is our duty to proclaim ourselves rebels. The world has never made any progress without a crop of honest and cheerful rebels. And in a country founded upon the healthy principle of spiritual rebellion [for what brought our ancestors here except their unwillingness to accept the established rules of their respective home-countries?] I shall invite you to join me in that new Declaration of Independence which holds that a man's conscience is, and of right ought to be, superior to the size of his bank account.—Address before a General Session of the NEA Convention, Atlantic City, June 25, 1932.

[Mr. Van Loon is the author of *The Story of Mankind*, which was the first Newbery Prize Book for children.]

Professional Organizations and the Emergency

JOSEPH ROSIER

President, National Education Association 1932-33, and President, State Teachers College, Fairmont, West Virginia

THE PROFESSIONAL educational organizations of our country, state and national, have an important duty to perform in meeting the difficult situations that have been created by the industrial and business depression. Our problems must be solved by investigation, study, and thought. We have come into that period when intelligent judgment must be applied by those who direct our great industrial, business, and civic enterprises. In times of depression the masses of our people are susceptible to emotional appeals and radical movements based upon unsound economic and political principles.

These times demonstrate that there are no omniscient supermen. In the presence of the great economic and social forces of the world, the captains of industry and business stand confused. Economic and political leadership, which seemed powerful and all-controlling in the days of prosperity, now gropes in darkness and despair. The period of hard times and adversity thru which we are passing will bring us back to the fundamental and sound principles on which all economic and social stability must rest. As never before, we realize the truth of Emerson's law of compensation. Traders in the marts of business, captains of industry, directors of great commercial enterprises, and ordinary business men must realize that sooner or later we must pay for what we get.

Thru the activities of our educational organizations we must begin to set the house of education in order. Even our systems of education have not been untouched by the recent wave of inflation and prosperity. Just as men who were swept off their feet by economic prosperity became submerged in the things of this world, educational leaders were carried away with the objectives of utilitarian education. We should not hear so much in the years to come in the fields of education of the methods of the counting-house in measuring educational results. With all of its cost sheets and its efficiency practises, industry has not been able to preserve itself. Just as in economics men have found that the human factors transcend all mechanical organizations for efficiency, so in education we are called upon to re-emphasize the human

and spiritual values. For a quarter of a century the school systems of our country have experienced great material progress

IN THESE HOURS of depression when men and institutions are being tested, when faith in democracy and the ability of the people to control their destinies is wavering, when there are doubts about universal education, and when our government and its activities are attacked and criticized, more than one million teachers of America declare their unswerving allegiance to the great principles of freedom in response to which our institutions have been built.—Joseph Rosier.

in buildings and equipment. The next few years will see less material growth and more advancement in the professional, intellectual, and spiritual capacity of the teachers of our country. The teachers of our country, more than a million in number, were probably the least affected by the wave of prosperity preceding our great depression. In this field of human effort there were no hundred-thousand-dollar salaries so common in the business and industrial world. In the days of easy money, men continued to direct great educational institutions and school systems on modest salaries. The men and women in the ranks continued their devotion to the instruction of children and young people at salaries which were not comparable to the income of mechanical workers and laborers in the industrial field. Teachers in the good times found it about as difficult to balance their budgets as governments are finding it to be in these days of depression. For these reasons the teachers as a group are better prepared to meet the present emergency than are any other group of workers.

As a class we were forced to live economically in the days of prosperity. Persons employed in industry and business are being called upon to live on the salaries and to practise the economy with

which we school teachers have always been familiar.

Thru our professional organizations we should sound the note of faith, optimism, and hope. We have in our land today the best prepared, most highly trained and cultured teachers that we have ever had. They have read and studied history and are able to interpret the meaning of historical movements in relation to human culture, economics, industrial development, and social and political progress. Our studies show us that there is nothing unusual in the period of depression thru which we are passing. The people of our nation and of other nations have gone thru many similar periods. Periods of human folly have always been followed by periods of human distress. In the face of bad government, economic blundering, human strife and wars, and disastrous political fallacies, humanity has continued its march of progress.

Thru our educational organizations we should courageously face the practical problems of school administration and business economy in the management of school affairs. Adjustment to changing conditions is the most important result of modern education. Here the educational leadership of our country will be put to a supreme test. First of all, our people should be made to realize that there can be no backward steps affecting the real educational welfare of our children. The founders of our government clearly recognized the fact that our institutions can be preserved only thru universal intelligence and that we can have universal intelligence only as a result of general education. In response to this need the states of our union have built up great public-school systems. In the schools, colleges, and universities of our land, knowledge has been imparted, thinking has been encouraged, and intelligent leadership has been developed. However grave this emergency may be, the people in a democracy cannot safely neglect the education of the rising generations. In a practical way we must apply the theory that education for the minds and hearts of our young people is as important as food, clothing, and shelter for their bodies. For society in general, education is as important as good

roads, automobiles, public buildings, the administration of our state and federal governments, and the army and navy. Thru the educational organizations of the state and the nation, we will pledge ourselves to make all needed economic and financial adjustments that may be created by this emergency, but we shall stand firmly against any movement that proposes to subordinate the education of the children of our country to any other state or national enterprise.

The teachers of our country thru their professional organizations should do their part in helping to bring about economic recovery. In salaries and income our one million school teachers are probably more representative of normality than any other group. Their standards of living are characterized by a sanity that is typical of our great middle classes. Any drastic lowering of the income and standards of living of our teachers would produce a most depressing effect upon our basic economic structure. The financial soundness of our commercial structure today rests upon large numbers of small incomes and not upon the excessive incomes of a few. With a small but steady income teachers make a substantial contribution to trade activities. The American school teacher spends his salary carefully for those things that are most essential to the preservation of our standards of living. The margin above living expenses goes into life insurance and savings accounts and the purchase of modest homes. The budget for living expenses is widely distributed in the marts of trade. In no other group will be found less of waste or carelessness in expenditure than among the teachers of our country. Thru these great educational organizations, the men and women engaged in the work of education pledge themselves to cooperate to the limit of their incomes in restoring to all of the people a sane and sensible prosperity.

Out of this period of depression should come a teaching profession that will be

universally recognized on account of its professional and academic preparation and its high cultural ideals. The leader-

AS A GROUP of manufacturers, the consensus of opinion ever since this association was organized in 1928 has been against wage cutting, and what adjustment of wages has been made has been very slight. Our country never has been prosperous during times of low wages and salaries, and we do not believe that the solution of reducing the tax budget is in cutting salaries beyond a reasonable adjustment. In looking over the salary list for the schools, we do not see where teachers are overpaid, measuring their compensation by our own yardstick of what would be necessary in industry for similar service and length of preparation.—J. F. Buss, president, Ann Arbor Manufacturers' Association. [From Secretary Crabtree's annual report, 1932.]

ship, power, and influence of small groups of educators have always been potent in the social and economic affairs of the nation. It is a deplorable fact that in the past too large a proportion of the total number of teachers has lacked that scholarship and culture which are essential to the most efficient instruction of children. In state and national associations we should everywhere take a stand for thoroly educated teachers in all of our schools whatever their level. Certification to teach in this country should be based upon solid academic attainments and demonstrated professional skill. The organized forces of education should stand just as strongly for better teaching as they do against the powers of reaction which would carry us back to the former days of inadequacy and inefficiency. We do not set too high an ideal when we look forward to the day when every child enrolled in a school shall have a competent, scholarly, and cultured teacher. Teachers and educators are today properly classed among the intellectual groups.

For this reason they bear a great responsibility not only in the nurture and development of the rising generation but in the economic, the social, and the spiritual stability and progress of all the people. The stability of our American institutions, the economic and social progress of our people, and the great human virtues and spiritual values are dependent upon the intelligent thinking fostered by our systems of education. The education of teachers must be so comprehensive that they can be wise and intelligent leaders in a changing world. Our great educational organizations stand for the highest ideals of preparation and service in the vital work of education.

In days of prosperity as well as in times of adversity the organized educational forces thru their professional organizations give their devotion to American ideals and the preparation of the children of our nation for a changing civilization. There is no finer record of public service than that of the teachers of our country. In a very real sense they have placed devotion to the cause of education above every thought of selfish gain. On behalf of this great body of public servants I appeal to the people of our nation for the same loyal support that is given to all other governmental activities which are regarded as vital to the existence of our institutions. Upon our teachers we feel the nation may rely for its chief defense in withstanding all sinister influences that would undermine the structure of our government, and to them the people of our country may look for the advancement of the ideals and principles which have made America great. Here is a group of American citizens who will not sell America short. Here among this group of patriotic public servants will be found that faith, courage, and devotion which will rescue and preserve all that is best in our American life.—From an address before the Representative Assembly at the Atlantic City convention, June 28.

SO LONG AS the public permits extravagances in road building for the benefit of railroad busters and pleasure-seeking autoists, so long as it bases school support on tangible property alone, reserving for political purposes the taxes collected from the vast intangible forms of modern wealth and income, so long as it is unwilling to forego ten-million-dollar courthouses erected as monuments to vote-getting politicians while little children nearby attend school in ramshackle shanties, so long as corporate bond merchandisers are permitted to clear themselves in tiny type of all responsibility for the goods they sell, so long as graft is tolerated in municipal government, so long as the trustees named in bond indentures are selected by the debtors and after defaults tend to act as attorneys for the debtors, so long as the public permits federal payrolls to care for the relatives of congressmen, and so long as most elected officials are unwilling to accept salary reductions—the time is scarcely opportune for indiscriminate slashing of school budgets.—Milton C. Potter, superintendent of schools, Milwaukee.

The Insurance Policy of Democracy

WILLIAM J. BOGAN

Superintendent of Schools, Chicago

THE PRESERVATION of democracy is a sacred trust placed upon the public schools by the builders of the nation, a task regarded by teachers as their prime function in a government by the people. It has been well said that "the school teacher writes the insurance policy of democracy," and there is no doubt that the teachers have tried to preserve this legacy by the inculcation of ethical ideals, the stimulation of intellectual activities, and the development of character and citizenship; but now they are faced with conditions that require less attention to methods and more attention to the study of economics, for the schools are in danger of destruction at the hands of those to whom the nation has looked for financial leadership. This attack might have been predicted; from time immemorial humanity has been divided into two camps, one upholding the rights of the common people and the other upholding the right of might, whether represented by physical or mental or financial force. In our country the best expression of these opposing theories has been given by Thomas Jefferson and Alexander Hamilton. They of course did not initiate the quarrel but they labeled it well. The differences were fundamental. Hence friction resulted. In Greece, in Rome, in France, and in America a fight was due whenever downtrodden man was able to lay his hands upon that weapon commonly called "education."

The founders of the nation, notably Washington, Jefferson, Franklin, and others, are given credit for the impetus which resulted in the establishment of our free public-school system, but it should not be forgotten that Hamilton promulgated doctrines that are the basis of our troubles today. Tho he came from humble surroundings, Hamilton was an aristocrat in belief and action. Therefore he could not admit the desirability of preparing the so-called common people to rule. Notwithstanding his disbelief in democracy he is one of the great men of history whom the nation reveres and loves. His fundamental theory of government may be correct and the nation may be headed toward destruction thru democracy, but the schools are teaching another doctrine and they fear that the theory which he advocated so

eloquently after the Revolution is dominating the attack on the public schools today: "That power which holds the



FRIENDS of education will rejoice that a few days after this address was delivered, Supt. Bogan, who has led the educational forces of Chicago during one of the greatest crises in the city's history, was unanimously re-elected for a term of four years.

purse strings absolutely, must rule." His aristocratic spirit may rest now, for apparently his doctrine prevails.

The teacher who writes the insurance policy of democracy now has the opportunity and the duty to prove to a panic-stricken people that this insurance is a sound investment and a protection to all the children of the nation. The schools are the trustees of a legacy such as no other people have known. The very word "trustee" gives to the holder of the title a deep sense of the responsibility of trusteeship and an appreciation of its sacredness. The connotations of the word always assume honesty and care for the helpless. A trustee is one who is trusted. It seems fitting, therefore, that teachers should be labeled as trustees of the rights of children. In the Great War soldiers died for democracy believing that their sacrifice would benefit the world for all time. Teachers are not dying for democracy but they are showing millions how to live for democracy. Can the world for-

get the thrill that came to it when it read that at the sinking of the Titanic when hope for the ship was lost the command rang forth: *Women and children first!* Will history paint anything more beautiful than the scene on the deck of that great ship as men stood by and awaited their turn to die, while women and children were lowered into the life boats? *Women and children first!* is a slogan of the sea which every maritime nation, worthy of the name, follows to the death. *Children first!* is a slogan of the classroom which every teacher follows, no matter how bitter its implications may be. The policy of the teachers of France during the Great War is followed, in spirit at least, by the teachers of America during the present financial war euphemistically called "the depression." This policy is indicated by the order of the French Minister of Instruction, that "The schools must everywhere be kept open." Following is a special tribute to the teacher which was issued by the Department of Education:

We admire, not without reason, the serenity of the farmer who, two steps from the battle line, is sowing for the future his grain on the bloody furrows. Let us admire none the less those teachers who all along the line of fire hold their classes within sound of cannon; they also are sowing for the future.

A few extracts from the famous editorial of the *New York Times* on this subject will drive home the point:

In that time France made every possible provision in her economy for the present defense, but she did not for one moment forget the future. She even opened schools in caves and occasionally provided teachers and pupils with gas masks. Hundreds of children fleeing from the territory occupied by the enemy were taught in barracks by the women teachers who had fled with them. So did France refuse to let the child's heritage be taken away from it even in the face of cannon and bomb. In substance France said to the world: "Do not let the needs of the hour, however demanding, or its burden, however heavy, or its peril, however threatening, or its sorrows or heartbreaks, make you unmindful of the defense of tomorrow, of those disciplines thru which an efficient democracy is possible, thru which the institutions of civilization can be perpetuated and sanctioned."

There is a special necessity for free public education today and the danger of losing many of its benefits is so great as to demand of teachers and of the National Education Association that the

study of methods and means and devices be abandoned temporarily for the study of economics. Schools have been living in a fool's paradise, firm in the belief that all the nation was committed to democracy and free public education, but signs and portents on every side give warning of danger. One of these signs is the report of the May Committee which appeared in a recent edition of the *London Times*:

Since the standard of education, elementary and secondary, that is being given to the child of the poor parents is already in very many cases the superior of that which the middle class parent is providing for his own child, we feel that it is time to pause.

True, no one in this country openly proclaims the theories so frankly expressed by this English committee, but in private, thoughts like this are often expressed.

From the beginning of recorded history down to the present day, progress in civilization has been made possible thru a continuous war for the rights of the common man against the forces of ignorance and greed. In some cases the charities of the rich became in time the rights of the poor. This was especially true of education in our own country. Free public education not so long ago was a charity handed down by the rich. Now it has become the most precious heritage of the poor, which no social group nor government can eliminate without destroying the foundations of society itself. Society need not worry much over the financial aspects of the education of the children of the rich, for they may be educated in private schools. One may, however, doubt the moral value of an education exclusively for the children of the rich, and to the extent that this type of education lacks in democratic value, society has cause for worry, but the withholding of educational privileges from the poor will prove disastrous. The attempt to tear down those phases of education which minister especially to the children of the poor is like staining with impious hands the sacred vessels of the temple.

Norman Douglas, who does not believe in any form of public education, says that our public-school system is "a

HAVING mismanaged credit and currency, they now tell us that education must be mismanaged, too. Having stupidly forced the liquidation of business, they are now even more stupidly forcing the liquidation of intelligence. In the last decade we spent money liberally on buildings. These buildings now stand empty. Is that saving? Is that the proper use of income? If we had spent our income on education and health, we would at least have something that is of some good to us today.—William Trufant Foster, economist, Boston.

state-controlled factory of echoes." There may be truth in this if he means that it gives social solidarity, but with the improvement in teaching methods independence of thought will also be achieved. *Whatever its defects, free public education is the only hope of the common man.* Primitive man would have lasted only a short time in competition with the lower and more powerful animals had not his superior brain with its great power of invention enabled him to develop a simple weapon from the branch of the tree, an invention that made him master of the animal kingdom by adding greatly to the length and power of his arms. This weapon, the club, was the greatest invention of man. The next greatest invention was also a club, the school. The former protected man against the lower animals; the latter protected him against himself. It enabled the common man to take his place in the seats of the mighty.

The school in all ages has tried to meet the needs and demands of society.

Hundreds of years ago when society was static, this task was comparatively easy. Social and economic changes were few and far between. In certain ages the changes were so gradual as to be hardly noticeable over a period of centuries. Labor was hard and unchanging. Labor-saving devices were unknown and would have been unwelcome. In certain parts of the world the ancient methods of agriculture and industry still persist. One may see today the fellaheen of Egypt using the methods that were popular in the days of Moses. Children followed in the footsteps of the parents and the lowly man knew his place and kept it. Education was only for the few. It was a closed monopoly for the select and the elect. As changes in society were so very slow, it was an easy matter for the schools to keep pace with them.

The modern school deals with the results of machinery, science, and technology. Society demands that the schools keep up to date. Not long ago a great automobile engineer said:

If the best features of the best automobiles in the world were combined in the best car that could be made by man and then sealed in a glass case for ten years, it would not then be worth one-tenth of its original value. True, it would be just as perfect as when made, but it would be obsolete, and people would not buy a car that was out of date.

The schools must keep pace with the demands of society. In fact, society has forced upon them all the modern phases of education for which they are now being criticized. The people of today insist that the schools for their children give training in health, citizenship, vocations, and adult education. The people demand for their children a greatly enlarged cultural service, including what we now regard as the fundamentals, art, music, and literature. The schools have raised the level of intelligence thruout the nation and thereby have promoted a higher standard of living which, in turn, has resulted in an increased prosperity.

The plight of the taxpayer in these times of depression is serious indeed.

THE TEACHERS of America alone can give a permanent answer to the present crisis. But what do the politicians say and do? They try to solve this difficulty by saving expenses. They cut down the salaries of school teachers who dare not protest. They close schools. They drop special teachers. They combine classes. They strike at the one group in the land that could teach the country how to order life by proper organization so that American standards may be maintained and elevated with each generation. They look on education as the Jonah to be sacrificed to the god of the storms. But education is an Isaiah—singing the eternal words of truth—beyond the power of petty men to destroy—beyond the power of any generation to ignore. The hope of America in this crisis is the increased maintenance of education. There is no price too high to pay for education. There is no penalty too great to pay for ignorance.—Aaron Sapiro, attorney, New York, N. Y.

He is confronted as never before with the results of waste, extravagance, and corruption in government. He knows not where to turn for redress, and in his rage he strikes out blindly like an insane patient who fears his nurse. He places all office-holders in the class of wasters, if not in the class of corruptionists. Teachers and school administrators object to this classification insofar as it applies to them. Like bankers and captains of industry, the schools have made mistakes, but corruption in school administration insofar as that administration rests upon school men and women is a negligible quantity. The taxpayer has good cause to protest against the high cost of government, but he should use intelligence in his protests. Friends of the public school join with the taxpayer in demanding the elimination of waste, but they ask that in these attempts at economy there be no attempt to destroy the seed corn of democracy, for therein lies economic and social salvation.

Big business in its attempt to lower costs of government should move cautiously and in accordance with the principles of wise statesmanship, for the record of big business in managing its own affairs for the past decade does not inspire confidence in its ability to manage education. Big business seems often to claim a divine right to the possession of wealth but every student of history and economics knows that without the presence of the common man this type of divinity will not function. The rich have acquired their wealth from the common people, but many feel no urge to make return. Manhattan Island, which was sold about three hundred years ago to Peter Minuit by drunken Indians for twenty-four dollars worth of junk, has increased in value to billions of dollars, not thru the skill of stock jobbers, railroad manipulators, or wreckers, but thru the common people with the common needs that developed civilization. Therefore, the schools representing the common people, as well as the uncommon, resent the attempt to make free public educa-

tion in America like a charity handed down from the bounty of the rich. The rich have themselves proclaimed this benefaction by impressing upon the people thruout the generations their superior rights. And now there is none so poor to do them reverence.

Therefore, I say that the slogan *Save the schools* strikes deeper in its implications than salaries or supplies or any other material things. The impairment of the rights of every citizen, and tho in our despair of democratic government we sometimes cry for the man on horseback to save us from ourselves, we know that every vestige of liberty taken from us will be difficult to restore just as we know that some phases of democratic education eliminated in a crisis like this will never be restored. At best we are not nearly so free as we imagine. Some one has said that liberty is what twelve butchers, bakers, and candle-stick makers think it is, and little else. The method of developing higher ideals of liberty is called education and that is a very slow process, for we like to forget as quickly as possible the struggles and pains that accompany the maintenance of our ideals. There is an old Greek legend according to Ludwig to the effect that when Prometheus was modeling the first man he slaked his clay in the waters of Lethe, the waters of forgetfulness, and hence the human race finds it easy indeed to forget what it dislikes to remember. Hence freedom, once acquired, should never be abandoned. Restoration is too slow.

To meet the emergency in education every friend of the public school should let the public know how great the emergency is. Facts should be presented to the public. Parents should be taught that any reduction of efficiency in the schools means a loss to their own children. The elimination of waste and extravagance—objectives approved by the schools—should not be used as an excuse to destroy the ideal of American citizenship, the rights of the common man.

The second definite method for meeting the emergency in education is, after proper education of the public, to *make an appeal to the public, if possible, thru a legal referendum.* If the people believe in the schools the vote will be overwhelmingly in favor of the schools, but if they are so badly frightened by the specter of taxation that they will vote to rob their children of the legacy of democracy the schools will be forced to admit that their holy task has been badly done.

Another method of meeting the emergency is to *prove to industry that its welfare depends upon the solution of the many complex problems of society by the schools in cooperation with industry.* Leaders of thought in all lines of industry and commerce, especially those who lack a knowledge of the public schools, should know that the school system is society's most important agency for its own perpetuation. Naïve captains of industry who listen with extended ears to self-seeking snipers in educational circles should be corralled and forced to listen to the truth. . . .

Balance the budget is a good slogan for everyone to follow but the emergency in education may become permanent unless the schools insist upon the adoption of an additional slogan, *Balance the revenue.* Few communities are trying to reform their tax systems but all communities are cutting expenses right and left with slight regard for ultimate consequences.

If the people who have been taught democracy from the cradle to the vicinity of the grave apostatize now, the hopes of countless descendants of the helpless, the harassed, and the oppressed of all nations will be destroyed. Have the teachers of this nation faith enough in their efficiency as trustees of the rights of the children of the nation to trust their case to a popular vote? If doubtful, they might take comfort from this admonition of the Great Teacher: "Let not your heart be troubled; be not afraid."—Address before the General Session of the Atlantic City convention, June 27, 1932.

CALL TO ACTION—The time has come for the common school as an institution to teach its own history. Its establishment and growth constitute one of the most significant chapters in the upward struggle of humanity. The purposes of the school are the purposes of civilization itself. The school as a universal service is young indeed, but its achievements are truly marvelous. The school has gone far, but the distance ahead is yet great. Those in charge of the schools are the first to proclaim the need for further improvement. The purposes, achievements, and needs of the schools are the theme of American Education Week. During this week let every community dedicate itself anew to the great task of education by a fitting study of its own schools and of the schools of America.—Joseph Rosier, president, National Education Association.

American Education Faces the Storm

SECRETARY CRABTREE'S fifteenth annual report, presented at the Atlantic City convention, emphasizes the elements of strength in education which will enable it to rise above the present emergency. "Education will win," says the Secretary, "altho it faces problems of extraordinary difficulty and danger. It will win because of the inherent rightness of the things for which public education stands. American education will win 'for it was founded upon a rock.'"

In the first place, education is a definitely organized profession. It has in the National Education Association an organization which includes all branches of educational work. It has as fine a type of leadership as it ever had. It has powerful inclusive local and state associations. The present corps of classroom teachers in America is better trained and better qualified than at any other time in our history. Education has behind it the support of the great mass of the American people, a support which is deeply rooted in public opinion. In its professional journals education possesses a means of reaching the members of the profession, and thru them a means of reaching the general press and the public. Education has developed in its research program a tool which gives confidence to its leaders and increased skill to every member of the profession. An organized profession, dynamic leadership, a devoted body of teachers, a powerful lay support, a scientific attitude, and adequate means of reaching the public—these are indeed the foundation stones of the educational structure.

He calls attention to the fact that teachers are fortunate in having strong local, state, and national associations which stand "like a mighty bulwark against hastily considered and ill-advised retrenchment policies."

Thru vigorous campaigns they have helped parents to understand the folly of handicapping their children with deficient education thru short school terms, large and unwieldy classes, or by employing untrained, incompetent, and underpaid teachers. They have encouraged schoolboards to stand against the policy of balancing the budget with the ignorance of children. They have helped the teachers interpret the schools to the public in such a way that the demand for good schools persists in spite of the serious economic situation.

The Secretary cites some of the achievements and possibilities of educational research; he points out that altho organized research in education is almost wholly a development of the last quarter of a century, the work already accomplished suggests that the scientific approach to educational problems will

ultimately stand as a great human achievement. He indicates the importance of educational leadership, of



teacher contribution, and of continued lay support. In stressing the need for effective educational interpretation, he says:

The time has come for a new point of view in educational interpretation. *The schools need first to consider the things they can do of and by themselves, and second, the help which outside agencies can contribute.* There is a tendency on the part of teachers to depend too much upon the superintendent's office and such outside agencies as the press, the radio, the movie, and service clubs. Important as are these contacts, they are the lesser phase of educational interpretation. The greatest opportunity lies within the school system itself and the outside agencies can do their best service only as every teacher in the system is an informed and active interpreter of educational service.

Among the things which the school organization can do to interpret education are the following:

First, every school from kindergarten thru the university can teach its students the meaning of the school in ways within their range of understanding. It can help them to appreciate the fine points about our schools, the ways in which they are better than schools of other days and of other countries. It can teach the facts about school organization and budget. It can help every child to understand just what his schooling is costing per year, per month, per day, or per hour. It can compare these costs with the cost of providing instruction in music and dancing, or with the cost of attending picture shows and other entertainments.

Second, each teacher can develop the community of interest which naturally exists be-

tween him and the parents of the child for whose growth and development he is responsible. Let every teacher visit the home of every child represented in his classes. Let him express to the parents his deep interest in the child's welfare.

Third, the schools can send regularly to parents letters, reports, and printed material to emphasize important points in the school's service.

The school system should see that teachers and principals take a larger part in the civic and community life outside the school. Teachers who read widely, who maintain contacts with the best leadership in the community, who take part in efforts to improve conditions, will grow in power and usefulness, and as their civic leadership wins appreciation, there will be increased respect for the quality of their educational leadership. The school is at the very heart of community life. It cannot do its best or be its best except as teachers participate in and understand the economic, social, political, artistic, and spiritual life in which the children are growing up.

Secretary Crabtree asserts that the keynote of recovery from today's conditions must be careful planning in the light of facts and needs. In concluding his report he gives a "look ahead":

Every genuine system of education is a response to individual and social need and aspiration. By studying today's needs and arousing new and worthy ambitions and aspirations, teachers can turn the present situation into an asset. The mere fact of widespread unemployment in the midst of surplus food and materials suggests that society has now reached a point where it may give more of its attention to the human, the intellectual, and the spiritual aspects of life. Under these new conditions, vocational education and guidance assume a place of increasing importance. Education for leisure becomes imperative. The opportunity for an improved home and neighborhood life is a challenge to the best the schools have to offer. We are at the moment when the public will support educational leaders in the reconstruction of American education—in a reform which will more or less steadily rid us of the narrowly academic point of view and substitute the social point of view in its place. The social philosophy of American public education needs to be restated vigorously. It needs to be made clear to the rank and file of teachers and to the general public. Schools must aim at fully civilizing youth in the American way. They must make themselves the focal center for correlating and coordinating the cultural and educational assets of all other educative institutions. They need to achieve a new internal unity of purpose and organization which will help to bring a new unity and purpose into our American civilized life. By continuing to work at their problems, by strengthening their preparation as teachers, and by using their professional organizations to improve the service of the schools, teachers will turn present liabilities into assets.

Keeping Mentally Fit

IN THESE strenuous times, it is of striking significance that the professional literature is devoting increased space to the general subject of practical mental hygiene. I am naturally delighted that THE JOURNAL of the National Education Association, with its upwards of 200,000 readers, should have taken the lead during the past four years in making available to the great army of teachers in America the concepts and wisdom of the mental hygienists.

More, possibly, than any other group of workers in the land, the classroom teachers are in daily need of a sanity of adjustment and a philosophy of life that will aid them in holding an even keel and in sailing serenely the turbulent waters of new horizons across which we are all being swept by an irresistible undertow. In this rapidly changing world in which we are moving, there are few buoys to guide, few landmarks to aid in plotting a course. We have adventured far from the familiar ports, far from the charted harbors of the old socio-economic coastlines.

Still, regardless of how the compass reads or of how inscrutable the horizons may be, there are certain markers along the course that are as fixed and as unalterable as the mariner's star. Wise indeed is the skipper who can steer his course by them. In calling the attention of the teachers of America to these changeless and timeless principles of mental hygiene, one is but emphasizing anew for them certain unshifting fundamentals of life and of adjustment that have existed with varying degrees of tenacity ever since teachers have taught and pupils have learned from them.

[1] **Be an optimist**—There is a silly, brainless optimism that is born of the winds and the mists. To sing "God's in his heaven, all's right with the world" was a lovely sentiment on the lips of Pippa on Browning's page; but it would be a dubiously intriguing refrain on the lips of rational-minded men and women of the postwar age. Judging from the testimony of the economists, the sociologists, and the psychologists, not to mention the rank and file of folks generally, there is little that is right with the world.

On the contrary, there is a great deal that is right. There are rivulets and streams of opinion and belief and conviction meandering hither and yon across the world today that must necessarily be-

come confluent in the coming decades. There are movements for human uplift and betterment, for democracy and justice, for amity and concord, for brotherhood and world-citizenship that are unmistakable, scouted and flouted tho they may be by cynic, iconoclast, or jingoist.

The teacher, of all responsible people in the world, must see beyond the discouraging and disheartening present and envisage with confidence the coming of a golden age of humanism in which righteousness shall be exalted. The teacher dare not allow his optimism to become corroded by an exaggerated dwelling upon the ills of the here and the now. He cannot disregard them; he cannot minimize them; but, while paying them their full reckoning, he must beware lest he be dominated and obsessed by them. It is easy for a teacher, who is properly an idealist and a dreamer of dreams, to fail to see the forest for the trees; it is easy for him to have the fine edge of his spirit turned by impact upon the murky and the profane and the mean in human experience; it is easy for him to turn aside from the conquest of the city beautiful to wallow about in the valley of spiritual despondency. If he prostitutes himself to this abasement of his spirit, his influence over the unfolding minds and the questing souls of the youth who call him "teacher" will be grave in its negativism and its cynicism.

Be an optimist, then, teacher! Have faith in the ultimate redemption of man from himself! See the centuries in perspective. Weep over the tragic slowness of spiritual evolution and the often apparent reversals of the inner motive forces by which alone man must rise. Do this, if you will. But do not weep too long or too publicly. Pitch your life in a trajectory of faith in the ultimate social salvation that will launch you safely into the great ocean of sane and rational optimism. And don't forget to match your deeds and your words and your endeavors with your faith!

[2] **Have faith in the profession of teaching**—Fundamentally, Socrates, Plato, Jesus, Confucius, and Buddha were not philosophers of life so much as they were teachers of men. Since the days of the caveman and the shaman, the race has advanced rather than retrogressed because there were those in every age who were charged with the responsibility of handing down the accumulated

wisdom of the past to younger hearts and swifter feet. Today, the profession of teaching, numerically at least, engages more men and women than does any other great profession. Each decade sees this great army of teachers more intelligently selected, better educated, and more competent to be entrusted with the passing on of the sacred torch of learning. True, there are still too many people engaged in the profession who are unworthy; too many who are unconsecrated; too many who have failed to catch the vision. But these things, unfortunately, must be said of the other great professions also.

On the other hand, the overwhelming majority of teachers are made of different stuff. They realize the dignity and indispensableness of their calling; they have upon their hearts the welfare and the best interests of the boys and girls of America; they accept humbly and earnestly their partnership with millions of parents in guiding and shaping the lives of millions of children; they live with, in, and for their work. This is the true teacher!

Have faith in your great and sacred calling, teacher! Believe in it. Strive to ennoble it. Strive to dignify it and elevate it to the same level of the coordinate professions of law, medicine, and theology. Be jealous of its repute. Do nothing to demean or debase it. Joy in the consciousness that you are doing the same work that the Great Teacher Himself did. Beware of developing an apologetic attitude toward it. Set up no inferiority complex regarding it. Does the lawyer apologize for the law? Or the physician for *materia medica*? Or the clergyman for faith? Hold up your head, rather, in pride! You walk with the company of the elect: with Comenius, with Pestalozzi, with Froebel, with Rousseau, with Mann, with Hall, with Dewey! There are legions of names in the annals of your profession as illustrious as any in the rolls of law, or of medicine, or of theology. In days when values are being shifted, when institutions are being metamorphosed, let there be no diminution in the zeal and the legitimate selfesteem of the teacher! Without him nothing can stand. Without him nothing can be secure. Ultimately, without him and his perennial influence none of our institutions can be revamped to meet the needs of a new and changing society.

[3] **Strive to clarify the goals of teaching**—For more than a decade we have been examining aims, goals, and principles of our educational function. Curriculum subjects are being winnowed from the obsolete and the vague and the impractical. Courses of study are being made over from the ground up. New subjects are seeping into the curriculum. Methods and purposes are being scrutinized with more than traditional perspicacity. The organization, management, and grading of the schools are undergoing widespread modification.

In all this flux and flow, the well-adjusted teacher will see himself as the great experimenter, the great searcher after professional wisdom, the great analyzer, tester, critic. He will look with satisfaction upon his schoolroom as a laboratory in which great lessons for himself and for other teachers are in progress. He will be alert to sense the new and the valuable. He will catch the spirit of progressive evolution in the educational air, and will take pride and delight in belonging to the profession at this critical period of transition and revaluation. He will not be immutably wedded

to the old if the old chances to be proven pointless; he will not embrace the new unless the new augurs well. At the same time, he will have something of the "divine discontent" with the present. He will be ever trying out, ever attempting, ever varying, ever speculating, ever seeking. Some day, it may be, he will find and be glad. Always, he will be happy in the search.

[4] **Keep spiritually young**—No teacher has any right to be as old as his years. He must be young at forty, younger still at fifty. In a perennial garden of youth, there is no place for the gardener who is spiritually superannuated. Mental hygiene demands that we refuse to become senile, either in mind or in spirit or in outlook. The dews of youth may never dry on the brow of the teacher. Think of your own early teachers! How they reappear to you now, in retrospect. Fullness of years, graying hair, wrinkling brows—yes, inevitably. But was there not something else more characteristic of the best and most inspired of them? Ah, yes! Eyes as bright as youth's eyes; visions as fair as youth's visions; interests and enthusiasms as

fresh and contagious as youth's interests and enthusiasms!

Keep spiritually young, teacher! Refuse to grow old and testy. Be buffeted by life but not wasted by it. Know harshness of fate, it may be, but do not be soured by it. Your mission is too noble, your touch too fine, your influence too delicate, to permit you to become either stagnated with life or embittered by it! Plan for your present and future—physically, philosophically, financially. Keep your physical organism strong and robust thru much play and recreation. Build your own philosophy of life, but be sure to make it a worthy and eminently satisfying one. Seek comradeship and friendship with people. Refrain from becoming a recluse of the classroom. Improve and better yourself constantly. Live a full and abundant life. Throw all your energies into your daily work: spend and be spent! Thus shall you move thru your years in the schoolroom as a stimulating, powerful guide and companion of all the legions of your children.—Lawrence Augustus Averill, head, department of psychology, State Teachers College, Worcester, Massachusetts.

Books for Thinking America

THIRTY distinguished American social scientists have selected these books—all published since January 1931—as calculated to help readers form intelligent opinions on our most vexing problems. But it must not be assumed that only new books can do this; there are older basic books as good as these. [The American Library Association prepared this list.]

Facing the future—*America faces the future* by Charles Beard. 1932. Houghton. \$3. In two parts: The new intellectual and moral climate, and blueprints for a planned economy.

America's way out; a program for democracy by N. M. Thomas. 1931. Macmillan. \$2.50. He believes in the possibility of a new socialistic order achieved by democratic processes and without world war.

As I see it by N. M. Thomas. 1932. Macmillan. \$2. Brings up to date the ideas expressed in *America's way out*.

A planned society by George Soule. 1932. Macmillan. \$2.50. Planning for social ends must be carried out if our industrial civilization is to survive.

Everybody's concern—*Causes and cures of unemployment* by Sir W. H. Beveridge. 1931. Longmans. \$1. Four types of unemployment are strikingly presented.

Modern economic society by S. H. Slichter. 1931. Holt. \$5. Excellent constructive suggestions for making industry serve us more satisfactorily are included in this sound survey.

Problem of unemployment by P. H. Douglas and Aaron Director. 1931. Macmillan. \$3.50. Both an analysis of the problem and a program for further investigation.

Simplifying the money question—*America*

weighs her gold by J. H. Rogers. 1931. Yale. \$2.50. To what extent is America responsible for the depression? An enlightening analysis.

A primer of money by D. B. Woodward and M. A. Rose. 1932. Whittlesey House. \$2. Sound economics in engaging form.

Big business and the consumer—*Concentration of control in American industry* by H. W. Laidler. 1931. Crowell. \$3.75. The rise of great corporations is made into an impressive, if an ominous, story.

The power fight by Stephen Raushenbush. 1932. New Republic, Inc. Paper \$1; cl. \$2. Emphasizes the appalling power of money to prevent the public from learning the truth about public utilities thru ordinary channels of print.

The public pays; a study of power propaganda by E. H. Gruening. 1931. Vanguard. \$2.50. An amazing exposé—with documentary proof.

The affairs of the world—*Can Europe keep the peace?* by F. H. Simonds. 1931. Harper. \$3. An experienced journalist points out difficulties in the way of peace in Europe.

Economic stabilization in an unbalanced world by A. H. Hansen. 1932. Harcourt. \$3. Serious consideration of what, and how much, social control can really do to minimize economic maladjustment.

United States in world affairs by Walter Lippmann and W. O. Scroggs. 1932. Harper. \$3. Shows the change of attitude in the United States during 1931 toward foreign affairs and the economic situation.

The unseen assassins by Norman Angell, pseud. 1932. Harper. \$3. Mistaken devotion to nationalism, uncritical patriotism, and fallacies about national defense promote war.

The Soviet way—*The economic life of Soviet*

Russia by C. B. Hoover. 1931. Macmillan. \$3. Unprejudiced result of a year's close study.

Soviet challenge to America by G. S. Counts. 1931. John Day. \$4. Explains the theory behind the movement as well as its manifestations.

Soviet planned economic order by W. H. Chamberlin. 1931. World Peace Foundation. \$2.50. A dispassionate study, based on long observation.

Getting our bearings—*Autobiography of Lincoln Steffens*. 1931. Harcourt. \$3.75. Life story of an undiscouraged American.

The awakening community by Mary Mims. 1932. Macmillan. \$2. Louisiana coming alive. Sketches of social and economic enterprises.

Culture and education in America by H. O. Rugg. 1931. Harcourt. \$2.75. Outlines an educational system adapted to the problems of contemporary life.

Epic of America by J. T. Adams. 1931. Little. \$3. Did our best national qualities depart with our frontier ancestors?

Expression in America by Ludwig Lewisohn. 1932. Harper. \$4. "The story of our literature is the story of successful moral revolutions."

Making of citizens by C. E. Merriam. 1931. University of Chicago. \$3. A comparative study of methods of civic training in eight modern states.

Only yesterday by Frederick Allen. 1931. Harper. \$3. A kaleidoscopic picture of American politics, society, manners, morals, and economic conditions since 1919.

Thunder and dawn by Glenn Frank. 1932. Macmillan. \$3.50. "A book that will turn many minds to thoughts that should be productive, constructive, and sympathetic to better things."

The Theme of Modern Geography

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THE THEME of modern geography is well illustrated in the following description of a series of events which happened in southern California.

In December 1895, the weather forecaster at San Francisco sent out warnings of frost. As southern California had never suffered from a severe frost, the newspapers ridiculed the warnings. But to the surprise and chagrin of the press, the frost came and caused heavy losses of both fruit and trees. Some of the more farsighted horticulturists met at Riverside to discuss the situation. They called in the forecaster to give his suggestions. A few weeks after that meeting one of the group had designed and tried out a heater as a protection against frost. It was a wire basket type of heater suspended about three feet above the ground, filled with kindling and about ten pounds of coal. This, the Copley basket, was the first modern frost protector. Other horticulturists tried out various types of heaters and smudges. Near Fresno, a few years later, the first oil burner was used.

Again in January 1913, warnings of a severe frost were issued. This time the press cooperated in spreading the warning far and wide. The severest weather ever known followed but the damage was slight in comparison to what would have happened if heaters and smudges had not been used. In January 1922, a three-day "freeze" came. In spite of all precautions, there was a loss of fifty million dollars' worth of fruit. The orchardists who saved their fruit by the use of heaters or who were in districts where the damage was less severe, profited by the higher prices received for their fruit. The others, and there were hundreds, were almost ruined.

The minimum temperature forecasts and the advices were so accurate, and the temperature records so valuable, in the three fruit-frost districts in which the Weather Bureau operated during this time, that the California Fruit Growers Exchange appropriated money for the extension of the service. As a result eight fruit-frost districts have been established where Weather Bureau employees are engaged in this special work. There are now in operation 204 special temperature stations. By the end of five years sufficient data were accumulated to make pos-

sible local application of minimum temperature forecasts, to establish a basis for an equitable system of frost insurance, and to make accurate estimates of the amount of damage following a severe frost.

This story of the fight waged against frost by man in his efforts to make a living illustrates the nature and purpose of modern geography. In southern California man is seeking to make a living thru growing citrus fruits. His adaptation to the natural environment was made by electing to plant orange and lemon trees and vineyards. These are suited to the Mediterranean type of climate found there—hot, dry summers and mild, rainy winters. This type of farming is also suited to the valleys and slopes of the mountainous topography. He made an adjustment by developing irrigation, making use of the melting snows to water his orchards and gardens during the dry summers. At first the danger of loss by frost was considered a chance to be taken, but as our story illustrates, man awoke to the fact that another adjustment could be made, and the orchardist attempted to meet the frost menace. In 1922 the larger area in orchards and the severe and widespread "freeze" led him to improve this adjustment. Here we have not only a story of the relations between a human activity as fruit growing, and a natural phenomenon, the coming of severe frosts, but we also see that the adjustment man makes to the natural environment is not static.

Geography is not the study of human activities such as fruit growing, nor is it a study of the elements of the natural environment, in this instance, weather, surface, and soil conditions. *Geography is the study of the relationship between the two*—man's activities on the one hand and the elements and conditions which make up the natural environment on the other; that is, how man is adapting and adjusting himself to conditions in the natural environment in specific regions. Furthermore the adjustments are not static, since man is constantly readjusting, as further knowledge of affecting conditions becomes available. These fruit growers are changing the location, cultivation, and care of their

orchards in relation to the direction of the valleys, the slope of the land, the kind of soil, the prevailing weather conditions such as temperature and air circulation—all of which are specific conditions in the natural environment. The work of the Weather Bureau is another geographical relationship illustrated in this study; the activities of the press in spreading the warnings is another; the invention of different types of heaters and the appropriation of money for research are activities related to the specific conditions of the natural environment. They are all illustrations of geographic relationships existing between man and the natural environment.

It is the study of this relationship between man and the natural environment that gives value to natural and cultural facts. Facts become geographic only when they are significant in the understanding of geographic relationships. All of this is in direct contrast with the old locational and descriptive geography which so many knew in their school days. The old geography text consisted of itineraries and was really a topographical encyclopedia. It attempted to include all the essential facts but nowhere did it attempt to interpret relationship of facts. It had no definite field and no organizing principle. Quite unlike the old geography, the field of modern geography is a "science of relationships." It is the study of the mutual relation between man and his natural environment. *Activity* and *relationships* are the dominant ideas.

The modern idea of geography may be further explained by a specific example of how a people have adjusted their ways of living to the kind of country in which they live.

A people of the fiords¹—Not all Norwegians live on the fiords but many of them have grown to manhood in the little villages nestled at the foot of the fiords, those long narrow bays, walled by steep rocky cliffs. The streams rushing down their steep rocky courses from the plateau to the water of the fiord pile up along the foot of the cliffs, stones, gravel, and silt that they carry along, and form fairly level deltas. On these deltas and on a few other level places formed by the sea or by streams, the

¹ Adapted from an article by W. E. Ekblaw, *Home Geographic Magazine*, Vol. I, May 1932, p37-38.

fiord people of Norway build their little farmsteads, clearing away the rocks for their tiny gardens, orchards, and fields. The level land about their homes is generally so limited in extent that they could not possibly raise upon it enough food for their families, and so they raise cattle, sheep, and goats that pasture all summer long on the steep slopes and high pastures of the plateau back from the fiords.

A farmstead usually consists of the house, the stable, the milk house, and the boat house. The roomy houses are built of sturdy timbers. The stables are almost as wellbuilt as the houses, and are kept almost as clean. The milk houses are generally placed over little streams that flow across the deltas or little patches of home grounds, so that the cold water from the melting snows of the plateau may keep the milk cool, and the butter and cheese fresh and sweet. The boat houses are set near the edge of the water, so that the boats may be easily pulled into shelter or dragged into the water.

Every bit of the ground about the farmstead that can be plowed or spaded up is carefully cultivated or kept in grass. A little grain; a patch of potatoes; some carrots, turnips, or other root crops; a few vegetables, and in warm places, a few fruits; clover and hay—these are all that can be grown about the home. The cattle are kept in the stable all winter long. As soon as the snow melts away along the mountain sides nearly all the cattle, sheep, and goats are taken up to the little hillside pastures on the terrace. Here they remain until the snow has melted from the plateau above. The members of the family who act as herdsmen often have little huts in which to stay while they tend the herds on the terrace and along the sides of the valleys. In some places a strong wire runs from the terrace to the milk house below. By means of this the herdsmen can send down to the farmstead the milk and butter from the herds; hay that they cut from the surplus terrace pastures for winter use; and wood that they chop from the trees along the slopes of the terrace. By the wire, the herdsmen may also draw up mail, some of their food and clothing, and other things they need from the farmstead below.

As late spring and early summer come on, the snow melts away from the plateau above and at once grass and flowers grow on the nourishing highland pastures. The cattle and sheep are moved up to the high valleys and plateau meadows, where they fatten upon the rich growth of grass and plants. The days are long, for the sun rises early and sets late. About midsummer the sun sinks so little below the horizon that even at midnight there is no darkness, and sunset and dawn blend together in one short time of shadowless light and quiet peace.

The herdsmen live in little houses called saeters. They milk the cows, make butter and cheese, and carve things from wood. In the autumn when the snow begins to fall they start down the mountainside with their flocks, pasturing as they go.

The fiords are isolated one from another so that each fiord is a little country almost in itself. Travel from village to village is chiefly by boat as long as the water is open. The people live near the water; they travel over it from place to place; they get much of their food from it—salmon, herring, cod, and other fish; they learn to handle boats while they are but little children, and feel as much at home on the water as they do on land. Is it any wonder then that the Norwegians are people of the sea, that they are among the best sailors in the world,

and that ships bearing their bright flag are found on all the seas, in all ports?

While this is a description of a typical Norwegian village, even here a transition is going on. The Norwegians are piping water from the lakes upon the plateaus to turn great turbines at the edge of the fiords for the generation of electric power. This power is used in the manufacture of nitrates and paper pulp and for other purposes. People from other parts of the world, attracted by the beauty of the fiords with the forests, waterfalls, and glaciers, come in increasing numbers each summer. These visitors like to go on up the coast to North Cape to see the midnight sun because in this region for three months in midsummer the sun does not set, and at midnight it is low in the northern skies. These visitors buy the carvings and embroideries which the people have made while up in the saeters in summer.

Let us summarize what may be learned from this account:

[1] The work by which the people live, and their methods of work.

[2] Facts about how they live—their homes, food, village, and means of travel.

[3] The distribution of the people.

[4] An idea of the number of people, that is, whether there are many or few in proportion to the size of the country.

[5] The reasons why the Norwegians earn their living as they do; why they are distributed as they are; why the region can support as many people as it does when the character of the surface is considered; and why the farmsteads and villages are located as they are.

From this account we may discover some further values of geography as a subject in the curriculum. For instance, if you were planning a summer vacation would this account help you to decide whether you would like a trip to Norway? Would you be any more interested now than before in reading a book of travel on Norway or a story of Norwegian life? If you were a manufacturer of farm machinery, would this account help you to decide whether it was worth advertising your goods in Norway, or what adaptations of your machinery you might make to suit conditions in Norway? If you were an advertising agent for a steamship company, how would this account help you to write an advertisement for a Norwegian tour? Is there anything in this account which suggests why there has been such a heavy migration of Norwegians to the United States? If you were offered a position in Norway in a hydro-electric plant, would this account help you in any way to decide whether or not you would care to accept?

Such questions indicate the values of modern geography, both vocationally and avocationally. This brief consideration of values suggests a statement of the objectives of modern geographic instruction which follow:

The major objective of geographic instruction is to help in the development of the child thru giving him a knowledge of the interrelations existing between man and his natural environment in specific regions.

The concomitant objectives are those

reached in the course of attaining the major one:

[1] A knowledge of the geographic facts, concepts, and relationships necessary for the understanding of the characteristic adjustments man has made, is attempting to make, or might make to the natural environment in the major types of regions of the world.

[2] A knowledge of specific tools and the sources for such tools from which geographic information may be secured.

[3] The ability to secure geographic information thru the interpretation of pictures, maps, globes, words, specimens, models, graphs, statistical tables, textual materials, of observed facts and relationships in home locality and while traveling.

[4] A knowledge of the locations of natural and cultural items including features, activities, and conditions which are significant in the development of geographic relationships.

Ultimate objectives are those reached thru or growing out of the attainment of the major objective. Thru the accomplishment of the major objective and the concomitant objectives, the following may be set up as ultimate objectives:

[1] A knowledge of geographic facts, concepts, and relationships which will enable the individual to give more intelligent consideration to current problems—individual, community, national, and international.

[2] An understanding of how the varied problems of peoples are related to the differences in natural environment, and thru this understanding development of an interest in and openminded attitude toward the problems, achievements, and possible future developments of other peoples.

[3] A growing power to sense and grasp the economic and cultural interdependence of regions and peoples.

[4] A better understanding of the value of natural resources and of the need for a more intelligent use of them.

[5] The ability to make worthwhile use of leisure time thru the vitalization of local field trips, of more distant travel, and of reading because of an understanding of the interrelations between man's working, playing, living, and the elements of the natural environment.

[6] The recognition and appreciation of the variety of human labor in the major types of regions thruout the world arising from an understanding of man's adjustments to the natural environment.

In summary we may say that there should be unity and definite progression thruout the period of geographic instruction, and the constant integrating thread of thought, at whatever level, should deal with the adjustment of man to his natural environment.

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The Purposes of the Junior College

DOAK S. CAMPBELL

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THE RAPID and vigorous growth of junior colleges and their comparatively low mortality seem to indicate that this type of institution has definitely taken its place in the scheme of American education. Along with other types of institutions, however, the junior college is being subjected to serious questioning regarding its purposes and objectives and the extent to which these are being achieved. Sensing these questions, the editor of THE JOURNAL requested me to present a brief picture of the purposes of the junior college.

Numerous studies have been made of the purposes of the junior college. McDowell, in 1918, by means of a questionnaire to presidents and principals of 105 junior colleges, found eleven distinct reasons for the organization of junior colleges. These were presented in rank order of frequency of mention. Koos, in 1921, found twenty-one statements of specific purposes which he divided into five major groups. These were cataloged from twenty-one published articles and addresses, and catalogs of twenty-three public and thirty-three private junior colleges. In 1928, Whitney, from the catalogs of 162 private and 132 public junior colleges, found statements of twenty-five specific purposes of the junior college. The writer, in 1930, from the catalogs of 343 junior colleges and from 349 published articles, found thirty-five statements of purpose.

Some of these statements of purpose overlap, however, while others are obviously not specific to the junior college, but instead, are statements of advantages claimed for a particular institution. Others are merely elaborations of or arguments for certain major purposes or functions. For example, the following appear frequently: "It is the purpose of the junior college to offer opportunity for selfhelp." "The junior college offers a wholesome influence upon the culture of the community." These and other similar statements might be proposed just as appropriately for other kinds of educational institutions. After eliminating such statements there remain twenty-two which may be considered specific to the junior college.

A recent recheck of the catalogs of 450 junior colleges shows a decrease in

the number and frequency of statements of purpose, especially those that are of the promotional type. Two-thirds of the junior college catalogs contain statements of purpose, either general or specific. Only 37.6 percent contain statements of specific purposes. No new statements of purpose appear, while a number found in the earlier literature have dropped out.

A limited list, in reality, comprehends all statements that have been found. The list includes the following, which are discussed in the order mentioned.

- [1] Preparation for college, university, or technological school.
- [2] Providing terminal courses, both vocational and cultural.
- [3] Providing completion unit of secondary education.
- [4] Effecting economy of time and money.

Judged in terms of frequency of mention in the catalogs and the literature studied, those responsible for the educational programs of the junior college attach much more importance to the purposes related to the preparatory function of the junior college than to all other functions combined. Apparently, many junior colleges attempt to perform no other function than that of preparation for the upper division of the university. This may be due to the fact that the dominant pattern in American education has been preparation for the next higher level above. The ability to secure students in junior colleges has been largely conditioned by the possibility of their transferring credits to higher institutions. The college preparatory curriculum, therefore, has been the core around which the junior college has developed. Measured in terms of the students' ability to continue and complete a four-year college course successfully, there is ample evidence that the junior college generally achieves its preparatory purpose.

Preparation for higher levels, in theory at least, proposes to select students whose records indicate that they may be successful in pursuing higher studies to graduation. Conversely, it definitely tends to exclude the "nonrecommended" students from further organized educational effort. It is generally assumed that the educational program of a de-

mocracy must provide for those who by economic pressure or for other reasons are forced out of the continuation process at various levels. That this applies to the junior college quite as logically as to other levels is clearly indicated in the statements of purposes. Practise, however, shows that junior colleges take little account of the purposes to serve such students. A recent study of the provisions made for nonrecommended students by 223 junior colleges shows that, while many junior colleges are inclined to admit nonrecommended students, most of them make no special provision for such students once they are admitted.

Notwithstanding the fact that the junior college is the completion school for practically one-half of its students, courses designated as general terminal courses are offered by comparatively few junior colleges. Approximately two-thirds offer terminal vocational courses of which four-fifths are for teacher training. While there are some notable examples of the accomplishment of the purposes that relate to the nonrecommended student, we are forced to conclude that, as yet, the junior college is not rising to its opportunity.

From the earliest mention of the junior college it has been considered as a unit for the completion of secondary education. The idea persists both among those who think of the junior college as a preparatory institution and those who emphasize its terminal functions. Statements of purpose reflecting this idea have usually been based upon the assumption that secondary education should include the whole period of adolescence. In the early literature of the junior college, statements relating to adolescence were made with much more assurance and confidence than is now evident. In fact, there is a striking absence from recent literature of those statements regarding adolescence which appeared so frequently a few years ago.

Economy of time and expense is freely mentioned in junior college literature, altho just what is meant is often vague and indefinite. Early in the history of the junior college movement, President Harper and others expressed the hope that the junior college organization

might make it possible for the student to save at least a year during his school career. In practise, however, there are few evidences of consistent attempts to effect programs that will reduce the total amount of time the American student must spend in school. Under permission of the North Central Association of Colleges and Secondary Schools, experiments are now being carried on at Stephens College, Columbia, Missouri and in the public schools of Kansas City, Missouri; Tulsa, Oklahoma; and Joliet, Illinois. One purpose of these experiments is to effect economy of time by improving relationships between the curriculums of junior and senior high schools and junior colleges. There have been reports of progress from these experiments but no conclusive results have been announced. These experiments should yield results that will indicate what economies may be effected. Further experimentation, however, should involve the whole curriculum in order to produce convincing conclusions as to where and how economy of time can be effected. Thus far, the junior college has done nothing distinctive in effecting such economies.

Most of the statements regarding lower costs in the junior college refer to economies growing out of the fact that the student may attend the junior college while living at home and thus save added living expenses that would be required if he should attend college away from home. This, of course, has nothing to do with the type of institu-

tion but rather with its location.

Few studies are available on comparative costs of junior college education in different types of institutions. Proctor estimates that it cost the state of California about one-fourth as much to educate 4500 students in junior colleges as it would have cost at the state university. Granting that these estimates are reliable, they do not represent the total cost to the public. They include only the expense paid out of the state treasury, which represents less than one-half the cost of operations. Reeves in a study of a limited number of institutions, found that:

An effective junior college of 250 students or more can be maintained at a cost per student approximately 85 percent as great as the cost per student in an effective four-year college with an enrolment of 500 students or more.

On the other hand, Joyal shows that average costs are higher in junior colleges. His study compares the average costs per enrolment hour and per hour of credit granted in twelve district junior colleges in California with similar costs in the University of California. He finds these costs approximately twice as great in the junior colleges as in the University both at Berkeley and at Los Angeles. Thus, while in theory it seems possible that the cost of education at the junior college level should be lower in the junior college than in the university, convincing proof of this point is not available. Studies that will discover a satisfactory answer to this question will necessarily involve the curriculum, method

of support, administrative organization, and educational standards to be met.

To conclude, then, the junior college has passed thru a period of promotion and growth when many objectives were proposed for it. The tendency is for purposes of doubtful validity to disappear from junior college literature. Preparation for higher levels predominates both in the literature and in practise. Economy of time and money is yet to be conclusively demonstrated, except as the individual may save money by attending college while living at home. To serve effectively that mass of students who will never attend a higher institution but who might profit by further educational effort, remains the great opportunity for the junior college and constitutes a major purpose yet to be achieved.

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[3] Frederick L. Whitney. *The Junior College in America*. Greeley, Colo.: State Teachers College, 1928. 258 p.

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Holmby Junior College, Los Angeles.

The Cosmos Club Banquet

THE HISTORIC ivy-clad Cosmos Club where Dolly Madison once lived, where Mark Hanna used to look out across Lafayette Square to the White House, and where Washington's scientists now meet, witnessed an important event in American education on the night of June 9th. Gathered in the club's banquet hall were 148 leaders representing major American educational organizations, representatives in Congress, staff members of the National Education Association, National Congress of Parents and Teachers, and the Office of Education and other federal agencies. They met to mark the conclusion on June 30 of the first nationwide study of America's high schools. They came to hear Dr. Leonard V. Koos, professor of secondary education, University of Chicago, and associate director in charge of the survey, tell briefly what the three-year National Survey of Secondary Education disclosed.

High points in Doctor Koos' summary report were—*Significance of survey*—The survey has given its attention chiefly to serious efforts at innovation—readers will see passed in review the vast array of practises which have been introduced to effect improvement. Progress in human affairs is just as dependent on variation as is biological evolution. In the report is the record of variations from conventional practises from which they [school authorities and teachers] may select. . . .

The rise of high schools—Enrolment now exceeds half of all young people of high-school age—in 1890 four percent were enrolled. We have had put up to us a task of amazing proportions.

Curriculum—Dominant shifts; away from foreign language and mathematics, toward social subjects and physical education. In one classical high school the proportion of work taken in foreign language and mathematics declined from 95.6 percent in 1890 to 58.6 percent in 1930. Specialists found more tendency to change at junior high-school level—the junior high school is a vehicle of innovation. . . .

Individual differences—Procedures characterized by unit assignment are among the most frequent provisions for individual differences. . . . Dalton plan, Winnetka technic, Morrison plan, long unit assignment, contract plan, project

method, and the like. Schools reporting to use the first three with unusual success deviate widely from characteristics of the



THE COLLEGE OF CHARLESTON, S. C., oldest municipal university in the United States.

plans as described by their *originators*. Six others are essentially identical, no matter what name is applied. The implication is that the educational world will be better off if it discards this jargon. This is no denial that the unit assignment is distinctly serviceable.

Libraries—The library will soon become one of the central features of the modern secondary school. Better libraries are intimately involved in the recent vigorous movement to improve methods of teaching. Controversial issue: shall study hall and library be combined or separate? Analysis: the proportion of pupils making some use of the library in schools operating the *combined* plan was more than twice as large.

High schools and the depression—During periods of distress those features of the school that have been added last are among the first to go. Novel features are dubbed "fads and frills" when they are often more necessary than features not assailed which are retained because of the hold of tradition after they have outlived their usefulness. The report will be of aid in determining what sacrifices should be made.

See September *School Life* for a more complete account of the address. The sur-

vey report will appear in twenty-eight monographs, now being printed. Monograph No. 22, "Instruction in Science," by Wilbur L. Beauchamp, will be off government presses when you read this. Monographs and their prices will be listed on this page next issue.

In Europe—United States Commissioner of Education William John Cooper represented the United States this summer at two international education meetings—the 14th International Congress of Secondary Education at London and the New Educational Fellowship at Nice, France. Commissioner Cooper also called on the ministers of education of France, Belgium, Great Britain, Holland, Switzerland, Austria, and Germany.

New Office of Education publications—*Rural Schools*—"Status of Teachers and Principals Employed in the Rural Schools of the United States," by Walter H. Gaumnitz [Bulletin, 1932, No. 3, 10 cents]; "The County Superintendent in the United States," by Julian E. Butterworth [Bulletin, 1932, No. 6, 20 cents]; "The Legal Status of the County Superintendent," by N. William Newsom [Bulletin, 1932, No. 7, 10 cents]. *Elementary Education*—"Safety Education: Helps for Schools in Constructing a Course of Study," by Florence C. Fox [Bulletin, 1932, No. 8, 10 cents]; "State Legislation Relating to Kindergartens in Effect, 1932," by Mary Dabney Davis and Ward W. Keesecker [Pamphlet No. 30, 5 cents]. *Guidance Leaflets*—"Forestry" by Walter J. Greenleaf [Leaflet No. 16, 5 cents]; "Chemistry and Chemical Engineering" [Leaflet No. 19, 5 cents] and "Art" [Leaflet No. 20, 5 cents] by Walter J. Greenleaf. *Others*—"Education in Belgium," by James F. Abel [Bulletin, 1932, No. 5, 15 cents]; "Education in the Virgin Islands," by Arthur E. Lindborg [Leaflet No. 42, 5 cents]; "Faculty Inbreeding in Land-Grant Colleges and Universities," by John H. McNeely [Pamphlet No. 31, 5 cents]; "History of the Municipal University in the United States," by R. H. Eckelberry [Bulletin, 1932, No. 2, 20 cents]; "Physical Education and Health Education as a Part of All General Teacher-Training Curricula," by Marie M. Ready [Bulletin, 1932, No. 10, 10 cents]; "Research in Higher Education," papers prepared for the First Regional Conference on Higher Education held under the joint auspices of the United States Office of Education and the University of Oregon at Eugene, Oreg., April 14, 15, and 16, 1931 [Bulletin, 1931, No. 12, 15 cents]; "Recent Progress and Condition of Museums," by Laurence Vail Coleman [Bulletin, 1931, No. 20, Vol. I, Chap. 23, 10 cents]; "Statistics of City School Systems, 1929-1930," by Emery M. Foster and W. S. Deffenbaugh [Bulletin, 1931, No. 20, Vol. II, Chap. 3, 15 cents].

—William Dow Boutwell, editor-in-chief, Office of Education.

The Zero Hour

MARSHAL FOCH, the invincible French General, used to say, "When faced with defeat, attack!" For the most part the educational line has held admirably. Educational organizations—local, state, and national—have fought a valiant fight. They have done everything humanly possible to remind the public of the importance of education, to block hasty and ill-advised retrenchment policies, and to create a public opinion which demands good schools. The cause of education is far from being lost, but it will require the cooperative efforts of every sincere teacher to save it from further decline.

The zero hour is at hand. Let us launch a vigorous drive. Out of the dire experiences of the past two years we must salvage a reconstructed program which will serve the nation better than ever. The market value of education has never been higher. During the years of adversity, educated citizens have, as a whole, suffered less than the untrained. The fact that a larger proportion of the population was educated has probably been one factor which has kept strikes and outbreaks of violence at a minimum during these trying times. The public is beginning to see that educational facilities must be increased, not decreased, to meet the new social order of the shorter week, the shorter working day, and greater leisure. The public is beginning to realize that education creates wealth and that schools are self-liquidating social investments, not capital outlays.

In the present emergency every teacher carries three special responsibilities—responsibility for efficient service in the classroom; responsibility for interpretation of education to the public; and responsibility for membership in professional organizations, local, state, and national.

The public often judges the schools by the expertness with which the individual teacher performs his task in the schoolroom. If he is inept, untrained, indolent, or indifferent—the child, the school, and the profession all suffer. The child is deprived of his rightful heritage; the school gains a reputation for inefficiency; and the claim of teaching to professional status is undermined.

Lincoln once said that public opinion is the strongest single power in any community. In normal times the public be-

lieves in education. In periods of economic stress this faith needs strengthening. Thru social and civic contacts, thru instruction in the school, and thru articles and brief items in the local newspaper each teacher can remind the public that the children of the depression are as important as the children of prosperity and that in periods of wide unemployment educational facilities should be expanded—not decreased.

Professional organizations—local, state, and national—will need the hearty support of teachers this year more than ever. These associations are the organized profession. During the past two perilous years they have rendered valiant service, protecting the schools against the ravages of short-sighted individuals who demanded reduced expenditures at any cost. They have fought to save the schools for the sake of the children. Thru these organizations the individual teacher contributes to the magnificent programs of service which the associations carry forward. This year the need is greater than ever, and with teachers, need usually is the measure of response.

Leaders in many communities are experimenting with different enrolment plans trying to discover an enlistment procedure which will yield 100 percent results without working a hardship on any one. Most teachers are quite willing to join their professional organizations when they understand the services of the associations and the need of the hour, but they often neglect to enrol unless a definite, simple enlistment plan sponsored by an enthusiastic leader is made available.

Conditions vary so widely in different states and in different communities within a state that no single plan has yet been developed which will work effectively everywhere. However the tendency seems to be toward the adoption of some form of "budget plan" by which the teacher may enlist at one time in all three general organizations—local, state, and national—and in such special groups as he may wish. The following form was used effectively in Glendale, California:

We, your budget committee, earnestly ask you to cooperate with us and save us the necessity of calling on you individually. Please place crosses in the squares, sign your name, and hand to any one of us or place in the box of W. D. Root today or tomorrow.

I expect to pay as follows:
 High School Teachers Assn. \$5 Oct. 12 ☐
 Jefferson Faculty Dues \$2 Oct. 12 ☐
 California State Teachers Assn. \$3 Nov. 12 ☐
 National Education Association \$2 Nov. 12 ☐

Signed.....

This means a \$7 check from the October salary and a \$5 check from the November salary. However, if this arrangement works a hardship on anyone indicate on the slip when you can pay.

We have no apology in tackling you with a firm smile. Lawyers, physicians, bricklayers, all dig down deeper than we to support their organizations. Three years ago a certain group of California practitioners assessed themselves \$500 each for the campaign to secure their state board. They got it!

Paying organization dues is professionally the finest kind of investment we can make.

Respectfully,

Signed—W. D. Root, H.S.T.A.

Mary Carver, Faculty Fund

Blanche Seeley, C.T.A.

Percy Wilsson, N.E.A.

The crisis which education faces this year offers a challenge to the lofty idealism of the teachers of the nation. There is grave danger that the clamor and complaint of politicians and taxpayers' leagues in thousands of places may lead to mistaken policies. Enemies of the schools are taking advantage of the present economic situation. Reactionary powers are insisting on retrenchment in educational expenditures. Radical conservatives are seeking to undermine the faith of the public in the value of education.

"Unite or perish" was the slogan which Benjamin Franklin proposed during the critical days of the revolutionary period. We are fortunate that in this time of crisis we have large national and state organizations to champion our cause. The membership of the National Association is more than 220,000. If it were 500,000 or 1,000,000 we could face the present issues with even greater assurance. Group action is the only procedure which can guarantee progress in a democracy. The voice of the individual is weak. He can make himself heard only thru his group. Leaders in business and industry have learned this lesson. They have discovered that in unity there is strength and in organization, multiplied power. Let us in the teaching profession follow their example and unite our forces that education may continue its victorious advance and that every child in the nation may have an equal opportunity for rich life, intelligent liberty, and true happiness.—T. D. Martin.

Important Ideas from Atlantic City

MUCH ATTENTION was given to economics in the Atlantic City convention. Excerpts from addresses on that subject are given first on this page. More complete reports of these addresses will be found in the thousand-page Volume of Proceedings.

THE SERVICE of the teacher can be matched with any of the other wealth-producing services in the country as to its favorable economic effect.—**R. L. Cooley**, principal, Vocational School, Milwaukee.

Present unemployment, present relatively low prices of labor and material, and present advantages of tax-free securities under the new revenue law, are strong inducements to plan to proceed with necessary public-school improvements financed by bond issues.—**Ira G. Flocken**, chief accountant, Board of Public Education, Pittsburgh, Pa.

The economic system of business has been developed on one side only—the side of supply. The ultimate consumer is still legitimate game and the season is never closed.—**Lee Galloway**, Alexander Hamilton Institute, New York.

Any proposal to tax income-producing personal property meets with objection that such wealth will move across state borders if required to share the burden equally. To prevent this, some degree of national uniformity is needed on income and inheritances for educational support in all the states.—**Howard J. Hanna**, High School Teachers Association, Los Angeles.

The causes of the breakdown of the tax system in Illinois are: [1] an antiquated revenue provision in the state constitution; [2] maladministration and disobedience of laws by tax officials; [3] waste, extravagance, and possibly worse, with public funds; [4] implied condemnation of taxes in general by politicians and demagogues; [5] the tax strike in Cook County, which contains the city of Chicago; [6] the depression. Education must do its part by developing such an understanding of public affairs, such a social consciousness, such a civic morality, and such a patriotism as will cure and prevent the recurrence of our present intolerable situation.—**Robert C. Moore**, secretary, Illinois State Teachers Association, Carlinville, Ill.

Retrenchment in education cannot be justified on the basis that there is less

need or less demand for education. Rather, any substantial decrease in the provision made for schools can mean but one thing—that educational opportunity will be restricted and that the children of the nation will be required to pay for the economic stupidity of their elders.—**John K. Norton**, professor of education, Teachers College, Columbia University.

During this period of financial distress, the public schools have been subjected to more violent attacks than any other agency of society despite the fact that they have given a better account of their stewardship than any other division of government. Many political, financial, and social organizations have failed our people in this crisis, but the public schools have continued to render effective service. Despite the fact that they are in no wise responsible for the distressing situation that now confronts our people, they are being grossly discriminated against in the matter of necessary governmental retrenchment.—**James H. Richmond**, state superintendent of public instruction, Frankfort, Ky.

May there not be in our own country a more formidable group than we suspect which, under the guise of economic stress, desires to reduce the educational opportunities for the masses, knowing at the same time that the privileged classes will not permit this denial to their own children? There is no question but that the cost of education now rests too heavily on certain groups of people. The solution is not necessarily curtailment of appropriations. A part of the solution is a more equitable distribution of the burden of the cost of education.—**Henry Lester Smith**, dean, School of Education, University of Indiana, Bloomington.

Injury is being done to the schools by failure to support adequately the program that is still being maintained. Men who ought to know better are proposing that teachers can accept cuts in salaries altogether out of proportion to the reduced cost of living or to the reduction in salaries or wages in other governmental service. They do not seem to realize that the net effect of such a policy will be to reduce the efficiency of teachers already at work and to result in the recruiting of less able men and women for the profession.—**George D. Strayer**, professor of educational administration, Teachers College, Columbia University.

Education in citizenship can make no

greater contribution than the development of an intelligent attitude toward the controversies thru which society blunders toward legislative and educative solutions.—**Robert I. Adriance**, head, department social science, High School, East Orange, N. J.

There have been so few women leaders in the past because of the women's unwillingness to fight for the leadership rightfully theirs. They have stood meekly by and taken only what the men were willing to give—which wasn't much.—**Bertha S. Ambruster**, president, Chicago Division of Illinois State Teachers Association.

The community as well as the child, parents, and teachers should be concerned with the problem of loss of hearing and what it entails. Unless these pupils are adjusted physically, psychically, and socially and become eventually selfsupporting members of society, the community itself will suffer an economic and social loss.—**Marie A. Ball**, teacher speech re-education and lip reading, Madison and Jefferson Junior-Senior High Schools, Rochester, N. Y.

When we American classroom teachers can intelligently study the individual in relation to his group, when we are on the alert to discover the causes of behavior, when along with our service as classroom teacher we can assume the role of visiting teacher and of mental hygienist, then will teaching become more firmly entrenched as a profession because it is this solution of the problem of individual differences that rests, not with administrative devices, but with the teacher.—**Mary D. Barnes**, elementary teacher, Continental School, Elizabeth, N. J.

Example is of primary importance since the ideals of childhood are formed more from the conscious and unconscious imitation of parents, pastors, and teachers than from any formal instruction that is given.—**Ernest W. Butterfield**, state commissioner of education, Hartford, Conn.

The next problem that confronts the administrator in secondary schools is a program of guidance which will be adequate to take care of the mental, moral, social, and physical needs of adolescents.—**Frank L. Eversull**, principal, Senior High School, East St. Louis, Illinois.

Thoughtful Americans for the first time in more than a century are begin-

ning to raise serious questions about the democratic ideal in the political sense.—**Clifton D. Gray**, president, Bates College, Lewiston, Me.

Rather, should we so teach controversial subjects that we indoctrinate with a *method* rather than a *solution*. Our objectives of intellectual curiosity, critical thinking, suspended judgment, imply something more important than the imposition of a solution of controversial issues.—**William A. Hamm**, Walton High School, New York, N. Y.

Educational practise in foreign countries, notably Great Britain, Germany, and Japan, shows that school journeys and museum materials are enriching and vitalizing factors in the school systems of those countries.—**C. F. Hoban**, director, Pennsylvania State Museum and Visual Education, Pennsylvania Department of Public Instruction, Harrisburg.

A check-up of the so-called backward pupils will show that while they are less responsive to book learning, they are generally more adept than their more nimble minded fellow-students in ordinary lines of workmanship. Their hands make up for lack of scholarship. And yet most schools have nothing to offer this class of pupils except the low mark of scholarship that means disappointment and failure which finds expression in truancy and later delinquency.—**Lewis E. Lawes**, warden, Sing Sing Prison, Ossining, N. Y.

When a teacher really reaches the character of the boy, she has touched the great spiritual values of life. This is no mean achievement. The first requisite for the development of character is character. No teacher of children can hope to bring out and strengthen the moral attitudes of childhood unless he stands supremely as an exemplar of the fine qualities that make for fine character.—**Margaret T. Maguire**, principal, Gen. George A. McCall School, Philadelphia.

The solution to the present problems of social education will not be settled on the campuses of our colleges and universities nor by information-giving professors but in the high schools of America and by the teachers who have a clear vision of a new America, more glorious than we have ever known.—**Lloyd N. Morrisett**, principal, Classen High School, Oklahoma City.

But something is retarding this movement of back-to-the-farm. In most cases, it is not a dread of living in the country but a question of just what sort of education the children can get in country

schools.—**James A. Moyer**, president, National Commission on the Enrichment of Adult Life, Boston.

The question-answer recitation is slowly giving place to selfdirected school activity, individual instruction, and motivated learning by small groups. Creative interests are increasing in the classroom, even in the senior high school.—**Garry Cleveland Myers**, head, department parent education, Cleveland College, Western Reserve University.

It is extremely fortunate that local history is not to any great extent to be found in any written form. In the teaching of local history we have to go back to the sources. We have to look thru old books, records, and newspapers. We have to rummage thru old attics and look over old letters and photographs. We have to talk with older people who know something about the history of the community in an earlier day. Thru these processes we accumulate a vast amount of information much of which is unreliable and much of which is reliable and may be substantiated by accurate evidence. In such study the pupil unconsciously develops what we may term a "historical sense."—**Bertram E. Packard**, state commissioner of education, Augusta, Me.

It is not patriotism to close our eyes to the defects of our country. No one in his senses could say today, "There's nothing the matter with the United States of America."—**Thomas H. Reed**, professor of political science, University of Michigan, Ann Arbor.

The useless lumber which has made up most of the curriculum of the American school must be discarded. Children must be brought into contact with actuality and reality. They must be taught within their limitations to consider the tremendous influences which are at work upon modern life and the momentous problems with which they will have to deal.—**Rollo G. Reynolds**, principal, Horace Mann School, Teachers College, Columbia University.

This industrial high-speed civilization is doing damage to the physique of our people. Rapid changes from a rural to an urban population and from an agricultural to an industrial life dominated by the machine have caused the rapid rise of a new set of national diseases that play havoc with the race, especially in the ages of middle life. We have conquered communicable diseases, increased the longevity of life in the years preceding the forties, and decreased child mortality, yet there is an increase in the

death rate of adults between the ages of forty and sixty-five.—**James Edward Rogers**, National Recreation Association, New York.

Three problems which are outstanding are how to adapt the school to the child, how to fit the curriculum to presentday community needs, and how to develop character. These problems must be solved if our schools are to fulfill their destiny.—**Mabel Skinner**, Washington Irving High School, New York.

The increasing urbanization of life is taking men away from the restraints and recognitions of small communities. We must develop characters which can stand up under cover of darkness and the crowd. The education of tomorrow must beget more loyalty to locality. The local community is the laboratory in which we shall work out the formulae of our social solutions. At present there is a kind of restless chain-store mood pervading both teachers and pupils. Teachers are feverishly looking for larger places. Young people go away to college and then refuse to come back to the home town because it seems too provincial. Unless we can recover something of the old pioneer spirit which made men willing to build themselves into the institutions of their communities, we shall destroy the fertility of those smaller communities which have been the chief source of America's leaders.—**Ralph W. Sockman**, Madison Avenue Methodist Episcopal Church, New York.

All the occupations for which we are increasingly and unintelligently preparing our graduates are even now oversupplied. Recently a survey of 7000 Illinois seniors showed that 50 percent of them were hoping to enter four professions—professions then employing only 2½ percent of all those gainfully employed!—**Lucy L. W. Wilson**, principal, South Philadelphia High School.

The maladjusted of tomorrow are in the schools of today. What are the schools doing for them? Little or nothing—until we adopt a philosophy of education that makes the emotional stability and social adequacy of the child its cardinal aim; until administrators realize that the program of the individual child must inevitably vary with his potentialities and handicaps; until teachers are trained to see the whole child, and are admitted to the classroom only when they are themselves wholesome personalities and safe for children to live with.—**Harvey Zorbaugh**, professor of education, New York University.

Schools That Are Prophecies

CAN WE not in some way harness the school to the task of building a better, a more just, a more beautiful society? Can we not broaden the sentiment of patriotism to embrace the struggles which men must ever wage with ignorance, disease, poverty, ugliness, injustice?"—George S. Counts.

Readers are invited to send material for this page.

Elementary schools—One requirement of a "standard" elementary school in Evansville, Indiana is that before the end of the tenth week of the fall semester, every parent or guardian of every pupil visit the child's classroom. Teachers may put the schoolroom on the 100 percent list by making visits to any homes where the parents are unwilling or unable to come to the school. This plan has been in operation for more than four years.

Five school forests were added last April to the three already established in Marinette County, Wisconsin. All of these forests are adjacent to rural schools and the forestry work is done by pupils under the direction of the junior extension forester of Wisconsin and the Marinette County club leader. The students pledge themselves to plant trees and protect forest life.

High schools—East Junior High School of Lancaster, Pennsylvania with an enrolment of more than 1000 pupils has an intramural program of games in which practically all participate. Those who are physically incapacitated act as managers for their team. Points are given for winning games, for attendance at the games, for being in uniform, and for taking showers afterward.

The journalism class of the Bristow, Oklahoma high school saves the expense of a school paper and gets real experience in news writing thru a plan with the *Bristow Daily Record* whereby copy is sent to this daily without any attempt at a school page. Material is also sent to the local weekly paper and to state papers. This plan has been in effect in the Bristow high school for two years. The next step is to place students for limited periods in a newspaper office.

Colleges and universities—Ten faculty members in the new college division of the University of Chicago were honored last May with a special citation for "distinguished teaching contributions." The selection follows the policy, announced in 1930, of recognizing un-

usual teaching ability in the same way that unusual research productivity has been recognized at the graduate level.



MRS. INEZ J. LEWIS, superintendent of public instruction for Colorado since January 1931, is working to improve rural schools. She says: "There must come into being a fair plan of taxation for the support of rural schools."

Summer Educational Opportunities is the title of Pamphlet No. 27, U. S. Office of Education, which describes novel and attractive features of university and college summer sessions. Nearly all of the hundreds of courses described might well be mentioned on this page.

Teachers colleges and normal schools—New entrance requirements to Pennsylvania state teachers colleges have been established, some of the principles adopted being: those applicants graduated in the upper half of their high-school classes admitted without examination; integrity and appropriate personality; health, physical vigor, emotional stability; satisfactory command of English. The tests to be used will be prescribed each year by the board of presidents of these institutions and will be uniform for all state teachers colleges in Pennsylvania.

Southeastern Teachers College, Durant, Oklahoma is trying out the plan of holding a three-day conference of graduates who are teaching their first year; student teachers from the college are substitutes in the schools while the regu-

lar teachers are in conference at the college.

City departments of education—Beginning December 1, 1932, no applicant will be appointed to a teaching position in the public schools of Denver, Colorado who does not hold the bachelor of arts degree or its equivalent. The only exception will be teachers of trades.

"In discussing limitations in school finances with our board of education, the board instructed me to make such retrenchments as I felt necessary but that I should make one exception, namely, in the school health program. No cuts or curtailments were to be made in that work. The board stated that our work in health is fundamental at all times but during a period of depression it becomes far more vital to the welfare of our children."—D. J. Kelly, superintendent, Binghamton, N. Y. [March 1932.]

County departments of education—Logan County, West Virginia schools have set for themselves these objectives for the year: one hundred percent enrolments in the state education association, the pupils' reading circles, and the West Virginia clubs; one hundred standard schools; one hundred illiteracy classes and a like number of parent-teacher associations affiliated with the state and national organizations; home project in each room.

All the rural teachers of Washington County, Iowa had a physical examination either before school began or during the first month of school, 1931-32. Most of these were given by the county health physician and nurse. There are twenty rural teachers on the dental honor roll of the county.

State departments of education—The General Assembly of Kentucky early in 1932 authorized the governor to appoint an educational commission to study Kentucky's educational needs and to formulate a program for the educational development of the state.

Education associations—The State Central Athletic Committee [New York] has voted to discontinue all statewide interscholastic games and tournaments at the end of the 1931-32 school year and to make the athletic programs of the eight sections into which the state is now divided the final units in athletic attainment and administration. The committee voted to encourage a wide range of intramural sports and activities.

Growth of National Congress of Parents and Teachers 1920-1932

Can your school afford to be without a parent-teacher association?

States *Negro population not included	Population 1930	Number of Members by Years								Growth or loss in member- ship	Percent of popu- lation mem- bers in 1931	Percent of popu- lation mem- bers in 1932	Rank in column 13	Percent increase or de- crease in member- ship	Rank in column 15
		1920	1922	1924	1926	1928	1930	1931	1932						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Total	113,841,073	189,282	401,490	651,387	968,995	1,275,401	1,481,105	1,511,203	1,393,454	-117,749	1.33	1.22		- 7.79	
Alabama*	1,701,404*	556	3,675	5,293	9,799	14,199	14,335	22,589	21,492	- 1,097	1.33	1.26	25	- 4.86	23
Alaska	59,278						611	620	895	+ 275	1.05	1.51	17	+ 44.35	2
Arizona	435,573	1,200	2,142	3,798	4,424	4,739	5,695	5,319	5,831	+ 512	1.22	1.34	23	+ 9.63	13
Arkansas*	1,376,019*	267	70	4,632	16,681	27,169	28,406	26,332	26,332	- 2,074	2.07	1.91	11	- 7.30	29
California	5,677,251	23,880	53,047	79,808	132,229	150,884	180,888	183,630	170,906	- 12,724	3.23	3.01	3	- 6.93	28
Colorado	1,035,791	12,385	15,405	25,888	31,934	47,437	55,675	56,239	45,985	- 10,254	5.43	4.44	1	- 18.23	41
Connecticut	1,606,903	3,280	5,015	7,624	9,099	10,181	12,328	13,730	14,657	+ 927	.85	.91	34	+ 6.75	16
Delaware*	205,778*		5,414	9,698	11,011	9,155	10,028	7,860	6,002	- 1,858	3.82	2.92	4	- 23.64	49
District of Columbia*	354,801*	725	1,785	2,960	5,432	9,626	12,262	11,220	13,371	+ 2,151	3.16	3.77	2	+ 19.17	6
Florida*	1,036,383*	265	359	1,626	7,914	16,512	23,744	24,334	25,787	+ 1,453	2.35	2.49	6	+ 5.97	17
Georgia*	1,837,381*	8,000	8,340	14,184	23,882	35,635	45,529	43,369	35,529	- 7,840	2.36	1.93	10	- 18.08	39
Hawaii	368,336		202	254	1,229	3,339	10,123	10,482	8,638	- 1,844	2.85	2.35	7	- 17.59	36
Idaho	445,032	821	2,159	3,846	5,174	5,633	4,404	5,491	5,167	- 324	1.23	1.16	28	- 5.90	26
Illinois	7,630,654	11,765	27,023	54,007	74,154	96,592	108,912	118,419	93,498	- 24,921	1.55	1.23	26	- 21.05	46
Indiana	3,238,503	3,556	11,238	16,427	24,832	29,089	27,789	30,322	35,662	+ 5,340	.94	1.10	30	+ 17.61	7
Iowa	2,470,939	2,808	16,640	25,126	35,059	40,997	48,176	50,373	41,197	- 9,176	2.04	1.67	15	- 18.22	40
Kansas	1,880,999	4,290	8,608	17,383	21,156	29,684	30,986	32,095	28,020	- 4,075	1.71	1.49	18	- 12.70	33
Kentucky*	2,388,549*	16,424	12,255	16,000	15,817	19,724	21,887	23,193	22,045	- 1,148	.97	.92	33	- 4.95	24
Louisiana*	1,325,267*	404	155	967	3,550	4,812	8,431	10,194	11,248	+ 1,054	.77	.85	38	+ 10.34	10
Maine	797,423		1,063	1,126	1,945	8,427	4,183	4,076	4,389	+ 313	.51	.55	45	+ 7.68	14
Maryland*	1,355,147*	758	2,172	6,009	5,636	8,310	6,812	8,155	7,434	- 721	.60	.55	46	- 8.84	31
Massachusetts	4,249,614	7,270	9,733	10,397	11,844	18,882	17,992	19,412	19,421	+ 9	.46	.46	48	+ .05	20
Michigan	4,842,325	4,640	18,485	40,567	57,885	63,842	73,135	68,311	55,506	- 12,805	1.41	1.15	29	- 18.75	43
Minnesota	2,563,953		1,558	12,551	19,282	27,174	35,686	37,901	33,703	- 4,198	1.48	1.31	24	- 11.08	32
Mississippi*	1,000,103*	1,518	3,195	10,504	11,388	13,018	14,945	11,154	9,058	- 2,096	1.12	.91	35	- 18.79	44
Missouri	3,629,367	16,788	39,157	34,239	46,939	62,192	58,054	55,363	53,803	- 1,560	1.53	1.48	19	- 2.82	21
Montana	537,606	607	505		2,946	4,214	6,336	5,912	4,826	- 1,086	1.10	.90	36	- 18.37	42
Nebraska	1,377,963	28	913	4,874	14,142	19,786	27,380	26,056	21,458	- 4,598	1.89	1.56	16	- 17.65	37
Nevada	91,058			444	40	50		41	47	+ 6	.05	.05	51	+ 14.63	8
New Hampshire	465,293	600	2,197	106	2,857	3,614	3,437	1,997	3,098	+ 1,101	.43	.67	40	+ 55.13	1
New Jersey	4,041,334	9,674	21,865	29,114	41,464	54,316	57,774	66,230	73,020	+ 6,790	1.64	1.81	12	+ 10.25	11
New Mexico	423,317	232	754	776	2,082	1,837	2,099	2,760	2,109	- 651	.65	.50	47	- 23.59	48
New York	12,588,066	6,681	13,704	24,648	43,781	55,153	73,513	75,848	72,690	- 3,158	.60	.58	44	- 4.16	22
North Carolina*	2,251,629*	1,308	7,631	10,180	13,711	17,065	22,682	23,626	23,655	+ 29	1.05	1.05	31	+ .12	19
North Dakota	680,845		1,472	2,751	8,552	23,960	10,575	17,236	13,337	- 3,899	2.53	1.96	8	- 22.62	47
Ohio	6,646,697	2,310	22,343	40,027	67,099	70,124	95,429	96,713	91,398	- 5,315	1.46	1.38	21	- 5.50	25
Oklahoma*	2,223,842*	9	580	7,617	12,752	16,450	13,353	15,937	14,583	- 1,354	.72	.66	41	- 8.50	30
Oregon	953,786	498	4,052	11,164	17,703	16,592	17,907	18,091	17,014	- 1,077	1.90	1.78	13	- 5.95	27
Pennsylvania	9,631,350	7,041	12,890	20,150	29,107	52,198	60,264	57,200	61,479	+ 4,279	.59	.64	42	+ 7.48	15
Rhode Island	687,497	2,687	4,013	4,787	9,099	8,440	10,216	10,734	11,769	+ 1,035	1.56	1.71	14	+ 9.64	12
South Carolina*	945,084*	227	318	1,796	3,844	4,958	4,691	4,789	6,586	+ 1,797	.51	.70	39	+ 37.52	3
South Dakota	692,849	790	996	5,039	6,350	10,032	12,788	12,573	9,454	- 3,119	1.81	1.36	22	- 24.81	50
Tennessee*	2,138,910*	5,190	5,897	7,792	5,123	26,721	33,743	29,111	29,500	+ 389	1.36	1.38	20	+ 1.34	18
Texas*	4,969,751*	17,128	21,154	30,608	43,737	56,235	70,789	71,117	58,323	- 12,794	1.43	1.17	27	- 17.99	38
Utah	507,847			500		2,858	1,812	3,073	2,131	- 942	.61	.42	50	- 30.65	51
Vermont	359,611	1,179	1,296	3,824	4,855	8,481	9,979	8,167	9,186	+ 1,019	2.27	2.55	5	+ 12.48	9
Virginia*	1,771,686*	25	1,311	3,493	4,532	8,039	10,408	9,467	7,852	- 1,615	.53	.44	49	- 17.06	35
Washington	1,563,396	8,742	22,910	32,158	33,852	34,709	38,090	38,136	30,398	- 7,738	2.44	1.94	9	- 20.29	45
West Virginia*	1,614,312*	231	169	2,041	3,819	5,435	14,045	11,347	13,843	+ 2,496	.70	.86	37	+ 22.00	5
Wisconsin	2,939,006	2,712	5,384	5,920	19,472	23,690	20,715	21,008	17,853	- 3,155	.71	.61	43	- 15.02	34
Wyoming	225,565	50	44	1,226	1,830	3,760	3,301	1,777	2,269	+ 492	.79	1.01	32	+ 27.69	4

THIS TABLE will enable you to follow the progress in membership in your state and to make comparisons with other states. All membership records are for April 15. Columns No. 12 and No. 13 show the percent of population in membership in 1931 and 1932 respectively. Column 14 gives the rank of states according to population in membership. Column 15 shows the percent of increase or decrease in membership the past year and column 16 gives the ranking of states according to their percentage of increase. Percentages in column 12 are found by dividing similar figures in column 9 by column 2; percentages in column 13 by dividing 10 by 2. Percentages in column

15 are found by dividing like figures in column 11 by those in column 10.

Sources of data: (1) U. S. Census, 1930; Colored population is not included for states marked with an asterisk (*) as these are served by the National Congress of Colored Parents and Teachers. (2) Paid membership reports of the treasurer of the National Congress of Parents and Teachers.

Practical use of this table: (1) Comparison of state records. Percentage of population in membership indicates the ability of a state to provide large memberships. (2) Deductions from this table can be given publicity to local newspapers and community groups. (3) A study can be made as

to how states can maintain their ranking or raise their position. (4) Study comparative increase in membership over longer periods of time. (5) Teachers can formulate practical arithmetic problems, the solution of which may be presented to teachers meetings or P.T.A. (6) Make other tabulations showing rank of states in actual membership, in greatest gain during the year.

Further information concerning the organization or the parent-teacher association program can be secured by writing the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C. Let every teacher and principal take part in community leadership thru parent teacher work.

Platform of the National Education Association

THE National Education Association believes that education is of major concern to the American people. The influences exerted upon the passing procession of youth, which makes its way from infancy to responsible citizenship by the pathway of the schools, should effectively promote the ideals of democracy. Looking to the future of our country the Association calls upon laymen and teachers to examine and to support the following statements of educational policy:

PART I. THE CHILD—The National Education Association believes that American fathers and mothers desire to lit their children to higher opportunities than they have themselves enjoyed. This zeal for the happiness of the next generation, kindled in our country by its first pioneers, has been passed on undimmed from one generation to the next. As a people we are convinced that human progress marches only when children excel their parents.

Opportunity—Every child, regardless of race, creed, social position, residence, or physical condition, should have the opportunity for the fullest development of his individual powers thru education.

Character—Character is the major outcome of education. All activities of the school should contribute to the habits and attitudes which manifest themselves thru integrity in private life, law observance, and intelligent participation in civic affairs.

Health—The school program for physical and mental health should supplement the efforts of the home to establish habits of clean and wholesome living.

Initiative—Children should be taught how to think more than what to think. Education should prepare the rising gen-

eration to meet the social and economic problems of an ever-changing world.

Labor—No child should engage in

THIS PLATFORM represents seventy-five years of experience and study on the part of the teaching profession of the United States. Since 1857 the National Education Association has been the clearing-house for educational ideas and ideals. The teachers in the various states have counseled together in the Association to set up standards to guide their thinking and action. Each year a new committee has studied the resolutions of former years, has taken account of new needs and new problems, and has brought to the Association for consideration, amendment, and addition, the fruits of its labors. This year the committee made a special study of all past resolutions and codified them into this platform. It may well be the subject of study and discussion by every school faculty. Classes in every teachers college should study it carefully. It should be a part of the personal library of every candidate for teaching.

premature or excessive employment that deprives him of the benefits of comradeship, of play, and of education.

PART II. THE TEACHER—The National Education Association believes that progress in education depends largely upon the preparation and character of the individual teacher. No nation can afford to entrust its children to incompetent teachers.

Democracy in the profession—Teachers, regardless of position or title, are workers in a common cause. Efforts to capitalize the talents of all teachers thru curriculum committees and other shared responsibilities should be encouraged and extended.

Ethics—As individuals and as groups, teachers should observe the principles of conduct set forth in the code of ethics adopted by the Association. [This code will be found in the May 1932 issue of THE JOURNAL. For a more complete discussion see Research Bulletin of the National Education Association, Volume IX, number 1, January 1931, entitled "Ethics in the Teaching Profession."]

Improvement in service—Every teacher should be a student of professional problems seeking in every way to know and to advance better educational practises.

Associations—Membership in educational associations should be encouraged, for thru such agencies group effort may be brought to bear upon professional and social problems.

PART III. LOCAL SCHOOL SYSTEMS—The National Education Association believes that the continuous maintenance of efficient local school systems is of fundamental importance. Conditions in every school must be such that children and teachers may work together with the maximum of effectiveness.

Financial support—A modern program of education requires generous support from public revenues. Local districts should add to state and national sources of income the funds necessary to provide a complete program of education.

Unit of administration—To the end that classroom instruction may be most effective, the local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership, ad-

THE STATE TEACHERS ASSOCIATION is a policy forming organization. It has put into operation movements which have brought about good school conditions. It has bound the teachers into a single unit for the accomplishment of its purpose. The local associations have directly benefited society by shaping public opinion. The state associations have improved education by raising the standards of certification, by inculcating in their membership a desire for further educational accomplishment. Longer terms of school have been secured. Equalization funds have been made available in order that nearly equal rights might be given to the children of all sections. Rural supervision has come thru the state association activity. Retirement, free textbooks, and sabbatical leave are other association achievements.—Roy W. Cloud, Secretary, California Teachers Association, San Francisco, California.

¹This platform and the resolutions which follow were adopted by the Representative Assembly of the National Education Association at Atlantic City, N. J., July 1, 1932.

ministration, and supervision of instruction. Outside the urban areas this unit should be large enough to provide an educational program commensurate with rural needs.

Distinction of functions—There should be general recognition of the distinction between the lay control of public education and the professional administration of schools. Lay boards should not nullify expert services by unnecessary interference with the professional activities of their employees.

School budgets—School budgets should be prepared by the school superintendent and his staff and presented to the board of education for consideration. There should be no retrenchment in school budgets without due consideration both of the immediate and the ultimate consequences. Where genuine economies seem advisable they should be made with the advice of the professional staff. Education should be one of the last governmental functions to be restricted or curtailed.

Basis of selection and promotion—All teachers should be selected and promoted on the basis of their professional qualifications and attainments.

Schoolboards—Local and state boards of education should be chosen on a nonpartisan basis, selected at large from the area which the board is to serve, and granted terms of office of such length and arrangement as to make it impossible to choose a majority of the board at any one time.

Curriculums—The educational program should take into account the interests, needs, and abilities of individuals. It should prepare pupils for cultural, vocational, recreational, and civic responsibilities.

Educational interpretation—The educational program today needs the active support of all citizens and organized community agencies. Educators should make a practise of keeping the

aims, practises, and achievements of the schools constantly before the public.

PART IV. THE STATE AND EDUCATION—The National Education Association believes that the control and the

CITIZENS from countries overseas who visit America often comment on the remarkable uniformity of educational progress in a country where responsibility for school administration rests in forty-eight sovereign states. The answer lies in our professional organizations and the policies which they have set in motion. The essential rightness of the ideas for which the profession has stood thru the years has proved more powerful than law or edict. People have moved forward because they have been convinced of the soundness of each step as it has been worked out in the democratic discussions of the profession. This platform points the way toward further advance. Let the schools be lifted to a new level of effectiveness to meet the needs of this new age.

organization of education are state functions. Upon the state falls the major responsibilities of organizing a system of schools, preparing the teachers, providing adequate financial support, and maintaining the necessary educational standards. The quality of future citizenship depends largely upon the effectiveness of the state in discharging these functions.

State school system—Each state should provide and support from public funds a system of free schools beginning with the kindergarten and extending thru the university.

Adult education—Opportunities should be provided for adults in every state to enrich the cultural aspects of life, to prepare for parenthood, to develop personal talents, to improve or to re-educate vocational abilities, to remedy deficiencies in education, and to learn the responsibilities of social life.

Rural education—Children in rural communities should be provided with an education as generously supported as that given to urban children. State and national school authorities are urged to study curriculum needs and possible administrative reorganizations, particularly of rural education.

Special education—Gifted, exceptional, and handicapped children should receive instruction, guidance, and special care in accordance with their respective needs. Surveys by local, state, and national authorities are needed to provide the basis for an adequate educational program for these children.

Guidance—Provision should be made for systematic programs of guidance and counseling in state school systems. The programs should be balanced so as to include the educational, the social, and the vocational problems of the individual student. Competent persons, prepared in the field of counseling, should be employed whenever possible.

Vocational education—Every state should provide a complete program of vocational education for youths and adults. Classes should be organized and maintained as integral parts of local school systems. Partime and evening classes should be provided wherever necessary.

Teacher preparation—Upon the preparation, the character, the selection, and the placement of the teacher depends in large measure the ultimate success of education. It is important that the preparation of teachers should be adequate, rich in professional and subjectmatter

THE CASE for our educational budgets in recent years does not solely rest upon educational considerations in the narrowest sense of that term. By far the greatest part of the board's vote is spent on salaries. The teachers, like the judges and police, the soldiers and sailors, are guardians of public order. It is no part of political wisdom to refuse them such a measure of remuneration as may keep them contented and happy. I am, of course, aware that the country must not spend more than it can afford, and only offer these observations in the hope that no ill-considered onslaught will be made upon our present educational system, which, for the first time, perhaps, in its history, need fear no comparison with that of any other country.—H. A. L. Fisher, great English statesman and educationist. [From Secretary Crabtree's annual report, 1932.]

content, and adapted to the demands of actual service.

Certification standards—Professional and academic requirements for beginning teachers should be increased and enriched in many states. The minimum standard recommended by the Association is four years of preparation beyond the high school.

Tenure of service—Teachers should hold their positions during competence and good behavior. There should be legislation to protect teachers from discharge for political, religious, personal, or other unjust reason, but the laws should not prevent the dismissal of teachers for incompetence, immorality, or unprofessional conduct.

Retirement systems—To promote efficiency in public education every state should adopt a sound plan for the retirement of aged and disabled teachers.

School finance—Adequate support of a modern system of schools requires a system of taxation which conforms to the best theory and practice. Continued research should be made to find and to disseminate facts about the best sources for local and state governmental revenues. Such unbiased studies of public finance should be followed immediately by legislation which will provide adequate support for education. The units of taxation and the distribution of public funds should insure a reasonable minimum education for every child.

State departments of education—It is an obligation of each state to provide a state department of education equipped to certify as to the adequacy of local programs of education in meeting state standards. This state department should, thru experimentation and thru personal leadership, stimulate local communities to provide increasingly more adequate programs of education, to the end that the state minimum program may from time to time be advanced.

State education associations—The splendid growth and development of state associations for teachers is hailed as evidence of an alert profession. Under wise leadership these groups can be sources of strength to the educational programs of the states.

PART V. NATIONAL RELATIONS IN EDUCATION—The National Education Association believes that there are functions in the education of children which only the national government can dis-

charge. General recognition should be given to the federal government's obligations to unite, to guide, to stimulate,

For Faculty Meetings

THE POINTS developed in this platform concern every educational worker in the nation. These statements influence legislation. They influence the decisions of city and state superintendents of education. They are studied in thousands of faculty meetings and teachers colleges. Here are a few suggested topics for discussion:

1. Which points in this platform appeal to you as most important?
2. Into what main divisions is the platform divided?
3. Do you agree with the order in which these divisions are arranged?
4. Who should prepare the school budget?
5. Why is educational interpretation emphasized?
6. What minimum standard of preparation for teaching is recommended?
7. What is the attitude of the Association toward federal aid, radio, and parent-teacher associations?

and to support education in the interest of a high type of national citizenship.

Federal aid—Funds should be provided by the federal government to assist the states in making an adequate education available to every child and adult. Special funds should be available to prevent the interruption of education in areas devastated by floods or other widespread disasters. The several states should use these funds for the foregoing purposes without federal dictation.

Education by radio—Legislation should be enacted which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the techniques for using the radio effectively in education.

Qualifications for naturalization—The minimum requirement for naturalization should include the ability to read and to write the English language understandingly, a general knowledge of American local, state, and national government, the desire to exercise the right of suffrage, and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

Department of education—The federal government should promote edu-

cation in the states by the dissemination of authentic information on problems of general educational concern. The Association believes that this service can be rendered best by a department of education with a secretary in the President's Cabinet.

Office of Education—The research activities and informational services of the Office of Education deserve the sympathetic interest of all teachers. Until Congress establishes a department, the funds of the Office of Education should be augmented to the end that its efforts may be increasingly effective.

Parent movements—National movements among parents to safeguard the welfare of children and to bring the school and the home in closer cooperation should enlist the enthusiastic support of teachers.

Illiteracy—The number of persons who are illiterate, or who use the fundamental skills with great uncertainty, presents an insistent challenge to laymen and teachers alike. Illiteracy defeats the purposes and practices of democracy, and hinders the development of world understanding. The Association commends local, state, and national efforts to eradicate this menace to national progress.

PART VI. INTERNATIONAL RELATIONS IN EDUCATION—The National Education Association believes that improvement in communication, international business relations, and social intercourse have established many common international interests. In view of these actualities, education should prepare children and adults for cooperative living in a community of nations.

International exchange—Provision should be made for the exchange of students, professors, and educational publications. State school legislation should make such international exchanges possible and effective.

Curriculums—A modern program of education should include the study of the history, the interests, and the problems of other nations. This study should include such instruments of world understanding as the organizations for international cooperation, the courts for arbitration, and the treaties of peace.

World education associations—Local, state, and national associations of teachers should be linked internationally for the systematic exchange of professional knowledge, visits, and conferences.

Resolutions for 1932

ECONOMY AND EDUCATION—The National Education Association favors strict economy in the administration of public schools, but it is unalterably opposed to any retrenchment which injures the children of America either by lowering present educational standards, destroying the morale or effectiveness of teachers, or eliminating school subjects and activities contributing to the health, culture, or vocational training of our citizens.

The Association condemns particularly the following practises:

[1] Increasing the size of classes beyond the point of efficiency. This procedure works a permanent injury to children because sufficient attention cannot be given to individuals.

[2] Shortening the school term. Not only does this practise lessen the educational opportunities of children, but it tends to increase juvenile delinquency because of the prolonged and unsupervised vacation periods.

[3] Reducing the salaries of teachers. Either direct cuts or the substitution of cheap teachers for those who are competent, experienced, and reasonably paid is a blow at school morale and child welfare.

[4] Eliminating health, recreational, vocational, and cultural services and activities. This destruction of the essentials of modern education means returning to a narrow, lockstep, uninspired, and inefficient program of education.

Education is the right of childhood, the main guarantee of individual happiness and economic competence, the best insurance of national integrity and safety, and the best preventive of social disintegration. Nevertheless, thousands of schools have already been seriously injured by unwise, and oftentimes unnecessary, curtailments and many school systems are now being threatened with financial starvation. The National Education Association owes it as a duty to the nation to enter a solemn protest against unwise or destructive retrenchment in education.

The economic crisis—In the present economic crisis, the immediate need of the nation is a restoration of employ-

THE Resolutions Committee is one of the most important policy-determining bodies within the National Education Association. Each state delegation selects one representative for this committee, which elects its own officers. It is selected one year in advance of the convention at which its report is to be made. This allows time for study and deliberation. Open meetings of the committee are held at times announced in the official program. The proposed resolutions are brought to the Representative Assembly in printed form, where they are further discussed and amended before being adopted. The chairman of the Resolutions Committee for 1931-32 was Joseph H. Saunders, superintendent of schools, Newport News, Virginia.

ment and production. Private enterprise alone is unequal to the task. Collective action on a large scale is imperative. We believe that this means action by the federal government.

Sufficient funds should be made available by the federal government for the resumption of public projects, federal, state, and local, which have been planned and approved, but which have been discontinued solely for lack of funds. Of all the public works which are listed in the relief bills now under consideration, there are none so necessary as public schools. Economy which wastes our resources, material and human, as these resources are being wasted today, is false economy. It tends to give impetus, moreover, to destructive radical movements.

In addition to the projects now favorably considered by a majority of both houses of Congress, the federal government, thru the Reconstruction Finance Corporation, should make available to the several states sufficient funds to safeguard public education against retrenchment. Congress should not overlook the fact that our public schools are self-liquidating enterprises, not in the sense that

toll bridges are self-liquidating, but in a sense more vital. Particularly in the present crisis, retrenchment in education is dangerous, for education is the chief bulwark of the nation against the destructive forces of extreme radicalism.

Law observance—Crime conditions and attitudes of lawlessness in our nation today threaten life, liberty, and the pursuit of happiness. In many communities individuals and groups flaunt properly constituted authority and endanger the effectiveness of the judicial system. The National Education Association commends efforts to prevent crime, indorses the impartial enforcement of all laws, including the Eighteenth Amendment, and urges teachers in the present emergency to stress particularly the obligations of good citizenship.

Child health and protection—The National Education Association commends the careful studies and thoughtful deliberations of the White House Conference on Child Health and Protection. The detailed reports of subcommittees present facts and conditions which demand the united action of teachers, parents, and others who are concerned with the national welfare. The conclusions and recommendations of the conference should be studied and utilized by teachers to meet the educational problems of childhood.

National Advisory Committee on Education—The report of the National Advisory Committee on Education is a state paper of first importance. The National Education Association recommends the report for careful study by both laymen and educators.

An expression of appreciation—The teachers and laymen of Atlantic City and of the state of New Jersey, by their thoughtfulness and hospitality, have made this 1932 convention one to be long remembered. The National Education Association expresses its gratitude to all who have made this meeting a notable contribution to the progress of American education.

RIGHT NOW there is an overwhelming sentiment in the United States that taxes are too high and must come down—but there is a good deal of overstatement about the average citizen's tax burden when we consider what he gets for his taxes. Possibly one-half of the \$200 a man may pay in taxes in a year goes to the schools. If he has four children in school he is giving them an education at the cost of about \$25 a year. That sounds like a bargain.—Gov. George H. Dern, Utah. [From Secretary Crabtree's annual report, 1932.]

Meeting the Emergency in Education

THE TWELFTH annual American Education Week will be observed November 7 to 13. Since this nationwide celebration began, a generation of young people has passed thru the schools and there has been unprecedented growth in the demand for educational service with a corresponding extension of educational opportunity. Today there are thirty million young people in the schools of the United States, including five million in the high schools and another million in the colleges. This devotion to education is the expression of a mighty faith. It is recognition by the parenthood of America that children come first.

The schools are the brightest spots in American life today. Nine hundred ninety-five thousand classrooms have kept open and have gone steadily forward. No one can estimate the stabilizing force of an institution that occupies the full working time of approximately one person in four of our total population.

Just now the schools are facing a serious situation. Taxing systems have broken down. Classes have been increased beyond the possibility of the best educational service to the children. Health activities have been curtailed. Kindergartens have been dropped even in cities where there is no place for the children to play outside of school. Music and the fine arts—especially needed in an age of increasing leisure—are too often crippled.

The schools will weather this emergency and come out of it stronger and better than ever if the public can be made to understand the crucial importance of education, its relatively low cost, its inspiring history, its dynamic philosophy of a better life for the masses. The teachers of today are called upon to do what pioneer teachers have always done—to justify the worth of school service; to magnify the importance of childhood; to show that schooling pays in terms of a richer and finer life. The great need of this hour is not a lower standard of living but a higher standard of living which will provide work for all. Enriched educational opportunity is one of the surest ways of raising the standard of living.

The schools of America are ready to meet the challenge; to take their case to the people; to present the facts just as the nation's founders in an earlier day looked forward, charted new courses, and aroused the aspiration of the nation.

America is great because of the ideals which the pioneers established for its homes, for its schools, and for its demo-

AN UNUSUAL OPPORTUNITY

IT is the privilege of every teacher to help parents and citizens understand their schools. It is important that this work of interpretation go on thru-out the year that informed parents may demand and support worthy opportunities for their children. During American Education Week each year parents and citizens participate in this work of school interpretation. This year the emergency in education gives special significance to American Education Week. The integrity of the schools is seriously threatened at the very time when their services are most needed in the interest of stability and progress. Let every teacher, every principal, every superintendent, every parent, and every citizen join in this nationwide movement to understand the purposes, the achievements, and the needs of the schools.—J. W. Crabtree, Secretary, National Education Association.

cratic community life. It has chosen to take the higher path, to reach up and out and forward. The future of America depends simply on our being ourselves; on our standing by the ideals that have made us great; on magnifying the home; on building up our schools; and on keeping alive among our citizens the spirit of reform and social advance.

The observance of American Education Week is sponsored each year by the American Legion, the United States Office of Education, and the National Education Association.

The general theme for 1932 is *The schools and the nation's founders*. The following topics are suggested for day-by-day programs:

- Monday, November 7—*The homes of the pioneers.*
- Tuesday, November 8—*The schools of the pioneers.*
- Wednesday, November 9—*Two centuries of progress in new-world schools.*
- Thursday, November 10—*The schools and equality of opportunity.*
- Friday, November 11—*The schools and American ideals.*
- Saturday, November 12—*The schools and progressive living.*
- Sunday, November 13—*The schools and the things of the spirit.*

Each state and each locality will adapt the program to its needs and conditions.

It is especially important that teachers, pupils, parents, and citizens think of their individual schools in concrete terms; that they appreciate what their school has meant to their community and to their children; that they understand what it costs as compared with the other factors in their personal and community budgets. It is also important that they understand the history of the schools, their philosophy, their relation to life, character, citizenship, and national progress. The 1932 platform and resolutions of the National Education Association, which appear elsewhere in this issue of the JOURNAL, may well be made the basis of special study and discussion. Earlier issues of the JOURNAL, the Proceedings, and the Research Bulletins of the National Education Association are filled with material which can be adapted for use on this occasion. The following references, which have been ranked first by JOURNAL readers in each issue, may form the nucleus of an American Education Week library:

- The American Melting Pot—Francis G. Blair (16:197-201, October 1927)
- The Sources of Ethical Character—editorial (16:267-8, December 1927)
- The Teacher's Philosophy of Education—George W. Frasier (17:165-66, June 1928)
- The School of Tomorrow—editorial (18:1-2, January 1929)
- Education: What Program? What Price?—Frank D. Boynton (18:69-72, March 1929)
- Education for a New World—J. W. Crabtree (18:212, October 1929)
- The Leisure of Tomorrow—editorial (19:1-2, January, 1930)
- The Need for Educational Interpretation—editorial (19:37-38, February 1930)
- Education in the Spirit of Life—Frank Cody (19:103, April 1930)
- Education and the Improvability of Man—editorial (19:135-136, May 1930)
- The Ideal Teacher—George Herbert Palmer (20:1-8, January 1931)
- Children First—editorial (20:75, March 1931)
- How Much Do You Count—editorial (20:189, June 1931)
- Dr. Sutton Looks at Education (20:233-35, October 1931)
- For Every Child an Education—editorial (21:1-2, January 1932)
- The High School of Tomorrow—editorial (21:75-6, March 1932)
- Education, the Nation's Safeguard—Charles H. Judd (21:113-16, April 1932)
- The Bicentennial Bill of Rights—editorial (21:141, May 1932)
- The Children's Charter—(21:159, May 1932)
- Education in a Time of Crisis—George W. Frasier (21:174, June 1932)

Planning a Program

BEGIN EARLY. Fix responsibility for each important activity. See that every member of the school staff has something to do. Enlist the support of citizens thruout the community. Select committees which are willing to work. Let the superintendent of schools take the lead. The American Education Week Committee will select topics appropriate for use in your community. It will appoint special committees of teachers, parents, and others to help plan and carry out programs for each day. Subcommittees have been found useful for each of the following purposes:

1. To plan day-by-day programs.
2. To cooperate with the American Legion.
3. To cooperate with parent-teacher groups.
4. To cooperate with the churches.
5. To cooperate with service clubs and other groups.
6. To work with the press.
7. To work with radio.
8. To provide for pupil participation.
9. To prepare special publications.

The material which the Division of Publications of the National Education Association has prepared for American Education Week has been developed to meet the emergency in education. The quality has been improved and costs have been reduced. It is now possible to get for one dollar a packet of material which includes an American Education Week handbook, a set of posters and cartoons, 2 beautiful colored announcement posters, 5 copies of a 16-page *Message to Parents*, 5 copies of a four-page leaflet *Children First*, and one copy of a four-page leaflet *Your Child and His School*. The amount of material available at this low cost is limited. Schools are advised to order early while the supply lasts.

The following topics are suggested for day-by-day programs:

Monday, November 7—*The homes of the pioneers*. Picture the pioneer home with its meager but appreciated educational opportunities. Show how these opportunities were improved thru courageous devotion to ideals and unflinching sacrifice.

Tuesday, November 8—*The schools of the pioneers*. Describe the pioneer school buildings, curriculums, methods of instruction. Urge each community to pay tribute to its early educational leaders.

Wednesday, November 9—*Two centuries of progress in new-world schools*. Describe the evolution of buildings and curriculums. Point out the increased training of teachers. Show how teachers have helped the nation keep children first. Show how important it is in the

present economic crisis to hold the gains our schools have made.

Thursday, November 10—*The schools and equality of opportunity*. Point out the great

TEACHER PARTICIPATION

WHAT pupil activity is in the school, teacher activity is in the profession. It is the basis of personal growth. By working at their problems teachers come to appreciate the larger significance of the school. They develop personality. They establish professional contacts. They develop leadership. They command the respect of other citizens. They help to improve the community. They help to pay the debt which everyone owes to the profession by which he makes his living. America is under great obligation to the pioneer teachers who have laid the foundations of our marvelous system of schools. Shall not the teachers of this generation thru their cooperative efforts build upon the foundations which have been laid?

inequality which exists in the ability of different communities to support their schools. Explain the principle of taxing wealth where it is and educating children where they are. Stress the equality of opportunity represented by free and universal education as the corner stone of American democracy.

Friday, November 11—*The schools and American ideals*. Show how the democratic associations of youth in the schoolroom remove class prejudices and increase respect for excellence in people of every economic and social level. Show how the schools open the door to improvement for all, regardless of poverty, lowly ancestry, or foreign birth.

Saturday, November 12—*The schools and progressive living*. Explain the significance to human progress of the new ideal of continuous mental and spiritual growth thruout life. Show how the schools have increased vocational effectiveness and have enriched life for the aged by preparing them for intellectual pursuits after their physical powers have declined.

Sunday, November 13—*The schools and the things of the spirit*. Pay tribute to the American pioneers in the spiritual kingdom. Urge communities to memorialize early day religious leaders. Exalt the courage which led them to carry a spiritual message into the wilderness.

The program will be adapted in each community to meet the needs of the local emergency. The following topics are suggested:

The School as a Stabilizing Influence—Show how the schools in the present conditions of widespread unemployment provide an occupation of selfimprovement for future vocational success to many thousands of young people and adults who would otherwise be idle. Call attention to the fact that loyalty and devotion to the country with which the schools

inspire childhood prompts those in economic distress to better their conditions by lawful process rather than by theft or violence.

Needed Educational Legislation—Arrange a public meeting for the discussion of needed educational legislation in your state. Point out the successful experiments of your own or other states in revising the system of taxation for schools, in fairer distribution of state financial aid to schools, in provisions for continuation and adult education, in teacher tenure and retirement systems, in removing elected school officials from political contests.

The Value of Superior Teachers—Arrange for public exercises honoring the community's oldest teachers. Ask citizens who were their pupils to speak. Discuss the growth of a professional spirit in education. Show how requirements for entering the profession are being advanced and the period and quality of teacher education are increasing. Point out the rapid development of national, state, and local teachers' professional organizations.

The Schools and Parent Education—Make an intensive effort to have every parent understand his child's school. Plan a course of study for parents in the seven objectives of education. Conduct each night of the week classes in which parents may study systematically the aims, needs, activities, and achievements of their school. Visit every home.

The Schools and Character Building—Show how the schools foster high ideals and sound habits. Emphasize the influence of the teacher. Show how character is enriched by studying the lives of noble men and women. Show how education gives a vision of the hopes and needs of mankind and inspires a desire to help make life for all men worthier and happier.

The material for American Education Week which has been published each year in *THE JOURNAL* may well be reviewed for suggestions. It may be found in the following numbers:

10:183-184 Dec '21; 11:374-376 Nov '22; 12:292 Sept '23; 13:254-255 Sept-Oct '24; 14:227 Oct '25; 15:218 Oct '26; 16:221-228 Oct '27; 17:223-230 Oct '28; 18:235-238 Oct '29; 19:205-210 Oct '30; 20:245-252 Oct '31.

Message to Parents—The following two pages when folded form a 16-page booklet for distribution to parents by local schools. To make a sample booklet cut out these pages and fold as directed. This message may be duplicated in your print shop with or without change or it may be obtained folded and stapled at the prices indicated on page 16 of the booklet. Write for special prices on quantities above 1000 with the imprint of your school substituted for the price note. In the regular edition the price note is replaced by the signature of the National Committee on American Education Week.

Message To Parents

THIS message is sent to you in connection with American Education Week, celebrated during the week which includes Armistice Day. Each year at this time parents, citizens, teachers, and children join in a nationwide tribute to the common school.

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Second—Fold away from this line

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First—Fold away from this line

LET US set the child in our midst as our greatest wealth and our most challenging responsibility. Let us exalt him above industry, above business, above politics, above all the petty and selfish things that weaken and destroy a people. Let us know that the race moves forward thru its children and, by the grace of Almighty God, setting our faces toward the morning, dedicate ourselves anew to the welfare of childhood.

[Order copies of this booklet, folded and stapled for distribution, from the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Prices: \$30 per thousand; \$4 per hundred; 20 for \$1. Write for special prices on larger quantities, with the imprint of your school in this space.]

EDUCATION FOR HOME

THE HOME is the fundamental institution among all civilized peoples. The school is educating your child for worthy membership in the home which you provide for him today and in his own future home. The school maintains the atmosphere of cooperation and unselfishness which is essential to happiness in home relationships. It teaches your child simple home skills—how to cook, to sew, to repair home equipment, to decorate and furnish tastefully and economically, to manage the family budget, to care for infants, and to nurse the sick. It teaches the principles of sanitation, of home and community planning. The school gives your child training in reading, music, conversation, and recreations which enrich home life. It magnifies the home as one of the finest things in life.

THE TOOLS OF LEARNING

THE MOST important tools are the tools of the mind—our systems of letters, numbers, symbols, and maps; our mother tongue; our dictionaries, encyclopedias, and handbooks; our world of print and libraries. The school is giving your child possession of these tools. He learns to read rapidly with understanding. He learns the importance of good food for the mind. Thru association with schoolmates and teachers, he acquires the ability to learn from others. Thru class discussion he learns to test and modify his conclusions. He learns to think. He becomes familiar with the world of scholarship and science. He learns the laws of life and of nature. He studies the great human institutions and ideals. He acquires sound habits of study. He catches the spirit of learning and the good life. To learn is to grow.

YOUR CHILD'S LEISURE

EACH generation enjoys more leisure as men learn how to make machines work for them on the farms, in the mines, factories, and offices. Rapid transportation, rapid communication, speedier services of all kinds are increasingly saving time. Your child will have more hours free from labor than you have had. The school seeks to teach him to use his leisure with discrimination and wisdom. In school your child learns to appreciate fine companionship, wholesome conversation, the world's finest literature, sculpture, music, and other art. He may be developing skill in one of these arts himself. He is encouraged to pursue worthwhile interests, to learn games for healthful recreation, to swim, to enjoy outdoor life, to prefer those leisure activities which build instead of destroy, to make daily play a source of joy and strength.

YOUR CHILD'S TEACHER

ISING the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. It is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.—HENRY VAN DYKE.

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DID YOU ever stop to think what the life of your child would be like without the common school? How he would spend the long days, where he would play, what friendships he would make, what influences would mold his young personality, how his faith in himself and human nature would be affected by a thoughtless world, how he would make that important transition from the simple life of the family to the more complicated life outside, where he would learn not only to read, to write, and to cipher but the thousand and one other matters that determine his ability to get on in the world? Would you be willing to undertake this task by yourself? Your child's school represents you. It seeks to do for all the children what the best and wisest parents would do for their children had they the time and the talent.

OBJECTIVES OF EDUCATION

EDUCATION concerns the whole life. The aim of the modern school is to help every child achieve

Health and Safety
Worthy Home Membership
Mastery of the Tools, Techniques, and Spirit of Learning
Citizenship and World Goodwill
Vocational and Economic Effectiveness

Wise Use of Leisure

Ethical Character

Parents and teachers may guide the growth of the child around those seven purposes with the assurance that his life will be wellfounded and rich in promise of the highest excellence and happiness. These seven objectives have been officially adopted by the National Education Association and the National Congress of Parents and Teachers. They are a challenge to home, school, and community to improve education.

YOUR CHILD'S VOCATION

THE SCHOOL is preparing your child to succeed in a chosen vocation. It teaches him fundamentals needed in every occupation—reading, writing, and mathematics. It gives him facts relating to various vocations, in order that he may be master rather than slave of the work he chooses. Courses in guidance help your child to find the trade or profession in which he is most likely to succeed because of his interest and ability. Vocational training helps him to develop important skills. A school placement service will help him find a job. In school your child is establishing habits of industry and thrift which will contribute to his material prosperity. Because the school helps him to do skillfully what he likes best to do, thru life he will experience those satisfactions which are the joy of work.

YOUR CHILD'S CITIZENSHIP

THE SCHOOL is preparing your child for the responsibilities and privileges of citizenship. By taking part in the simple relationships of the school he comes to understand the spirit of fairness, justice, intelligence, and goodwill. He learns the importance of honesty and cooperation. He learns to subordinate his selfish interest to the needs and wishes of others. He learns the history of his country. The nation's founders become his heroes. He studies the principles upon which the nation is built. His attention is called to important economic and social problems. He learns to gather and weigh facts. He learns to respect the property and rights of others. He develops the spirit of good sportsmanship, he learns to take responsibility, and to obey established rules. He learns to be loyal to common ideals and purposes.

YOUR CHILD'S HEALTH

THE SCHOOL provides a safe physical and mental environment for your child. The modern school is housed in a clean comfortable building with proper light, heat, and ventilation; seats that encourage correct posture; sanitary toilets and washrooms. Physical inspection discovers defects and helps to overcome them thru medical treatment and corrective exercise. Playfields and gymnasiums encourage healthful recreation. The school teaches correct health habits. It protects against contagious diseases. It provides special care for the undernourished, special classes for handicapped children, and encourages healthful diet thru well-balanced meals. The school creates appreciation for health as a foundation of happiness and a vital common enterprise of the race. Health is the first wealth.

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IN THE HOME a child lays the foundations of life. He establishes proper habits of eating, sleeping, elimination, and exercise. His home provides him with good books, a place to study, musical instruments, pets, a garden, play space, and the stimulating influence of intelligent family discussion. The home trains your child in the performance of simple chores; it teaches him the value of money and gives him his first experience in co-operation. In the home he learns to share with others, to keep his word, and to respect authority. He learns to be loyal and to assume responsibilities. With his brothers and sisters he takes the initiative in filling leisure moments with worthy activities. Most important of all he learns the value of home. His own future home will resemble that of his parents. Let us magnify the home.

LET NO ONE tell you that democracy has failed. It is precisely at those points where the American system is least democratic—where it least reflects the ideals and homely virtues of the common people—that the breakdowns have come. Our schools are the greatest contribution of democracy to civilization. Into them we have drawn nearly one person in four of our total population. These schools are intelligent, honest, efficient to a degree that is true of no other business of like magnitude. Were all other business as well managed as democracy's schools, America would move forward to a new level of achievement and glory. The future of democracy and the future of the common school are one and inseparable. Let them go forward and upward together. What the school is today democracy will be tomorrow.

THE NEXT time you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when freed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all; it is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Thruout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools.

HE LOOKS like his daddy," is a compliment that has stirred many a father's heart. Even as they resemble the physical features of their parents, children come in some measure to hold the ideals their parents have for them in health, in home, in learning, in citizenship, in vocational success, in leisure, and in character. "All I am or hope to be I owe to my angel mother," is a great man's tribute to a wise and faithful parent. What will your child say of you when the storms of life have tested the body and mind and soul which you helped him build? Do you work as hard to make a success of your child's life as you do to make a success of your business? Your child's school is your ally. Every day it does something for your child. A sound schooling is the richest legacy you can leave him. It gives confidence and security

Character Emphasis in the Classroom

THIS ARTICLE is reprinted from the Seventh Yearbook [1932] of the Department of Classroom Teachers, entitled "The Classroom Teacher and Character Education." Some chapter headings of this 272-page volume are: "The Program in Character Education," "Problems of Method in Character Education," "Character Values in Out-of-Class School Activities," "The Teacher and Individual Pupil Guidance," "The Home and the Community in Character Education."

THE TEACHER who has caught the vision of the new education feels an added responsibility and a greater challenge to provide for the pupils a type of guidance that will bring about desirable reactions and constructive behavior responses. It was formerly thought that the right type of subjectmatter strongly emphasized was adequate in meeting the problem. The modern teacher, however, knows that the problem is much more complex. With the knowledge that all education is character education—that every experience of the child makes a positive or negative contribution to his character—it becomes necessary to study all the factors in the classroom environment before the reactions of the child can be adequately understood, evaluated, and improved. The development of character thru the regular subjects therefore assumes a new significance. It is not merely a matter of giving pupils subjectmatter which has a high moral tone. It requires teachers with superior personal qualifications and education, a sound technic of teaching, a modern and dynamic curriculum, wise disciplinary measures, and a generally wholesome classroom environment.

An important element of classroom procedure is success and failure. The teacher is confronted with the task of determining how the regular subjects of the curriculum can contribute to character development. Much of the value which these subjects have for character education rests in the theory that any useful piece of work welldone contributes to the development of character. We now attribute to the experience of success the value that was once thought to be obtained only thru an experience of failure. The child who succeeds in spelling is motivated to still greater effort and higher

achievement. Development of the child replaces the extreme emphasis formerly laid on subject achievement. The adaptation of the work to the ability of the slow-learning child, so that he may have a consciousness of growth and power, is more essential than the accumulation of subjectmatter. The needs of the child should be studied, and situations that are related to his interests should become a part of classroom procedure. When a piece of work has been welldone, it means that the learning situation has been favorable and that achievement has been possible. Any subject in the curriculum—spelling, arithmetic, reading, or history—may help to develop good character in the child when he feels the need of mastery, makes conscious effort, and experiences the joy of achievement.

Modern tendencies in education indicate that subjects in the curriculum can best contribute to character development when learning is thought of as an activity process. It is necessary, of course, to define the nature of an activity significant for character development and to formulate criteria for determining whether the activity has a place in the curriculum.

Another important element is the necessity for capable teachers. The development of character thru the activity process will depend upon many factors. One of the most important of these is the teacher himself. While working with children only a few hours each day he must recognize that the development of character is a twenty-four-hour process. He must know each child as an individual, realizing that without a knowledge of physical condition, personal interests, fears, ambitions, and home environment, guidance becomes most difficult. To guide the child toward desirable actions and responses, teachers must have more knowledge of what constitutes normal child behavior. Wickman states:

We are in need of a general shift of emphasis from the psychology of learning and of mental and intellectual differences in children to the psychology of the social development of children with particular reference to the essential differences between child and adult behavior.

Teachers likewise need to check classroom procedure to learn what principles of mental hygiene are being observed and applied, and to determine whether the child is progressing with a sense of accomplishment rather than an attitude of

fear. The development of a teaching technic that aids the child in meeting his learning problems and in reaching satisfying solutions is essential. Most important, however, are the teacher's emotional temperament and social adjustment. He should be able to meet cases of negative behavior calmly and sympathetically, and to wait, listen, and learn the child's viewpoint before forming judgments. Undoubtedly one of the great functions of the teacher is to strive for a greater understanding of child nature and to keep alive a growing conception of human worth which includes a vision of the development of the individual child regardless of his mental or social status. The child who feels that he is understood and respected and has a place in the social group will tend to develop right attitudes and constructive responses.

The contribution of the curriculum—Another very important factor in the success of classroom activities is the selection of subjectmatter around which the activities are organized. In spite of modern educational theory, it is not uncommon to find that tradition and habit have influenced unduly the content placed in textbooks and courses of study. The emphasis within recent years on *how* we should teach has often resulted in too little attention to the all-important problem of *what* we should teach. In many schools pupil activity has become an important part of classroom procedure more rapidly than suitable subjectmatter has been introduced. This has frequently led to the selection and acceptance of classroom projects which tended to emphasize physical activity rather than the social importance of the project. For example, a sixth grade decided to study the Panama Canal and spent several weeks on the construction of a miniature canal—building locks, carving small boats from wood, and constructing the immediate physical features. No mention was made of the part the Canal plays in bringing the people of the world closer together, of the effect on freight rates and production, or of the life, customs, and contributions of the people of Central America. The wise choice of subjectmatter will play an important part in developing understanding and appreciations, and in preparing the child for meeting the pressing social and economic problems of modern life. . . .

The Tenth Yearbook of the Depart-

ment of Superintendence makes this striking statement concerning the relation of the curriculum to a program of character education:

Any curriculum that makes a sincere, intelligent, and courageous approach to the real problem of living is a character education curriculum.

After giving general suggestions for good curriculum building and presenting a number of illustrative social problems demanding immediate attention, the same reference concludes as follows:

A curriculum which brings to youth a consciousness of the problems of life, some understanding of these problems, a sense of personal responsibility in contributing to their solution, a reasonable degree of technical efficiency of procedure, and a rich personal life in harmony with the good of others, is achieving the end of character education.

The content of every subject in the curriculum should be carefully analyzed and material should be chosen primarily on the basis of its relative value in developing good and useful citizens. The time spent in figuring premiums on fire insurance policies in an arithmetic lesson, for example, might better be used in studying the best methods of fire prevention, the fire rate for the city, and what boys and girls can do to decrease the fire rate. Learning to spell can increase the child's selfrespect and incite him to greater effort when he has mastered words that he understands and which meet a real need in his everyday life. The wealth of worthwhile material for the English course makes selection difficult. Too frequently teachers accept the reading lists, poems, and essays suggested for the grade or course instead of meeting the needs and interests of the children. To present live content that is on the level of the child's reading ability is necessary if interest is to be maintained and finer appreciations developed. The reading aloud of poems selected or written by the pupil tends to create a love of poetry, while mere memorization of so many lines assigned by the teacher may create a wrong attitude toward it. Special care should be used in the selection of material for slow-learning

groups if right attitudes and finer appreciations are to be developed.

History and civics likewise present opportunities which are frequently overlooked. Children become very proficient in mastering dates, facts, and events, but too often are not taught to interpret this knowledge in terms of human problems and human needs. When teachers began to transfer some of the emphasis on learning facts to thinking about facts, a decided forward movement was initiated. We now realize, however, that our task is not finished until, in addition to acquiring knowledge and thinking thru real problems, we help the child develop the ability to *feel* the results of events and conditions in terms of good or ill to humanity at large.

How can every classroom teacher help in the development of a character-building curriculum? A brief but comprehensive answer is given in the following quotation from the *Tenth Yearbook* of the Department of Superintendence:

If . . . the curriculum is thought of as a product of all those activities and experiences in which pupils participate, the problem of involving pupils, teachers, and society in its construction becomes less baffling. With such a definition, all those activities which are carried on in preparation for the classroom experiences and activities of pupils would be termed curriculum planning. Those preparatory activities that lead to the publication of courses of study would be regarded as only one phase of this planning. It would be important, of course, that a large number of teachers make contributions to curriculum planning at this level, in order that the courses of study might assume the most advanced point of view which the philosophy of the teachers who were to use them would permit. A still greater contribution on the part of the teachers to curriculum planning would come thru the careful study of these courses for the

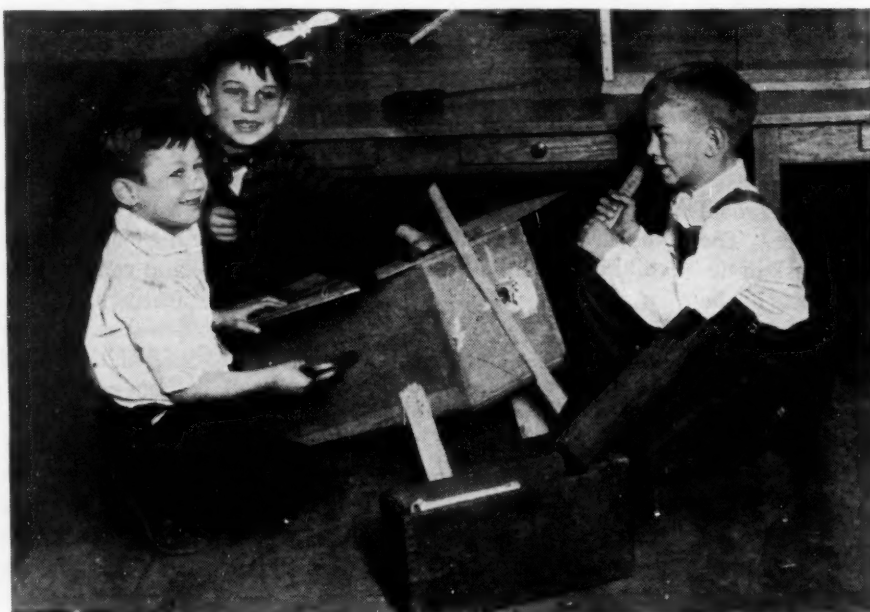
purpose of adapting them intelligently to their own classroom situations.

Analysis of the classroom environment—As indicated earlier in this discussion, any adequate attempt to develop character thru the regular subjects must consider all aspects of the classroom environment. The importance of classroom stimuli which create a learning situation where right attitudes and constructive responses are natural outcomes has been too little emphasized. Children's behavior problems have often been attributed to some deficiency in the child, while the influence of negative factors in the school or classroom has been overlooked. Many teachers are inclined to seek elsewhere than in their own classrooms for the causes of children's failures. Burnham, in *The Normal Mind*, states:

Failure, of course, is discouraging to the teacher as well as to the pupil, and teachers have as many defense mechanisms, perhaps, as the children. Among the more common of these are the contentions that the children are stupid or feeble-minded, that they have not been properly taught in the lower grades, that the parents have spoiled the children, that they are engaged in too many outside occupations, that they are not properly graded, that the classes are too large, that the children are lazy, and so on. . . .

The causes of failure, both in the home and the school, are manifold. Some of the more common causes of failure in the school have been distinguished. Some of them are due to the faults and lack of training in teachers; some are due to the wrong methods and improper arrangement of school work; some are due to the conditions of the school system and the educational machinery.

Many of the negative responses and behavior problems of children have been traced to some undesirable factor in the classroom environment. A young teacher who complained that her class was a group of idlers later discovered that her directions for work had never been made clear to the children. Teachers who are intelligently seeking the causes of children's difficulties realize the need for analyzing children's negative responses in terms of teaching technics and teachers' reactions as well as in terms of the personal peculiarities of the child.



Has the air pilot taken the place of the railroad engineer in the small boy's ambitions?

Builders of Our Profession

WHERE ARE the progressive schools? Month after month these lists of builders point to the progressive schools of the nation. The more progressive they are, the higher they are likely to stand on the list. Many schools are now found to have maintained their hundred percent status for ten years or more. Teachers who stand by the profession in this way help to stabilize teaching. They form the habit of working on their problems, thus assuring progress.

New Life Enlistments

THE FOLLOWING LIFE MEMBERS have been reported since the list was published in the June 1932 JOURNAL. The number of life members enrolled in the National Education Association on September 1 was 4984.

CALIFORNIA—Hugh L. Dannels, Frank Arthur Henderson, Mrs. Mabel C. Huston, Frederick Francis Martin.
CONNECTICUT—Sara H. Fahey.
GEORGIA—Aster Asterion-d'Apire.
ILLINOIS—Gertrude Axelson, S. H. Berg, Clara Kester Walton.
INDIANA—Zenith May Eller, E. E. Ramsey, Mrs. Francis B. Rankin.
IOWA—B. C. Berg.
MAINE—San Lorenzo Merriman.
MASSACHUSETTS—Deborah O'Connor.
MISSOURI—Frederick C. Alston, Edmund R. Brown, Herman Dreer, Frank O. Krub, F. Luther Merry.
NEW JERSEY—M. Bernice Hamilton, William M. Smith, Thomas Wayne Trembath.
NEW MEXICO—Irvin P. Murphy.
OHIO—Lillie Birkenbusch, Eugenie J. Brown, Margaret M. Dugan, Marie L. Seal, Marie Shutts.
PENNSYLVANIA—Jennie M. Farley, Miriam E. Geist.
TENNESSEE—Ernest C. Ball, Harry Henderson Clark, Mildred Scrivener, G. Edwin Shofner.
TEXAS—R. Curtis Bostick, Alice Y. Bruce, Harmon L. Lowman, Jack R. Morton.
WASHINGTON—Kenneth R. Powers.
WEST VIRGINIA—O. K. Robinson.

Completed Enrolments

THIS LIST of 1931-32 100 percent schools came in too late to appear in the June 1932 issue of THE JOURNAL.

Thirteen Years

MISSOURI—St. Louis, Special School Number 5.

Twelve Years

ARIZONA—Mesa, Mesa Public Schools, Franklin, Irving, Lincoln, Washington, Webster.

Eleven Years

OHIO—Scienceville, High, Thorn Hill Avenue.

Nine Years

WASHINGTON—Seattle, Horace Mann.

Eight Years

CONNECTICUT—Stratford, Garden.
ILLINOIS—Chicago, Parker Practice.
MINNESOTA—Minneapolis, Harrison.

Six Years

NEW JERSEY—Hightstown, Primary.

Five Years

FLORIDA—Palm Beach County, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Conniston Road, Delray, Green Acres, Hypoluxo-Lantana, Jupiter, Kelsey City, Lake Worth, Junior-Senior High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Pahokee, Palm Beach High,

Current Year

MASSACHUSETTS—Holliston, Andrews.
MISSOURI—St. Louis, Busch, Turner.
NEW HAMPSHIRE—Barnstead, Parade.
NEW JERSEY—Merchantville, Roosevelt.
OHIO—Scienceville, Junior High.
PENNSYLVANIA—Pittsburgh, Continuation.
WISCONSIN—Marshfield, Grant.

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Palm Beach Elementary, Palmetto, Riviera, South Bay, South Palm Beach, West Gate, West Palm Beach Central Junior High, West Palm Beach Central Primary.

MINNESOTA—Minneapolis, Audubon.
PENNSYLVANIA—Montgomery County, North Wales School District.

Four Years

OHIO—Cleveland, Larchmont, Nottingham; Martins Ferry, Martins Ferry Public Schools, High, North.

Three Years

FLORIDA—Tampa, Ballast Point.
GEORGIA—Atlanta, Maddox Junior High.
IOWA—Des Moines, Adams.
MONTANA—Glendive, Lincoln.
PENNSYLVANIA—Pittsburgh, Gladstone Junior High.

Two Years

CALIFORNIA—Lomita, Orange Street.
DISTRICT OF COLUMBIA—Washington, Force.
NEVADA—White Pine County, McGill.
PENNSYLVANIA—Montgomery County, Upper Merion Township School District.

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment for 1932-33 in the National Education Association since the list was published in the June JOURNAL.

Seven Years

MINNESOTA—St. Paul, Riverside.
TEXAS—Houston, Park Place.

Four Years

IOWA—Des Moines, Adams.

Three Years

CALIFORNIA—Stockton, Jefferson.
IOWA—Des Moines, Benton, Brooks.

Two Years

MISSOURI—St. Louis, Des Peres, Dumas, Eliot, Froebel, Gardenville, Glasgow, Gundlach, Herzog, House of Detention School, L'Ouverture, Madison, Meramec, Peabody, Penrose, Pestalozzi, J. H. Schroeder, Shenandoah, Sigel, Washington, Wilkin-son.
NEW JERSEY—Roselle, Chestnut.

Current Year

CONNECTICUT—Stratford, Putney, Washington.
ILLINOIS—Freeport, East Side, First Ward, Harlem, Henney, Junior High, Lincoln, Union.
INDIANA—Indianapolis, Public Number 20, Public Number 42, Public Number 44.
IOWA—Des Moines, Cattell, Longfellow, Scott.
MAINE—Biddeford, Biddeford Public Schools, Birch Street, Bradbury Street, Emery, High, Wash-ington Street, Wentworth Avenue; Norway, High and Elementary; Fairfield, Lawrence High.
MASSACHUSETTS—Lexington, Parker.
MINNESOTA—St. Paul, Chelsea Heights, Como Park, Desnoyer Park, Gutterson, Highland Park, Irving.
MISSOURI—St. Louis, Bates, Carondelet, Carr Lane, Clay, Clinton, Delany, Dewey, Fremont, Hum-boldt, Lincoln, Lindenwood, Longfellow, Marshall, Mason, Monroe, Oak Hill, Resident Open Air, Rock Spring, Scruggs, Special School Number 3, Special School Number 6; Springfield, Campbell, Ed. V. Williams.
NEBRASKA—North Platte, Cleveland, Lincoln, Mc-Kinley, Roosevelt.
NEW JERSEY—Atlantic Highlands, Grammar, High; Burlington, Springside, Stevens; Elizabeth, James Caldwell Number 7, Christopher Columbus Num-ber 15, William Livingston Number 10, Victor Mravlag Number 21; Freehold, Broad Street; Jersey City, Public Number 33; Newark, Rose-ville Avenue, Summer Avenue; Perth Amboy, Perth Amboy Public Schools, Grammar High, Public Number 1, Public Number 2, Public Number 4, Public Number 5, Public Number 6, Public Num-ber 7, Public Number 8, Public Number 9, Public Number 10, Samuel E. Shull Number 11; Roselle, Harrison, Lincoln, Washington; South Orange, Montrose; Westfield, Franklin, Grant; West Orange, Fraimount.
OHIO—Salem, Columbia, McKinley, Prospect, South Street; Youngstown, Washington.
PENNSYLVANIA—Reading, Eleventh and Pike Streets, Maple and Cotton Streets, Park, Sixteenth and Haak Streets.
RHODE ISLAND—Westerly, Elm Street.
TENNESSEE—Nashville, Brown.
TEXAS—Dallas, Pacific Avenue.
VERMONT—Bennington, Cora B. Whitney.
VIRGINIA—Petersburg, A. P. Hill.
WISCONSIN—Milwaukee, Wisconsin Avenue.

WHAT HAVE YOU DONE?—What have you done to help build up the teaching profession during the past year? Have you encouraged at least one younger teacher to work on the problems of the profession? Have you secured one new member or life member in your professional organization? Have you passed your copies of THE JOURNAL on to some professional associate or to some influential layman? Have you undertaken some pioneer project to make the schools better? Have you helped to interpret the meaning of "Children First?"

Vitalized Group Study and Faculty Meetings

THE REASONS given for teachers meetings usually include such points as the improvement of instruction, the growth of professional spirit, the transaction of business in connection with the school, and the opportunity for social enjoyment and acquaintance. In addition to these, THE JOURNAL has been emphasizing another—the study of local, state, and national problems in education, so that teachers can and do interpret the schools to the public. The need of informing the public as to the purposes, achievements, and needs of the school is set forth in this issue of THE JOURNAL in the special feature on American Education Week, in the addresses of the Atlantic City convention stressing economic conditions, and in the resolutions of the Association which show the standards towards which the profession is working. In the first faculty meeting of October, plans for American Education Week can be made. A committee of teachers and administrators will wish to examine the special material prepared for American Education Week by the National Education Association. A valuable packet containing samples of all this material may be had for \$1. This material, widely used, will help to protect the schools from penny-wise economy. Plans can be made for home visiting, so that every home is visited early in the year by a teacher. In the ups and downs of the next decade, the teachers who work on their problems will be the ones that get ahead.

The plan of THE JOURNAL for vitalized group study is being followed by an increasing number of schools, especially those which have 100 percent membership in the NEA and their own state association. Beginning with the simple plan of using the uptodate material in the NEA

JOURNAL and their own state journal many faculties are studying, in addition, other NEA publications and other professional literature. The peculiar advantages of the journals of state and national associations are their variety of fresh material on special and general problems and professional information not found elsewhere.

Vitalized group study and faculty meetings are based on these principles:

Teacher participation in planning and conducting group study and faculty meetings.

Leadership of principals and superintendents who recognize that every teacher has a contribution to make, and who have skill in encouraging teachers to grow.

The use of current, vital material such as is found in journals of state and national education associations and other professional literature.

Adapting the material studied to local conditions in classroom and community.

Teachers meetings based on the above principles encourage individual, professional growth. They stimulate study, worthwhile reading, interchange of ideas, a widening of interest, a larger view of education and its importance in national life. They put into practise the results of study and scientific research. They reveal leadership and undiscovered talent and encourage cooperation, loyalty, and human elements in teaching.

Some important details in planning meetings:

Time—The early part of the week is usually selected; the hour, convenient to the largest number.

Length—One hour with a prompt beginning and ending is usually sufficient.

Frequency—One or two meetings a month seems best.

Leaders—The faculty can be divided into committees, each to have charge of a meeting. Leaders should be chosen a semester or a year in advance. A stimulating list of questions might be prepared to guide teachers in their reading.

Some teachers are experienced in presiding and in planning meetings; among new teachers there is always promising talent.

Social and business—The first fifteen minutes might be used for refreshments or visiting. Routine matters which can be cared for by mail or the bulletin board are not allowed to monopolize the time of a professional study group.

The titles of some recent NEA publications suggest their value for group study:

Character Education [1932 yearbook, Department of Superintendence]

The Principal and His Community [1932 yearbook, Department of Elementary School Principals]

The Classroom Teacher and Character Education [1932 yearbook, Department of Classroom Teachers]

Eleventh Yearbook [1932 yearbook, Department of Teachers Colleges]

Supervision and the Creative Teacher [1932 yearbook, Department of Supervisors and Directors of Instruction]

American Education Week Handbook, 1932

Administrative Practises Affecting Classroom Teachers: The Selection and Appointment of Teachers [Research Bulletin, January 1932]

Administrative Practises Affecting Classroom Teachers: The Retention, Promotion, and Improvement of Teachers [Research Bulletin, March 1932]

Estimating State School Efficiency [Research Bulletin, May 1932]

Report of Committee on School Costs [Department of Superintendence, February 1932]

Crime Prevention Thru Education [Research Bulletin, September 1932]

The statement below is from an NEA *Research Bulletin*:

Uninformed complacency and habitual opposition to change do not characterize the teaching staff of an efficient school system. Increased responsibilities, a broader philosophy, and improved methods in education require constant adjustment on the part of teachers if they are to meet their problems with increasing success. An important function of educational leadership, therefore, is to stimulate teachers by every legitimate and practical means to maintain a progressive attitude toward their own professional and cultural development.

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association of the United States
President, JOSEPH ROSIER

Secretary, J. W. CRABTREE

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

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. Members are kindly requested to report at once any change of address, giving old as well as new address.

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

Entered as secondclass matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

JOY ELMER MORGAN, Editor

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NOTES and ANNOUNCEMENTS

In this first number of the school year, the members of THE JOURNAL staff wish to express their cordial appreciation to the thousands of readers of THE JOURNAL family whose personal interest, as expressed in their letters, keeps the staff in close touch with school conditions thruout the nation.

A fundamental point of view is presented by Secretary Crabtree in his recent letter to school principals:

There are two phases of our main problem for 1932-33. One concerns the educational welfare of the children and the other concerns the professional welfare of the teacher. People in a financial stringency when forced to save every possible penny are likely to forget other than dollar values. The effort to reduce school costs is undermining such creative and cultural aspects of education as music, art, recreation, health, the kindergarten, and even such earn-a-living subjects as vocational training and home economics. . . . But we must not let the public forget that we owe the same educational opportunity to the children of the depression that we owe to the children of prosperity.

There is a tendency in places to put the salary of the teacher on a level with that of unskilled

labor. This practise disregards the fact that teaching is a profession. Unless checked, it will lower the status of the teacher, principal, and superintendent and will have a disastrous effect on the efficiency of the schools. To offset this effect, teachers and patrons must be assured that *teaching is a leading profession* and regarded by lawyers and physicians as being on a par with that of law and medicine. Should teaching lose its professional status, the depression salary would be continued indefinitely.

New NEA president honored—

The Fairmont Board of Commerce, Rotary Club, and State Teachers College faculty joined in a dinner honoring President Joseph Rosier on July 14. Members of the Association will rejoice in this hearty recognition of our new president by his home people.

President Rosier's address to the members of headquarters staff on September 8 was an inspiring message which was greatly appreciated by all.

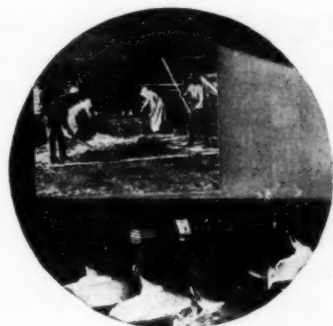
Philadelphia schools, in a preliminary report on NEA membership for 1932, show an enrolment of 4198. This is

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an increase of more than a thousand over last year's membership. The Philadelphia Teachers Association in conducting its professional campaign uses an enrolment card with which a teacher may enrol conveniently in local, state, and national associations. Other cities which increase NEA membership—either by adopting this plan carried out by Philadelphia or by using some other successful method of enrolment—will enable the profession to weather the present economic storm and to make new advances with the return of better times.

Reports which help—Inclosed is my check for \$96. . . . It gives me much pleasure to report 100 percent membership of the Griffin teachers in the Georgia Education Association and the National Education Association for the year 1932-33. I mentioned the matter in our first faculty meeting last Friday and the response was unanimous.—George W. Wannamaker, superintendent, Griffin, Ga.

[Continued on page A-124]



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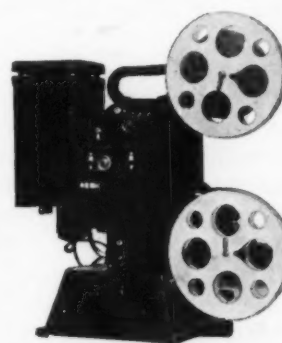


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[Continued from page A-122]

The Life Membership Dinner, held each year at the summer meeting, has become one of the most outstanding events of the convention, and one to which members look forward annually. Dr. Thomas E. Finegan, president of the Eastman Teaching Films, was the presiding officer of the dinner this year. The 1932 *Who's Who in the Profession* which was distributed at the dinner, was dedicated to the honor guest, Dr. A. E. Winship.

The Representative Assembly at Atlantic City honored itself and the profession by making Drs. John Dewey and Albert E. Winship honorary presidents of the National Education Association for life.

The annual banquet of the Department of Classroom Teachers at Atlantic City was an event of great interest and significance. Miss Sara H. Fahey, president of the Department, presided over the all-star program and introduced the honor guests.

The teachers of New Jersey were generous in their hospitality during the Atlantic City convention. The envelopes distributed to delegates included a beautiful booklet of greetings prepared by the New Jersey State Teachers Association.

Atlantic City was wellrepresented by an attractive booklet prepared by the teachers of the city.

The National Council of Administrative Women in Education became a department of the National Education Association by a vote of the Representative Assembly on July 1, 1932.

The Atlantic City convention gave high honor to the heroic services of Chicago teachers and school officers during the present crisis.

To Chicago in 1933—The 71st annual meeting of the National Education Association will be held in Chicago July 1-7. The convention headquarters will be at the Stevens Hotel which will house most of the general sessions as well as registration, exhibits, and other meetings. The Stevens Hotel will hold for advance reservation 2000 guest rooms. Other convention accommodations will be found at the Blackstone, Congress, and Auditorium hotels. Most of the state headquarters will be located at the Stevens, where Mr. John F. Bowman, director of conventions, will be in charge. The International Exposition—"The Century of Progress"—will be in operation thruout the period of the convention. This will add to the many attractions of Chicago and no doubt will result in re-

duced railroad rates and extended return privileges.

The Department of Superintendence convention—Milton C. Potter, president of the Department, announced at Atlantic City that his program for next February would be called "The Frontier Program." The convention will be held in Minneapolis.

More White House Conference Publications available—These new publications are now available:

"The School Health Program" 354p. \$2.50; "The Delinquent Child" 499p. \$3.50; "Organization for the Care of Handicapped Children" 432p. \$2.75; "Vocational Guidance" 396p. \$3; "Nutrition Services in the Field Combined with Child Health Centers: A Survey" 196p. \$2; "Child Labor" 592p. \$5; "Obstetric Education" 203p. \$3; "Parent Education" 354p. \$2.50; "Psychology and Psychiatry in Pediatrics" 146p. \$1.50; "Appraisalment of the Child" 344p. \$2.75.

These are published by the Century Company, 353 Fourth Avenue, New York, N. Y. and are in addition to the list published in the November 1931 JOURNAL. For detailed information write the White House Conference on Child Health and Protection, Department of the Interior Building, Washington, D. C.

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The next six months will be the most vital period that American education has known in the twentieth century.—A. E. Winship.

What do I get for my two dollars?

—Each teacher who joins or maintains membership in the National Education Association has the right and the obligation to ask this question just as the taxpayer, the theatergoer, the church member, the buyer of a home has a right to know what he gets for his money. Study this issue of THE JOURNAL and you will find the answer to your question. Note the great convention and its service in arousing ideals, maintaining standards, and inspiring faith. Note the material which has been prepared for American Education Week. Note the various articles that give you information and help you to realize your part in a great cause. Are not the values in THE JOURNAL itself worth two dollars to you? Compare it in quality, quantity, and range of material with any other periodical you see.

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[Continued on page A-126]

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[Continued from page A-125]

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A theme for English classes: "To Have or To Be." See page 210.

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"Books for Young America" is the theme for Book Week this year, November 13-19. Schools may obtain helpful information from the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

A privilege and a duty—A national election is always a matter of great significance and is particularly so during a time of crisis. Teachers are under special responsibility to exercise their own right of franchise and to encourage others to do so in order that the election may be a full expression of the popular will.

A good way to study civic problems—Let the classes in high school during the campaign months when interest is keen obtain and study the platforms of each of the political parties. An interesting piece of work in this connection was that of the civics classes of the Piedmont, California high school which chose the Republican-Democratic national conventions as their project for the spring semester this year.

Order U. S. government documents thru your local bookstore—A new law authorizes the Superintendent of Documents to grant to booksellers 25 percent discount on U. S. government publications. You can, therefore, order government publications thru your local bookseller instead of writing to Washington, D. C. A new classified catalog of Office of Education publications will be sent you free upon request to the U. S. Commissioner of Education, Department of the Interior.

Where the money goes—Admittedly the power question has become one of the three or four most important economic and political issues of our time. Consumers are annually overcharged in the neighborhood of \$1,000,000,000 for service. Investors have recently lost no one knows how many millions in holding company and other water utility securities.—Judson King, director of the

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See page A-118 for a complete price list of American Education Week publications.

Outstanding educators and lay leaders interested in education will participate in American Education Week radio programs which will be broadcast on nationwide hookups of the National Broadcasting Company and the Columbia Broadcasting System between November 7-13. These programs may be made an effective part of local observances of American Education Week. The exact hours and nature of the broadcasts will be available about October 20. The October report card envelopes, school-papers, commercial newspapers, parent-teacher associations, and faculty meetings are important media to employ in inviting every home to listen in on the programs of the national chains. The invitation may be extended with an announcement of local plans for observing the Week or with material designed to interpret the schools to the public. For complete information write to the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

The regional meeting of the World Federation of Education Associations at Honolulu in July was a great success. Dr. Paul Monroe, director of the International Institute at Columbia University, is President of the Federation. Dr. Augustus O. Thomas is Secretary-General. The many friends of Dr. Thomas will be pleased to learn that he is fully recovered from the illness which came upon him in September.

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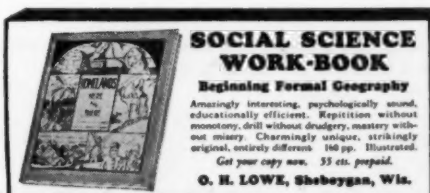
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