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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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3. What is needed for the recovery of progress in our schools _____
4. Why it is important to maintain educational opportunity in the present crisis _____
5. Why it is important to maintain a high quality of teaching in our schools _____
6. How the schools make selfgovernment possible _____
7. What the schools are doing to prevent crime _____
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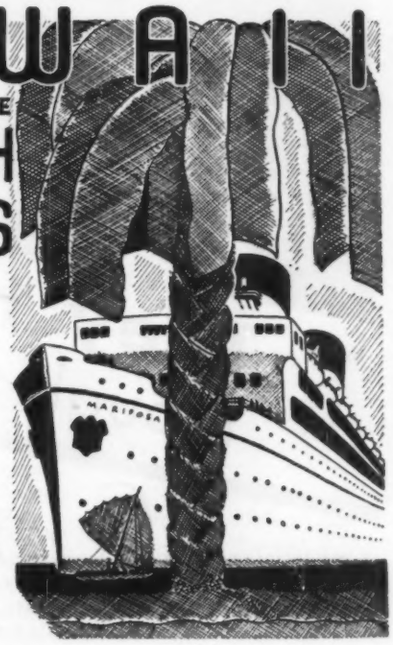

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The End of an Epoch

BEHIND all the petty explanations of the present situation of mankind there lies a deeper current, centuries long and worldwide. We have now been carried far enough upon that current for it to be fairly plain that the human race must come to grips with a new order of economic life. Have not statesmen in every country been contradicting themselves like children? Is it fair to assume that they have deliberately meant to deceive their peoples? Is it not wiser to assume that they have done their best; that they are as much the victims of an outgrown system of thinking as the poor citizen who in a world of surplus is denied an occupation by which to earn a living?

This is no passing depression, no ordinary financial panic, no mere reaction from war, but a deepseated change in the center of gravity of human affairs, which requires adjustments on the part of mankind as a whole. The world is passing from a condition of economic scarcity to a condition of economic surplus. For untold thousands of years manpower or horsepower was the limit of human control over nature. That epoch is ended. Gunpowder, explosives, and dynamos millions of times more powerful than the strongest muscles, have destroyed the economic basis on which civilization has been built.

The truth of the present situation is so extravagant as to seem fantastic. We do not like to believe it. We do not like to face it. We do not like to make in our personal lives, in industry, and in government, the changes which are inescapable.

The facts are kept from the people. Radio is turned over to commercialists, who, while appearing to be generous in other directions, exert over matters of business and industrial reform a censorship which no democratic government would dare to maintain, while at the same time they open the air to short-sighted propagandists with an axe to grind. We temporize and delay until conditions get out of hand. Greedy bankers, manufacturers, and politicians try to save themselves, forgetting that in a time like this, he who would save his life must lose it in the common good.

IF school folk do not face soon the responsibility of learning the plain facts about the economic situation and of teaching those facts to both youth and adults, the schools may be seriously handicapped or forced to close entirely, as a result of the complete breakdown of the machinery of production and exchange. There is no time to lose.

In the end we shall have to do not what we desire, not what our traditions call for, but what the situation itself demands. This can be made plain by reference to the Reconstruction Finance Corporation. Had either political party dared in 1928 to advocate state capitalism on a vast national basis that party could not have won at the polls, and yet when the crisis came the Reconstruction Corporation was established with little debate. It is not likely soon to finish its labors. It is highly probable that it will be followed by other emergency bodies to deal with great issues as they get out of hand—issues such as the regulation of working hours and the conditions of labor.

The economic and social consequences of the wholesale production of electric power grow plainer and plainer. Such power makes the automatic tool possible. This new revolution in power production began in 1912 with long-range power transmission. It finds its climax in the development of machinery which eliminates men at a fabulous rate. This substitution of machinery for men has gone forward at such a headlong pace that only after the breakdown occurred did it enter the mind of either government or industry to collect facts which would show the magnitude of the transition. A growing list of specific examples is now available. Forty thousand bricks per man per hour take the place of 450 bricks per man per day. The same number of employees produce ten times as much steel as formerly. A single machine for making electric bulbs displaces 10,000 men. A half million men on the railroads can do what formerly required two million.

To quote from Edmund B. Chaffee in the *Christian Century:*

> More technological advance in the last 150 years than in all previous recorded history. More such advance in the last 25 years than all the rest of the 150 and probably more advance in the last half dozen years than in all the rest of the 25. The tempo is increasing. The speed is accelerating. It is taking our intellectual and spiritual breath away. We have 13,000,000 unemployed now. Millions—perhaps half of them—are never going back to the old jobs. As our engineering friends see it, unless something entirely unforeseen occurs in another two years the number of unemployed will be doubled. . . .
>
> We are in the midst of what is probably the greatest revolution in all human history. The machine has become so efficient that it is rapidly tending to reduce the economic need for human labor to zero. Technology can make economic goods almost as free as the air we breathe. But this will mean fundamental changes which will go far beyond the "new deal" of any of our politicians. Unless we make those changes, and fairly soon, human society will be caught and torn to pieces by the very wheels it has created.

Is America ready to pauperize permanently a fourth or a half of her population by making them dependent upon public feeding? Is she willing to turn over the increasing leisure to the hands of the exploiter? Is she willing to send millions of youth out of the schools and colleges to find their high hopes crushed as they seek in vain an outlet for their talent and training? These questions will not answer themselves. They will not be answered by the bankers or the industrialists, the advertisers or the politicians. The major task is that of changing age-old habits of thought and action, which is the domain of education.

Let us turn now to activities which have given or which may be expected to

MORE SERIOUS THAN WAR—The people of the United States are now confronted with an emergency more serious than war. Misery is widespread, in a time, not of scarcity, but of over-abundance. The long-continued depression has brought unprecedented unemployment, a catastrophic fall in commodity prices, and a volume of economic losses which threatens our financial institutions.—Justice Brandeis of the United States Supreme Court.

give employment to large numbers of people. America has built a vast system of highways since the war. She does not need to duplicate that system. She has built a vast system of hotels far beyond any possible need for many years to come. She has built huge office buildings which may never be fully used. She has built factories far beyond permanent needs.

Where shall we turn during the next decade for constructive activities sufficiently vast to take the place of the ones just mentioned? Housing is perhaps the most promising. Ninety percent of our houses are poorer than our automobiles and 30 percent are unfit to use. But experience already shows that realtors will oppose housing reform. Every major reform which is suggested will encounter these groups whose interests are inevitably involved. There is also the possibility that vast automatic factory production of standard houses would practically eliminate the entire building trade.

Sharing labor at present wages may help temporarily but it may also multiply discouragement, weaken the position of labor, and still further destroy morale.

What about the return to the soil? Certainly people on small farm holdings are better off in a time of crisis than those in city slums. They can grow much of their own food. But that does not solve the problem. The science of agriculture as now developed if applied generally could probably supply all the farm products now used with one-half the personnel now engaged in producing such products. May it not easily be that men will be displaced by the industrialization of agriculture faster than they can be absorbed by the recovery of industry?

In desperation it is sometimes suggested that we shall turn to the way of Russia or of Italy. Undoubtedly we shall learn much from our neighbors, but our problems are quite different from theirs. We have already had a greater revolution than Russia. Her real crisis will come when she reaches the point where we now are, the point of surplus and overproduction. Russian youth join eagerly in a crusade of sacrifice and achievement as did American youth in the period of industrial pioneering. American industry as now run can neither employ youth nor finance schools for them.

But, says the industrialist, look at the potential foreign markets. Yes, but foreign peoples are waking up. They want to manage their own industrialization. They learn from America and better the instruction. They do not relish our methods of finance and advertising. They say our advertising is committing suicide and carrying down journalism and radio with it. They speak of debasing the currency of American culture in the mad scramble of the "supersalesmen." [Perhaps that is the very point at which decadence is setting in! What goes into the mind comes out in the life. And advertisers have discovered the children! Is it good to turn over the children to persons with the teacher's power but lacking the teacher's purpose to improve life?]

Greater than foreign markets are the potential markets for really useful goods among that half of our own population too little educated to be generous either as earners or consumers. But the industrialists would cut off thru tax reduction the schools which would lift this part of our population to a higher standard of living!

Dr. Sumner H. Slichter, noted economist at Harvard University, estimates that America could consume ten times as much as was used in 1929 were it possible to make adjustment in the system of wages and exchange which would permit our people to buy on so generous a scale. While ten times the consumption of 1929 is possible theoretically, it does not offer an immediate solution because of inability to make the necessary adjustment in exchange, wages, laws, and customs. As a practical problem we face the need for adjustment on present levels of consumption, which means the division of such work as there is among the entire body of workers just as we would divide up food in a time of famine.

Even if we should so arrange our exchange system as to enable the entire population to assume the highest standard of living known among us, our astounding and growing power to produce would soon create a surplus unless the working week is drastically shortened. [Some engineers suggest as little as 16 hours per week.] Are the schools ready for that day? Are they even getting ready? Are the churches? Are the homes?

Is not the first effect of this crisis to intensify competition, to increase greed, to lower the standard of living, to crush education, to throttle the press, and to paralyze spiritual leadership?

No one knows what the new epoch will be or whether civilization can survive the present transition. Certainly it will not survive unless people work for the common good as never before.

The four great stabilizing influences of civilization have been [1] religious faith, [2] the affection of loved ones and neighbors, [3] the sense of individual worth that goes with useful work, and [4] the adventure and personal growth that are associated with true education. At this stage the tidal wave of machinery seems to undermine faith along with social and economic tradition; to weaken family and neighborhood ties; to create chronic unemployment; and finally in its own collapse to carry down education and government with it.

Most of the elements in our civilization are fundamentally sound. They have grown up out of human need and aspiration. They have long experience back of them. But the points of breakdown are so vital, the centers of decay are so close to the heart, that the entire structure is threatened. The danger lies in the possibility that the opponents of economic reform will hold out with such persistence and by such unscrupulous methods that the tide of human need and fear will come crashing over good and bad alike. The choice may be between reform, revolution, or national decadence.—Joy Elmer Morgan.

THE BOOKS in the following list are helpful to students of current problems. They include historical background, philosophy, citizenship, and economics.

[1] *Epic of America* by James Truslow Adams.

[2] *Psychology of Social Institutions* by Charles H. Judd.

[3] *Culture and Education in America* by H. O. Rugg.

[4] *Educations for Political Citizenship* by David O. Snedden.

[5] *Sociological Philosophy of Education* by R. L. Finney.

[6] *Education and the Social Crisis* by William H. Kilpatrick.

[7] *Man's Social Destiny* by Charles Ellwood.

[8] *Constructive Citizenship* by L. P. Jacks.

[9] *The Awakening Community* by Mary Mims.

[10] *The New Agriculture* by O. M. Kile.

[11] *A New Deal* by Stuart Chase.

[12] *Annals of the American Academy of Political and Social Science*, January 1933.

[13] *Thunder and Dawn* by Glenn Frank.

[14] *The Power Fight* by Stephen Raushenbush.

[15] *Soviet Challenge to America* by George S. Counts.

[16] *A Planned Society* by George Soule.

[17] *As I See It* by Norman Thomas.

[18] *La Fin du Capitalisme* by Ferdinand Fried [In French].

[19] *Work, Wealth and Happiness of Mankind* by H. G. Wells.

[20] *America Faces the Future* edited by Charles A. Beard.

Hunger on the March

PAUL HUTCHINSON

RANDOLPH STREET pierces the Northwestern railway terminal in Chicago by means of a tunneled passage almost a block long. There, to get out of the pouring rain, I took my stand. The motorcycle police, barely keeping their machines in motion, had just reached the western entrance. Behind them, filling the street from curb to curb, an indiscriminate mass of plodding people holding aloft a thousand jerking placards and banners, came the hunger marchers.

Out of the downpour they moved into the dry passageway in which I stood, and with them came the low, long roar that accompanies great masses on the march. Here and there squads made an attempt at a sort of regular chant: "We want bread!" "We want food!" Or, more often: "Keep on fighting! Keep on fighting!" Some communist locals took advantage of the inclosed space to sing the Internationale. But most of the roar was without form or words—the noise of thousands who paraded thru the rain, not because they had much idea of what might be accomplished by so doing, but because they were hungry and must do something.

A man's parade—There were no bands. There was no quickstep. But rank after rank of sodden men; their worn coat-collars turned up, their caps—most of them seemed to be wearing caps—pulled down to give as much protection as possible. Here and there women and a few children, but not a great many. If it had been a clear day the number of these would have been multiplied many times. But marching under such conditions was no business for women and children. A man's parade. Eight abreast. Closely massed. Stretching as far down the street as the eye could see thru the rain. . . .

A heavily built man of sixty or so, trembling with excitement, came rushing up and grabbed my arm. "What do you think of that?" he shouted. "Give that bunch just a little dynamite and they could blow this city to hell! There's enough of them to do it!" Before I could answer, he was running on down the sidewalk. The police sergeant standing a few feet away looked at me and smiled; the marchers next the curb, who also had heard, grinned as they plodded ahead. Some of them were carrying placards inscribed "Don't starve; fight!" But it wasn't a dynamiters' parade.

Intelligent policing—Police arrangements were perfect. There had been some stipulations about police censorship over the inscriptions on banners, but a wise police chief had evidently given orders to subordinate everything else to getting the marchers along their route with as little delay and as little cause for wrangling as possible. Hundreds of uniformed and plain clothes police were on duty, for there is always the chance that some unbalanced individual may turn such a demonstration into a tragedy. But the police were there to protect and not to pummel the marchers. They brought the converging columns from the various sections of the city into Chicago's loop in a perfectly timed order; they escorted the procession past the city hall and across the loop to the lake-front park at the height of the noon rush hour without a delay or a disturbance; they provided a place for the mass-meeting of paraders [in ankle-deep mud, to be sure, but that could hardly be charged up to the police] where the bitterness in their minds could have full and free expression. . . .

The delegation that waited on the mayor, as the parade was passing the city hall, expected nothing and got nothing. It did get a chance, to be sure, to present a list of demands which, printed in the evening papers, must have made comfortable citizens mutter: Cash relief on the basis of $7.50 a week for a family of two, with additional amounts for each dependent; no more evictions; free gas, water, electricity, and coal; free hot lunches, clothing, textbooks, and carfare for school children; free dental and medical care; no foreclosures; exemption from taxes; immediate release of all in jail as a result of unemployment clashes with the police; immediate inauguration of a local program of public works; no discrimination in relief work against Negroes or foreign-born; all unemployment funds to be administered by elected representatives of organizations of the unemployed. The mayor said that he had nothing to do with these matters; let them be put before the relief organizations or the RFC. The committee filed out. It had put its demands, by means of the listening reporters, where it wanted them to go—before that part of the public that even in today's misery has no idea how the other half is living or what it is thinking.

Puzzled onlookers—Still that sodden line of marchers. By this time I was on Michigan boulevard, that proud and beautiful street which Chicago boasts will match in splendor any other in the world. As the bedraggled paraders, with their defiant banners, came swinging out of the narrow defile of the loop street into this broad esplanade I found myself paying more attention to the onlookers than to the marchers. It was past noon now; the office population of the city lined the curb many rows deep. There was none of that thoughtless laughter that might have been expected at sight of such a tatterdemalion crew. These stenographers, these clerks, these welldressed men accustomed to push buttons and reach for the long distance phone, were obviously puzzled by many of the banners. What was the meaning of this talk about "Restore the 50 percent rations cut?" Who was the Joe Sposob whose last words were said to have been, "They gave me lead instead of bread"? The crowd on the sidewalks did not know what most of this was about. But it did not laugh or mock. Twenty thousand people, plodding thru

DESPITE the recent shift to the left by the labor party, which has expelled MacDonald and Snowden, brought the resignation of Henderson from leadership, and almost pushed Lansbury out of the picture, it begins to look as tho the working classes in England were about to leave that party as an instrument for obtaining their ends and turn to direct action, perhaps on the communist model. For years Britain has been pointed to as evidence of the Anglo-Saxon preference for constitutional reform by orderly means. It is hardly too much to say that proponents of the ballot box as a means of changing social maladjustments have relied upon England as their justifying illustration. If now the masses of England lose their confidence in democratic methods, that change will be felt around the world.—Editorial in *The Christian Century*.

the rain, shouting "We want bread," is nothing to laugh at in these days.

I suppose that this particular parade really achieved its objective in that puzzled crowd along the sidewalks. If there were twenty thousand marchers, there must have been ten times that many onlookers. And the tragic truth is that, except in the vaguest sort of way, these onlookers had no idea of the state of misery in which the unemployed are living. In Chicago, for example, where there are now about 700,000 people dependent on relief, the basis of relief has been such that a typical family of, say, a man, wife, and two children, would receive food orders worth $5.02 a week and a "county box" valued at $1.25, while during a large part of October shortage of funds, as the parade banners testified, forced a reduction of even this allowance by one-half. Think of trying to support a family of four on $3.15 worth of food a week! Yet as these words are written there is no one connected with either the city's government or its relief agencies who knows how even this provision is to be continued thru the winter.

A united front—There was one aspect of this parade whose significance I suppose escaped practically all the watchers. But in these ranks there plodded representatives of communist organizations, of socialist clubs, of church and social settlements, of local community bodies, and of groups that the unemployed themselves have formed. It was a "united front" demonstration. To those who know the depth and width of the chasm that has divided the communists from the rest of the community, the fact that a "united front" has been reached in Chicago, under the pressure of slackening relief, carries immense meaning. . . .

This parade, it should be noted, came before the opening of winter. The hard months are yet to come. Already, however, there has been this cutting in half of the food rations; already there has been practical acknowledgment that the only hope for continued relief rests in continued grants from the federal RFC. No such parade had ever been permitted in Chicago before. When permission was asked for this one, it was at first refused. But the pressure was too heavy; the city administration wisely decided that there was less danger of trouble in permitting than in forbidding the demonstration. So we have had these twenty thousand marchers tramping thru the October rain; marching at the very time when the cables tell of other marchers in London. There will be more marchers in more cities before spring.

Will they be content with marching?

After I had made my way from the crowd wallowing about in the mud at the end of their march to a stool in a nearby coffee shop, I found one of Chicago's long-time radicals at my elbow. "Twenty-five years ago," he mused, "I tried to lead a march of the unemployed down Michigan avenue. We managed to get almost three blocks before we were arrested. It's different this year." A long pause. "Even the clergy are calling for socialism—some kind of socialism. It makes me feel like saying, 'Lord, now lettest thou thy servant depart in peace.' " [He twisted an amused glance at me from under his bushy eyebrows; evidently he was wondering whether I would be impressed by his ability to quote scripture.] A longer pause. Then, suddenly, vibrantly, with his hand gripping my arm: "But there was one thing you didn't hear out there today, altho it was there. You read and you heard the slogans—'We want work!' 'We want bread!' Did you hear that other slogan that they were not shouting; only thinking: 'We want revenge'? Those people have lost their homes. They have lost their savings. They have lost their jobs. And they are beginning to march, thru the rain, by the thousands, because they want revenge."—From **The Christian Century,** November 9, 1932.

BOMBERS or no bombers, these hungry children will continue to get penny lunches, declare Chicago parents and teachers. Terrorists—who for selfish reasons would like to see the school cafeterias closed—bombed the home of Supt. of Schools William J. Bogan, October 22.

The Junior College: A Community Center

J. B. Griffing

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The junior college is justified in this valley if for no other reason than the breadth of its community service." The same conservative banker who spoke thus during the trying days of late 1931 was one of the few who had doubted the wisdom of adding two more years to the system of public schools. Today he echoes the unanimous verdict of business men, editors, and other community leaders: that the Junior College was a wise investment and that it has come to stay.

This moral support, so much to be desired in a time when every phase of educational endeavor is being tried as by fire, is an outgrowth not so much of achievement in bringing to the youth of the area the best of modern college curriculums as from the effectiveness of the extension service which has been rendered to the community at large. Since the many writers who have discussed sagely the purposes of this new and plastic organization—the junior college—have limited themselves rather severely to an elaboration of the orthodox "preparatory" and "terminal" functions, it may be worthwhile to recount the manner in which new trails are being blazed in some of the district junior colleges of California, and particularly at San Bernardino where the writer is best acquainted.

A community-minded faculty—The first step in building a service on the broader basis has been the establishing of community-mindedness on the part of the faculty. "We have an obligation to our local constituency which transcends the daily classroom routine" has been the keynote of the message to the San Bernardino staff at the opening of each school year. The success of the movement has been due in no small measure to the whole-hearted response, on the part of the faculty, to this call for intellectual leadership.

Advice of community leaders solicited—The core of the extension program has been, of course, the afternoon and night classes which were organized for adults. With no precedent to follow, an effort was made to follow the trend of community demand and need. Community leaders were often consulted that they might aid in discovering what courses would be of greatest value. Committees from the industrial interests, from the American Institute of Banking, from the parent-teacher association, and from other groups often met in the president's office to help in planning the extension program. Each new course would be tried out for a period of six weeks. Then, if attendance did not exceed twenty or twenty-five, it would be terminated and give place to another. On the other hand, those subjects which drew heavily would be extended in time, or new sections would be provided for different nights.

Cultural rather than occupational interest dominates—A rather unexpected trend developed in choice of courses. One might naturally infer that those subjects would be of greatest interest which would contribute to earning capacity. But such was not the case in this industrial community. In spite of the greater emphasis which was placed upon work of a practical sort, the occupational classes drew only 17 percent of the attendance hours in 1930-1931, as compared with 83 percent in those with a general cultural interest. Lack of interest in the occupational courses reduced the proportion of this type of courses still further during the next year.

Culture begets culture—One reason for the dominance of cultural interest was disclosed when a check was made upon the educational preparation of typical groups of adults attending extension classes. It was found that 32 percent already held one or more degrees and that 57 percent had done some college work. Those most deeply concerned in continuing selfdevelopment are not the ones who have been deprived of the opportunity of securing an education in earlier years. The uneducated tend to shy from those diversions which require mental effort. It is the person who has profited most from our school system who has come to realize the importance both of keeping knowledge uptodate and of broadening the horizon still further. Experience indicates that the working principle of adult education, at least in San Bernardino, is, "For unto everyone that hath shall be given."

Altho popular appeal played its role in the evolution of the program for adults, substantial college material, condensed and highly organized, was packed into every course offered and never was the idea of building up enrolment thru the mere attraction of entertainment allowed to enter.

Four major fields of interest—It is interesting to note that four distinct types of courses consistently drew enthusiastic groups: popular science, world affairs, world music and drama, and child psychology. And while the voice of the people may not be divine, it would probably have been difficult to select a combination which could contribute more to community life. In these major fields of interest, the college frequently brought distinguished representatives to the community. This stimulation not only enriched the offerings which the members of the faculty were able to present but contributed much to the pride of local citizens, who often say: "This is a college town."

Extension greatly exceeds regular enrolment—The rapid growth in extension attendance at San Bernardino has given an insight into its amazing possibilities. By the end of the second year of its operation, the number of individuals so reached far exceeded the enrolment of socalled regular students. During 1930-1931, a total of 529 day students took work for credit. In the same period, 4044 adults were enroled in thirty-three different classes. This attendance on the part of both groups has been drawn from a resident population within a radius of ten miles and numbering approximately 70,000. The college staff which served the area was for that year thirty in number.

Cooperation with local organizations—Another avenue of approach to the extension problem at San Bernardino has been the cooperation of the Junior College with existing private educational agencies. As in every community, many organizations exist which devote both resources and energy to constructive programs of a cultural nature. A partial list of such organizations within the ten-mile radius includes nine service clubs, five women's clubs, two parent-teacher associations, two ministerial unions, a YMCA, a YWCA, county headquarters of Boy Scouts, a Fortnightly Club, a

Delphian Club, a chapter of the American Association of University Women, a chapter of the D. A. R., a chapter of the American Institute of Banking, a Botanical Society, the Rift Club devoted to the study of local geology, a number of church groups interested in the study of civic and social problems, and a variety of independent study groups and reading circles.

Here was a field ripe for the leaven of college influence. It was possible to develop cooperation in a variety of ways. One effective means was thru contributing programs. For the fall semester only, of the school year 1931-1932, members of the faculty gave, without charge, 122 addresses or full programs of some sort thru these various organizations. Another form of assistance consisted of active service by members of the faculty on advisory boards or standing committees that plan the work of the respective organizations. Representatives of the staff functioned actively on thirty-three of such committees. Here they served, not as selfappointed dictators of the community's cultural interests, but as fellow citizens chosen by their appreciative neighbors for the tasks which they were eminently fitted to perform.

A third form of assistance consisted in the working out of advantageous cooperative relationships of the organizations themselves. During the very first year of the extension activities at San Bernardino, it was found possible to unite a number of groups in a school of training for the leadership of youth. In this, all the churches, led by their ministerial unions, the Christian associations, and the Boy Scout organization took part. The college organized the school and conducted those parts of the program which were of a secular nature, bringing in a number of eminent lecturers for general sessions. The specialized work of each organization, presented by their own religious or technical leaders, then occupied the remainder of each evening. The series continued one night per week for twelve weeks and permitted the respective organizations to fulfill specified requirements for professional training of their workers. This form of cooperative training school is now established as a permanent institution. The value and advantage of such cooperation between organizations are evident.

Community planning of cultural activities—A new movement in the spring of 1932, which bids fair to lead to one of the most constructive contributions yet made by the college, has been the beginning of concerted community planning of all cultural and educational activities. A reduced income on the part of many organizations paved the way for cooperation on a still broader scale. A council of representatives of the various groups heartily agreed to accept the services of the college as a coordinating agent in developing programs, whether by members of the college staff or outside talent. With this arrangement, unnecessary duplications of effort are being eliminated while, on the other hand, routing of certain numbers thru engagements with several organizations in different parts of the district permits the effective use of superior programs.

Other extension services—Besides these major extension activities, a number of lesser undertakings have made contributions of distinct value. Two members of the staff, highly trained in drama, have organized and promoted a little theater movement thru which superior local talent has found expression, and have made the college auditorium the setting for the best of modern plays. As the educational institution of highest rank in the area, the college has assumed the responsibility of providing for the professional growth of the teachers in the several different public-school systems of the county. In this, the county board of education has cooperated by wisely permitting the option of attendance by the teachers in certain extension courses at the college in lieu of the outworn country fair Christmas institute. For other professional workers, as well as teachers, the college serves as the agent for two universities within commuting radius and organizes classes to be conducted by visiting professors. In this way, credit for advanced college courses may be earned beyond that which a junior college is empowered to give. The instructor in chemistry has made the college the headquarters for the analysis of soils, fertilizers, water supplies, and milk. The geologist renders expert advice regarding mineral specimens in which the county so richly abounds. And even the physical plant itself, with its banquet room, auditorium, and equipment, which is made available to every organization with a constructive purpose, plays its part in developing the feeling thruout the community that "this is our college."

Success in other colleges—San Bernardino is only one of fourteen district junior colleges in California which have developed a community service to greater or less degree. Each locality presents its own peculiar opportunities. The versatility of administrators may be seen in the variety of ways in which they have adapted the work to meet local needs. One hundred seventy-five different classes for adults were reported in 1931-1932 by these colleges with seventy-five different subjects included in the list of offerings. Some of the colleges have developed unique ways of contributing to community welfare of a noteworthy nature. Chaffey Junior College at Ontario, California has organized an experimental farm and local advisory service, the value of which, to the intensive agriculture of that area, would have to be reckoned in millions of dollars. The junior college at Riverside has inaugurated an institute for training of police officers.

The work that has been done by these institutions in California to establish the junior college as a community center is not an accomplished task. It is rather the beginning of a process of exploration. Sufficient progress has been made to disclose the possibilities which lie within the immediate working radius of any institution of similar rank.

A working philosophy — Three working premises, universal in their application, seem to underlie the success that has been so far attained in the communitywide service of the junior college. *First, a junior college is definitely responsible for the intellectual leadership of the community in which it stands. Second, a junior college instructor owes an obligation of participating citizenship to the community in which he resides. Third, collegiate leadership involves the maximum development and coordination of local talent and resources.*

The extension service of the junior college can be conducted with less expense than any other department. Economy demands an efficient use of plant and staff by the delivery of the maximum of service to the greatest number. But altho involving least outlay, modern psychology and experience have demonstrated that work with adults is the most fruitful and immediate in its returns.

The present crisis which has emphasized necessity for retrenchment in all departments of our schools has at the same time presented a challenge unequaled in the history of the junior college movement. A world in chaos is crying out for leadership. It is the duty of our educators, both in great centers and in small, to help men keep their poise in the midst of a changing order and to adjust to new conditions. The measure of the junior college of the future will be taken by the way in which it accepts this great opportunity.

The Classroom Teacher, a Mental Hygienist

MENTAL HYGIENE'S ADVENT in the public schools has been marked by attitudes and emotions, on the part of principals and teachers, ranging all the way from suspicion and even open hostility to an over-enthusiasm that hailed too confidently a new panacea, a long-awaited cure-all. The welcome accorded the professional mental hygienist in the schools in the person of the psychiatrically trained visiting teacher, and the cooperation given her has varied accordingly. Gradually, however, this newcomer has settled into the school scheme of things as both she and the school have become increasingly aware of what her contribution was to be. And the classroom teacher, far from feeling mental hygiene as certainly foreign whether good or evil, and a visiting teacher as a perplexing cross between a detective and someone who loved children, has watched mental hygiene become a part of school philosophy, has learned what the visiting teacher is equipped to do, and has realized that she herself, the classroom teacher, is a mental hygienist insofar as her attitudes promote the happiness and effectiveness of her pupils.

Her conception of herself as a mental hygienist has been based on the realization, first, of what general classroom atmosphere means in the emotional lives of her children.

Marie, a rather dull little Italian girl, one morning announced to me that she loved to go into Miss Willmington's room. When pressed for reasons, she could only say, "I don't know; I just like to go in there, that's all." A call on Miss Willmington disclosed an orthodox schoolroom but with a difference. It was a spring month and the children had been bringing in early flowers and mosses arranged in display on the window ledges and on a long table in the rear of the room. The burlap that covered half a blackboard served as a mounting base for illustrations having to do with early settlements in America. In a far corner of the room, a group of children was engaged in making puppets to represent Miles Standish and some vicious looking red men. The window shades allowed plenty of light without letting sun directly in the eyes of anyone, and the windows were open sufficiently for the air to be fresh and clean. Despite the activity and the exhibits, the room was not messy; no wads of paper on the floor, no confused pile on the teacher's desk, no dust on the table that held the plants. No wonder Marie liked to be in Miss Willmington's room. Coming from a home where disorder was the rule, where ventilation was never adequately taken care of, this orderly "business," this freshness and sunshine, this "aliveness" provided the best possible atmosphere for her happy work.

Children are peculiarly sensitive to their surroundings. When they live for six months in a classroom where the air is heavy, where a dusty dictionary is the only ornament on a bare table, where the blackboard is decorated with an adage that never varies, their own attitudes become static and uninterested, "dusty." When they are in a room where the floor is covered with scraps, the shades at sixes and sevens, papers askew on the teacher's desk, the confusion of the room results in their own confusion and restlessness. And even more important is the teacher herself. Is she happy, or does she at least try to create that illusion? Is she interested in her job? Can she find something to be enthusiastic about in this business of compound fractions? Does she really like the boys and girls before her? Is she interested in what they think and feel? Children are amazingly quick to sense and take over the attitude of the important adult in the room and their feeling toward school is correspondingly colored. One second-grade youngster, always a school enthusiast, came home shortly

after winter promotions disgruntled and unhappy and tossed her reader in a corner, announcing "I hate school," and after a pause, "So does Miss Hayden."

The atmosphere of the classroom, its orderliness or lack of it, its busyness or lack of it, and especially the whole attitude of the teacher toward her job and her children have profound effect on the feelings and consequently on the behavior of the children themselves.

But even more clearly can the teacher appreciate herself as a mental hygienist insofar as her handling of individual problems of behavior colors the life attitudes of every child in the room toward conduct of the type in question. Particularly important in this connection are "authority issues." One of the hardest lessons anyone has to learn is to take orders gracefully, to obey a reasonable authority. Prisons are filled with the most extreme cases of resistance to and rebellion against authority. The "ego" of each one of us resents being reminded that there is anyone or anything superior to us to which we must yield. Or perhaps, on the other hand, yielding is all too easy for us. Maybe we yearn to be told what to do. We may feel lost and frightened if we are not directed step by step the whole tortuous path of existence. Maybe we always think "it is right because he says so," whether "he" is our principal, our superintendent, or our president. Learning to be happy in obeying a reasonable authority while keeping our own initiative and power of decision is one of the most difficult lessons life has to offer, and one in which the children who fill our schools have often had most inadequate instruction. In some homes, a slap or a beating is the only authority recognized. If the slap can be evaded thru lying or dodging, all is well; if a request is unaccompanied by a slap, it is not taken seriously. Suppose Tony announces sullenly that he won't do what he has been told to, whether it is a lesson in arithmetic or a matter of cleaning up his desk. Teachers have tried saying "You *will* do as I say"—only to be met with as determined an "I won't." The teacher may cow him into temporary obedience thru fear but she has only intensified the child's already expressed hostility to "authority" and has paved the way for future and more serious outbreaks, if not against her, against other teachers, against the community, against law and order. If any rules could be laid down for building up healthy attitudes toward authority they might be: be sure you are fair; be sure you are unemotional. Getting excited only increases the importance of the incident in the mind of the child and of the group who are watching him and makes disobedience an exciting and glorious way of "getting the teacher's goat." If the issue is one that needs to be met squarely, see that the child suffers thru his lack of conformity thru deprivation of some privilege. Usually it is wisest not to try to force a serious issue while the child is excited, since most such attempts end in failure. Sometimes a calm talking thru of the matter when the teacher and child are alone together will reveal reasons for the hostility which can be handled. A class is quick to see whether a teacher expects and gets reasonable obedience and to fall in step with the general practise of the group.

Habits of happiness

It is difficult to appreciate that equally important with helping the child fall in step is helping him develop initiative so that his obedience does not represent just a blind dependence on the "powerful adult." The teacher has many opportunities to let the child make his own decisions and develop his judgment.

As it is with authority issues, so with infractions of rules generally, so with misconduct in the realm of sex, with instances of lateness or truancy. How the teacher feels about the question, her handling of it, determines to a great extent how much of that particular type of problem she is going to have in the future.

I once had a young teacher come to me explaining that a costume to be used in a play had been stolen from her room. She wanted instant help in recovering it and explained that she had "done everything." She had announced to the room that someone in the class was a thief; her denunciation was long and noisy. The children had leaned forward in their seats with eyes bulging out of their heads. Here was excitement. Here was a regular movie. This beat arithmetic all right. Golly, is she mad! Look at her! Several children volunteered to be detectives. They accused various of their fellows at intervals during the week and dragged them up to the teacher who put each one in turn thru the third degree. Excitement ran high. The costume was never returned. A few weeks later an easel was stolen; a month later some money. Thruout the year, during which time this particular teacher had three different classes of children, there were some six serious thefts in her room and none in any other room in the school. Certainly the teacher's own feeling, her own excitement about stealing communicated itself so thoroly to whatever class happened to be hers at the time, that "taking something" was just too good a chance for drama to let it slip by.

Sometimes the teacher meets a child whose problems are so deepseated, so firmly intrenched, so much conditioned by fundamental factors in his background and environment, that only a trained visiting teacher is equipped to handle them. The classroom teacher's function as a mental hygienist, even in this instance, is none the less real. She may not be able to change the behavior of this difficult child but she can give him a feeling of her liking for him despite the wrongdoing which is often far more distressing to him than to her whether or not he shows it. She can, by her calm, unexcited handling of whatever difficult situation may arise, keep from intensifying a problem already bad and provide the best possible school environment for the child while the trained mental hygienist is wrestling with fundamental causes. Many a difficult child who will not yield to force becomes tractable if ever he is thoroly convinced that the "teacher likes him." This is a bit of therapy that every teacher can practise, often with most amazing results.

The classroom teacher, then, is a mental hygienist, in that her emotions, her attitudes toward her children and their conduct, acceptable and unacceptable, have a profound effect on the emotions and attitudes of the children themselves. Her realization of her importance in the lives of the members of her class may well make the business of teaching tables an exciting experiment in human behavior and a satisfying experience in building happiness and strength.—**Ruth Smalley,** visiting teacher, Board of Education, Newark, New Jersey.

Globes, Graphs, and Museum Materials

GLOBES, graphs, and museum materials, all have their distinctive and specific functions in geographic instruction. A globe is the best representation of the earth that we have and consequently is invaluable in geographic instruction. On a globe the meridians and parallels are represented in their correct relations. The scale of distance is the same in all directions. Areas are represented correctly in relation to each other. The fact that teachers fail to supplement map work with globe study explains in part why the majority of people have so many inaccurate ideas about the world.

Teaching children to use globes effectively in geographic study involves the developing of an understanding of the specific function of the globe, and of the ability to read the distinctive facts which globes give directly and indirectly. The specific function of the globe is to show the relation of any part of the earth's surface to the whole. From the globe such distinctive facts as the following may be read:

[1] Approximate distance and direction of any region on the globe from the equator, [2] approximate length [from north to south] of any region, its width [from east to west], and its approximate size, [3] direction and approximate distance of any point on the earth's surface from any other point, [4] approximate distance, in degrees, of any place on the earth's surface from the prime meridian. From the above facts shown on the globe, the following information may be inferred: [1] approximate lengths of days, sun paths, noon shadows at any given place, [2] approximate length and time of occurrence of seasons [winter, summer], [3] noon time of any place as compared with noon time on the prime meridian. Furthermore, the children should be able to apply such distinctive facts when needed in explaining human activities in a region and should form the habit of thinking of any region in terms of the relationships between human activities and those natural conditions resulting from the location of the region in a specific part of the earth.

In teaching children to read and interpret globes, the same principles apply as in map instruction. The globe, as a sign or symbol for the whole world, should be introduced after the first unit so that the children can see the location of the region on the globe, and can also see what a little space it occupies. A blank or slated globe is more desirable to use at this time because the attention of the children can be concentrated on the specific region and the specific map-globe symbols used. Furthermore, the small space occupied by the region on the blank globe gives them a feeling of the vastness of the earth. During the first use of the globe nearly always two questions come up. One is "Why does the earth seem flat?" or "How do we know the earth is round?" The other is the problem of "up" and "down." The explanation used to clear up the first question depends upon the ability of the class. Some illustrations which may be used are: "By traveling we have found that the earth is not flat. Also men who study the sun, moon, and the stars have noticed that when the earth casts a shadow on the moon, the edge of the shadow is a curved line." The teacher also can show why the earth seems flat by drawing on the board three circles of different sizes and then mark off the same distance on each circle. The children will see that the three or four inches on the very large circle is almost a straight line; on the other hand the same distance on the smaller circles is a curved line. Comparing these to the size of the earth will bring a realization it is because we see such a tiny part of the earth that it seems flat to us.

The ideas of "up" and "down" are more difficult, but the children must be taught to think of "down" as *toward the center of the earth* and "up" as *away from the center*. Probably using a magnet and comparing the pull of the earth [gravity] to the pull of the magnet is the best way to secure a beginning realization and a basis for the correct use of "up" and "down."

By the end of the fourth grade the children should have:

[1] The ability to recognize the same symbols as have been learned on maps, [2] the ability to recognize equator, the tropics, the arctic and antarctic circles, the north-south lines, the east-west lines, and the continents and oceans, [3] the ability to read directions on a globe, [4] the ability to read comparative location in terms of nearness and farness in respect to the equator, to either of the tropics, to the circles, or to the poles, [5] the ability to read into the globe natural conditions and human activities associated with the above locational facts.

If the above abilities are developed and the habit of using a globe is formed in this first year, then with a sixteen-inch physical-political globe in the classroom at all times the children will learn to interpret it as they do a map. Their ideas of relative location and relative size will be formed accurately, and much reteaching will be eliminated.

Graphs and statistics—The function of graphs and statistics is to facilitate comparisons of quantities, areas, distances, and the like. When statistics are put into graphic form, the figures become concrete, more impressive, and vivid. For instance, the children may know that Asia is the largest continent but the number of square miles is too large for them to visualize. They have never seen an area of seven million square miles. If the areas of the continents are shown by graphs, the children secure, thru visualization, an idea of the comparative sizes of the continents, whereas before they may have known merely figures. Statistics of all kinds become concrete and may be made readily comprehensible thru the use of graphs.

The objectives of instruction in the use of graphs and statistics consist of the development of the following abilities, knowledge, and habits:

[1] The ability to read from graphs or statistical tables the distinctive facts shown, [2] the ability to sense the relative importance of such facts for a given purpose, [3] the ability to state geographical problems or partial solutions of problems based on these facts, [4] the ability to use such information when needed in explaining human activities in a region, [5] the habit of locating and using such graphic and statistical information, [6] the ability to express in graphic form statistical material, and [7] the knowledge of authoritative sources of statistical materials.

In developing the ability to use graphs and statistics for geographical purposes, the same fundamental principles obtain as in picture and map interpretation. Graphs and statistics are first introduced in the fifth grade. The first graphs used or made by the children are semipictorial in character; for instance, twenty-one ears of corn in a row may stand for the amount of corn raised in the United States in 1929. Fifteen of those ears could be colored red. This will show the proportion of the corn raised which is fed to stock. The other six may be left white and stand for other uses of corn such as corn products and corn or its products sent to other countries.

The important point to be noted in the semipictorial graph is that the unit used—an ear of corn, a bushel, a cotton bale, a stick, a man—*must be* one size and stand for a specific amount. The next step from the semipictorial graph is the use of the square or the dot as a unit.

The following graph is an example:

Comparison of wheat production in 1929-30 in United States and the chief wheat-growing countries of Europe; each square stands for 100,000,000 bushels of wheat.

The bar graph is the first formal graph used. In the junior high school, the line graph and other forms are introduced. Also two or more items may be shown on the same graph as is necessary in graphing climatic data, rainfall distribution being indicated by bars and temperature by a line.

In teaching children to read graphs and statistics, the teacher should give the children specific questions. In using the wheat production graph above, such questions as the following would be asked, "What is the leading wheat producing country wholly within Europe? How does its production compare with that of the United States? France is only one fourteenth as large as the United States. Considering the size of the two countries, in which is the production of wheat of more importance? If you add together all the squares representing wheat production in Europe, how would the combined number compare with the number representing the wheat production in the United States?" Many other questions involving comparisons and explanations may be asked.

Graphs and statistics are not only sources of information but should suggest questions concerning reasons for likenesses or differences shown. For instance, the above graph should suggest the question, "Why are the European farmers able to produce so much wheat on such a small area?" Another example is suggested by two graphs showing the leading exports and imports of Japan. The imports are chiefly raw materials and the exports are manufactured or partly manufactured goods. The question suggested immediately as one notes the facts shown is, "Why is it that Japan, an agricultural country, imports chiefly raw materials and exports manufactured goods?" In the upper grades, graphs are an effective means of raising worthwhile geographic problems. Also, they may be used as a checking and testing device.

The important point both in using graphs and in making them, is that the information secured functions in geographic thinking and in reaching a geographic understanding.

Museum materials—Probably no materials in geographic instruction have been so poorly used as museum materials. Their value depends upon their selection and appropriate guidance in their use. The exhibit should illustrate a human activity in a specific region, for its purpose is to show *how* people in a specific region are fitting their ways of living to the natural environment and *why* they earn their living as they do.

In selecting materials for an exhibit all the more important phases of an activity should be shown. At the Buffalo Museum of Science, the materials are put up in the form of separate charts, each representing some one phase of the subject studied. Pictures, graphs, and maps are included in order that the product and the activity represented by the product be tied to the landscape, to specific facts concerning quantity and distribution, and to specific areas. Such an arrangement coordinates the use of these tools.

Specific questions and directions must be given to the pupils to guide them in the use of the materials. In the use of these materials, as in the use of pictures and maps, the chief purpose is to train the children to think geographically and to find for themselves the solution to questions raised in their minds. The following exercises are quoted from an exhibit set up by the Buffalo Museum of Science:

Exercise 5. The cotton is picked into large bags and emptied later into big baskets like the small one on the museum chart. Examine some of the cotton as it comes from the plant. What do you find besides the soft, white fiber? Seeds make up about two-thirds of the weight of the cotton when it is picked; so you see that 300 pounds of cotton is not as much as you thought at first.

Keystone View Company

HAYING *on a mountain shelf in Norway—a picture of high geographic quality*

6. The seeds have to be separated from the cotton fiber before the fiber can be made into cloth. Do you think it would be easy to remove the seeds from the fiber by hand? Before the invention of a machine called the cotton gin, all seeds had to be removed by hand. Now the cotton gin removes many more seeds in a short time than a man could remove in a whole day. This is done at a gin house such as you see in the picture on Chart 4. How do they haul the cotton from the field to the gin house? After the seeds have been removed from the cotton fiber, the lint is pressed into a large package called a bale. Examine carefully the sample of lint on Chart 5. Do you think much of this material could be pressed together into a small space? From the small sample bale on Chart 5, can you tell what is used to bind the bale? Does the preparation of each bale lead you to think the cotton is to be sent a great distance? [This exercise was designed for the use of a fifth grade.]

In conclusion, the fundamental principles in the selection and the proper use of all tools in geographic instruction may be stated as follows:

[1] The tool selected for use in a specific situation should be the one to present the desired information most economically and effectively.

[2] The teacher should understand the specific, distinctive function of each tool.

[3] She should understand the necessity of developing concretely, gradually, functionally, and cumulatively the ability to use the various tools.

[4] She also should realize that a definite technic is involved in developing these abilities; for instance, [a] a pupil should be given something definite to find when sent to any tool, [b] the information he is asked to find must be needed at that time and must be of assistance in understanding a relationship between man and his natural environment, [c] the exercise set must be within his capacity to perform, [d] he should be trained to check the information gained from one tool against that secured from another.

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—**Zoe A. Thralls,** assistant professor of elementary education, University of Pittsburgh.

Thru the Day with Herbart

I HAD BEEN thinking of asking Herbart, that scholarly German philosopher of the eighteenth century, to spend a day with me in high school, for lately he has kept looking in now and then anyway. But I was afraid to do so. I was afraid, because I really don't want to know if my teaching procedures are poor. I get much pleasure out of teaching and I don't want to lose that satisfaction. At last, however, I concluded to take Herbart along with me to school.

My day began with office work. As grade adviser, it was my unhappy duty to make out a list of "exclusion cases"—students who, having reached the mature age of seventeen, may no longer linger in high school unless they can succeed in the subjects they are taking. As I worked over the records, I could feel Herbart's cold and disapproving eye upon me. When I looked up, he said—"How much do you really know about these boys and girls?"

"Well," I answered reluctantly, "I know some of them fairly well, but most of them I know only thru their records—records of failure, for the most part, I fear."

"Isn't there something wrong, here?" he persisted. "These boys and girls have failed in high school—are they likely to succeed elsewhere? And does anybody know *why* they have failed in high school?"

"Yes," I admitted, "I know there's something wrong. Some of them ought to have gone to a vocational school a year or more ago but there is no such school in this borough; some of them ought to have had wiser guidance in the planning of their work when they entered high school; some of them, in spite of their seventeen years, ought to be allowed yet another year of grace in which to mature."

However, Herbart was not to be easily satisfied with generalizations. "Is there no one in this great school," he asked, "who has the time and the wisdom, the interest and the foresight, to learn the needs of these boys and girls, their difficulties and their ambitions, and to give them the guidance they need?"

I was somewhat nettled—the more that I realized the justice of the implied criticism. "We do what we can," I replied ungraciously. "We are overwhelmed by numbers and handicapped by insufficient time. You must remember, too, that in one year a student may have ten or twelve different teachers. And one teacher, in that time, may have as many as four hundred different pupils. The grade adviser interviews, adjusts, and guides, as she has opportunity from day to day, but many a problem is never recognized until the time for its solution has passed." Herbart was silent, depressed, perhaps, by the weight of the system. Perhaps he doubted whether, under such conditions, warm and helpful relationships between teacher and pupil could *ever* be established.

Suddenly a bell rang and I hastened with my guest to the elevator. We entered a room where thirty-eight pupils awaited me. I soon found that certain book reports, due that day, were not forthcoming. This annoyed me and I spoke rather severely to the recalcitrant individuals. The result was a strained and unhappy atmosphere. I seemed to hear a whisper from my unobtrusive visitor—"Social tact is a valuable gift in a teacher." Even without this reproof, I realized that we could not do good speech work that day, unless a pleasanter feeling were established; so I set myself to overcome the poor beginning. When smiles had taken the place of frowns, I fancied that my guest looked relieved. As the period concluded, he remarked with a little hesitation—"Does it ever seem to you that the great public-school system sets up idols of punctuality, regularity, and routine, rating them far beyond what they deserve, as *minor* deities? Should a small fault be allowed to assume the proportions of a moral offense?"

I was on the point of defending regularity and routine by saying that even a grain of sand may interfere with the smooth running of a fine machine, when I recalled that my visitor from another

GUIDANCE—INTEREST AND FORESIGHT

SOME SHOULD HAVE GONE TO A VOCATIONAL SCHOOL

age, wise as he was, knew little of machines. Besides, I hesitated to compare a human being to a machine, or a school to a factory, thereby minimizing the vital and personal aspects of our problems. "A school is a place for leisure," I reflected, or did some one whisper it? Then I heard the tread of hundreds of feet, the chatter of hundreds of voices as the classes changed from one room to another. Well, after all, I thought, this *is* a friendly school, where it is quite possible, in spite of drawbacks, for teachers and pupils to be happy together, while they are busy in their daily tasks.

With hope renewed, we went then to our dramatic class, where with eager student-leadership and ready cooperation we made progress in getting acquainted with a great play. Here we felt Herbart's understanding and sympathy, as thru the vivid drama, our students gained a more extended outlook upon humanity—its aspirations, its defeats, and its victories. We heard his quiet and thoughtful reflection—"In the representations of poetry and history, the social compliance and noncompliance of human beings must shine forth and at the same time the pressure of necessity, whereby opposing forces are united and held together."

Back in the office again, we found several students awaiting interviews. Perhaps Herbart will have something to say of these troubled boys and girls whose difficulties loom so large before them. John and Edward have been involved in trouble in their science class. As I piece together their fragmentary tales, I can picture the situation clearly enough: a group over an experiment waxing social; a sudden question from the teacher, to which, because of the distraction, no answer is ready; hard words; a sense of injustice; and the fear that the subject must be dropped. Yes, it seems petty and childish in the telling. The plea to me is, "We cannot drop this subject; we need it for graduation!"

TEACHING is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal.—William Lyon Phelps.

"What would you say to them, Herbart?"

"Encourage them to return to their teacher and effect their own adjustment of the difficulty. Doubtless they will be met halfway and their faith in the teacher's beneficent purpose restored."

Here is Richard. I see Richard frequently, and his is a different case altogether. Richard is certainly the best rationalizer in the school. He has been guilty of manipulating his program to suit his own wayward will. Looked at critically, this juggling of classes and signatures is little less than forgery. The school has failed with Richard, "for the power of discipline reaches only as far as the pupil's assent meets it." Richard's lips may say "yes" but his actions belie the word. Richard and his like always discourage and dishearten me profoundly.

The case of Jerome has a more hopeful aspect, yet the boy is often in "hot water." He appeared in the office to beg to have his English teacher changed. He said, rather naïvely, "You know me and you know Miss B. You know it's a bad thing for us to be together." Yes, I did realize that here was a conjunction of two highly excitable and nervous temperaments with a state of irritation resulting. Herbart, however, thought that it was the teacher's responsibility to keep contacts free from friction; and that the boy, annoying as he may be at times, "must feel that he has to act and will be treated . . . as a human being in society." He counseled the use of "approbation" as often as possible with the sensitive Jeromes, who live to such a great degree in their emotions.

Anna comes into my office with a happy smile to show me her report card, good passing grades in every subject this term. Anna is one of the victors. A few months ago she had some difficulty of adjustment which caused her discouragement and tears. All that is over now and she knows how I rejoice in her progress and contentment.

As the busy day concludes for all these eager and restless adolescents, Herbart leaves me one last wise word, as he speaks of the contacts of teachers with the youth of sixteen years. "He will see to touch the *subjective* more than the objective of character; he will try to guide, not the reins, but the hands which hold the reins."—**Rachel L. Dithridge,** Hollis, Long Island, New York.

JOHN AND EDWARD WAXED SOCIAL IN SCIENCE CLASS

STUDENT LEADERSHIP IN DRAMATICS

Nationwide High-School Debating

THE MOVEMENT which has placed high-school forensics in the various states of the nation on a national cooperative basis has grown by leaps and bounds during the last five years.

When the national cooperative idea first originated five years ago, and the committee on debate materials and interstate cooperation was appointed by the National University Extension Association officials to carry on the national work, there were only three states—Okla., Kans., and Ark.—cooperating in the plan. Today there are thirty-three states working with the committee. These participating states are given the benefit of competent advice by national authorities who have written articles on both sides of the selected debate question, and whose articles are included in the *National Debate Handbook*.

The NUEA committee on debate materials and interstate cooperation furnishes the background for the most effective high-school public speaking organization in the country. It promotes adult education, trains youth for citizenship, and brings questions of importance before the public. More than six thousand high schools represent the various high-school debating leagues of the nation. A total of more than one hundred thousand high-school students participating in thirty-three of the cooperating states appears before the public in more than seventy-five thousand debates each season on topics selected by this committee.

Since the appointment of this committee by the National University Extension Association in 1927, when this work was first organized, T. M. Beaird, of the U. of Okla., has served as chairman. Possibly the most complete record of high-school speech activities thruout the country is to be found in his office.

J. A. Moyer, of the Massachusetts Department of Education, president of the NUEA for 1927-28, appointed the following committee to work with the chairman that year: Roy Bedicheck, U. of Tex.; A. H. Yoder, U. of N. D.; H. G. Ingham, U. of Kans.; and N. C. Miller, Rutgers [N. J.] U.

In 1928-29, the NUEA President, T. H. Shelby of the U. of Tex., appointed the following: H. G. Ingham, U. of Kans.; L. L. Hilton, U. of Ark.; N. C. Miller, Rutgers U.; and Charles Williams, U. of Mo.

In 1929-30, the NUEA President, N. C. Miller, of Rutgers U., appointed the following committee members to work with the chairman: A. C. Baird, U. of Iowa; L. L. Hilton, U. of Ark.; H. G. Ingham, U. of Kans; and H. A. White, U. of Nebr.

The 1930-31 committee members appointed by Elmore Petersen of the U. of Colo. and NUEA president for that year, were: Almere Scott, U. of Wis.; H. G. Ingham, U. of Kans.; A. C. Baird, U. of Iowa; and L. L. Hilton, U. of Ark.

T. M. BEAIRD, *of the University of Oklahoma, who is now beginning his sixth year as chairman of the National University Extension Association committee on debate materials and interstate cooperation*

In 1931-32, the NUEA President, R. E. Cavanaugh of Ind. U. appointed the following committee: C. Stanton Belfour, U. of Pittsburgh; W. A. Cable, U. of Ariz.; L. L. Hilton, U. of Ark.; and A. C. Baird, U. of Iowa.

Theodore J. Grayson, U. of Pa., at Philadelphia, president of the NUEA for 1932-33, announced the appointment of his committee for the next school year on November 1. T. M. Beaird, of the U. of Okla., was again selected as the chairman. His co-workers named are: A. C. Baird, U. of Iowa; L. L. Hilton, U. of Ark., and C. Stanton Belfour, U. of Pittsburgh.

Chairman Beaird issued a call for a national committee meeting December 10 in Kansas City, at which time the procedure of selecting a debate question for the school year of 1933-34 for the various high-school leagues in the country was started.

It has been estimated that more than ten million American citizens listen annually to discussions of the official NUEA debate questions. Members of the committee predict that a greater number of people will hear the discussion this season because of the national interest in the problem of taxation.

Here is an educational activity carried on among students of the high schools of America that represents, in actual dollars and cents, an investment of more than two and one-half millions of dollars. However, the estimate of the development of the individual student participating in the program cannot be measured in mere dollars and cents, for the worth of the individual to his country as an enlightened citizen is inestimable.

The National Forensic League, a national honorary forensic organization for students of debate and oratory in the high schools, with headquarters at Ripon, Wis., has for the past two years conducted a national tournament for the nation's high-school debaters using the NUEA question. State championship groups are invited there for three or four days' competition in the selecting of a national champion. Such arrangement gives the ambitious young debaters of the country an opportunity to present their views on current national questions, and to receive the views of other youngsters of practically the same age, as inculcated during the state debate season prior to this national contest.

At a meeting of the NUEA debate committee in Chicago in 1930 before the national meeting of the Association, representatives of the National Forensic League invited the NUEA members to attend the national tournament of the National Forensic League at Ripon College. The committee in turn agreed to cancel plans for its interstate tournament so that the two groups might have a national tournament with a much greater scope. Many of the NUEA state championship teams participated in the tournament, and the Miami, Okla., High School was the national winner.

The method of selecting a question for national use is a system which presents an opportunity for every cooperating state to have a vote in the selection of a question which will be particularly important to those debaters participating. A questionnaire is circulated thruout the various high-school debating leagues prior to the meeting of the committee on debate materials and interstate cooperation. When all states have submitted a list of questions for discussion with an indication of their particular preferences, the committee selects the three leading questions in order of preference, and the chairman in turn resubmits the three leading questions to the states for a final

vote. When the national question has been chosen by ballot of the state high-school leagues, the chairman appoints a wording committee composed of leading speech men in institutions of higher learning in various sections of the country, and refers the question to this wording committee for a final draft. This is done so that complications of interpretation of terms may be avoided as much as possible. The wording committee arranges the question so that the best possible results may be obtained from the discussion during the coming season.

The wording committee appointed by Chairman Beaird each season during the last three years has been composed of Dr. A. C. Baird, director of intercollegiate debate, U. of Iowa, chairman; Professor E. C. Buehler, director of Forensics, U. of Kans.; Professor H. A. White, department of English, U. of Nebr.; and Dr. H. L. Ewbank, professor of speech, U. of Wis.

The committee on debate materials and interstate cooperation is charged with the responsibility of receiving bids on the official debate handbook and awarding the contracts for the editing and printing of this book. In this one item alone, the committee has been responsible for the saving of some $25,000 annually for the participating institutions and organizations in the purchase of debate materials.

The cooperative printing of the handbook is most economical for the cooperating state organizations, inasmuch as bulk printing reduces the price per copy. This year more than eleven thousand copies were printed. The leading articles of the day pertinent to the selected question are included in the handbook. A bibliography is included so that the time and effort expended by those preparing arguments is reduced to a minimum.

In a meeting in Kansas City on March 21, 1929, the committee on debate materials found that some eighty questions had been submitted by states wishing to have a part in the national cooperative program, and from this list the committee selected the three most in demand which were: Resolved: "That Trial by Jury in Criminal Cases Should Be Abolished," "That the Instalment Plan of Buying Personal Property is Economically Unsound," and "That the President of the United States Should Be Elected for a Term of Six Years and Become and Remain Ineligible for Re-election." The standard resubmitting procedure was followed and the wording committee announced the selection of the question, Resolved: "That Instalment Buying of Personal Property as Practised in the United States is Both Socially and Economically Undesirable."

THIS ARTICLE is an example of national planning in a most important field. The ability of the nation to solve its major problems depends upon the machinery for focusing the attention of large numbers of people on the same question at the same time and upon facilities for supplying them with facts from sources which do not seek to spread misinformation.—The editor.

At the 1930 preliminary meeting held in Kansas City, the committee found that a grand total of 101 questions had been submitted by thirty states. In culling out these questions, the committee selected the following: Resolved: "That All Automobile Owners Should be Required by Law to Carry Insurance Covering Personal Liability and Property Damage," and "That the State and Federal Governments Should Develop and Control the Sources of Hydro-Electric Power in the United States." The chain-store question was selected by ballot of the states as the question for 1930-31.

Preparing for the debate season of 1931-32, the committee found that 116 questions had been submitted by thirty-three states, indicating a general increase in interest among the various high-school forensic groups of the nation, with a general trend toward centralization of ideas suitable for high-school debate questions within the scope of the young speakers.

The three leading questions were concerned with unemployment insurance, compulsory automobile liability insurance, and a two-year ban on immigration. The wording committee presented the winning question in this form: Resolved: "That the Several States Should Enact Legislation Providing for Compulsory Unemployment Insurance."

Following the preliminary meeting of the NUEA committee held in Kansas City in January 1932, the wording committee met in regular session at Minneapolis, Minn., and released the official statement of the 1932-33 question in the following form: Resolved: "That Approximately One-Half of All State and Local Revenues Should be Derived from Sources Other Than Tangible Property." In the present economic stress of the nation, this question will be one of utmost importance to the high-school students of the land, as these future leaders of the United States will have much to say about the taxation question as potential taxpayers of a few seasons hence.

The 1932 handbook was awarded to the U. of Okla. on a low bid basis, and Professor Josh Lee, head of the department of public speaking of the U. of Okla., was selected to edit the book in cooperation with Miss Perrill Munch, instructor in the department of public speaking at the U. of Okla.

For the first time in five years, it was decided by the NUEA debate committee that the general affirmative and negative briefs of the question as included in the handbooks of past years would be eliminated in the 1932 book. It was voted by the committee that three men who were experts in the fields of debate and taxation should be asked to write three critical analyses of the taxation question. The following three men were elected by the committee to write the analyses: Jens P. Jensen, U. of Kans.; A. Craig Baird, U. of Iowa; and H. L. Ewbank, U. of Wis. On September 1 of this year, more than eleven thousand copies of the handbook were mailed to the institutions of higher learning sponsoring the state leagues, and to the state debate leagues, cooperating directly with the NUEA committee.

The institutions and organizations cooperating during the past several years in which nationalized debate work has shown such rapid advancement include the universities of Ala. Ark., Ariz., Colo., Ind., Iowa, Kans., Ky., La., Mich., Mo., Mont., Nebr., N. H., N. M., N. C., N. D., Okla., Ohio, Pittsburgh [Pa.], S. D., Tenn., Tex., W. V., Wis., Wyo., State High School League of Ga., State League of Ill., Idaho Educational Assn., Bates College of Me., Minn. State High-School Debate League, N. Y. State High-School League, Ore. State High-School Debating League, Rutgers U., Conn. State High-School Debate League, Utah State High-School Debate League, and Washington State Department of Education.

With more than three-fourths of the states already cooperating, and a greater interest being shown by national institutions of higher learning annually, there is little doubt that the membership will be 100 percent within a short time. When this objective has been reached, the magnitude of the national program will be increased at least twofold.—**William H. Witt,** assistant director, Department of Publications, Extension Division, University of Oklahoma, Norman.

A Continuing Record of the Educational Situation

The Journal's Annual Roll Call

THIS is the eleventh year THE JOURNAL has gathered reports from the different states, territories, and the District of Columbia, summarizing educational progress. Letters were sent to three persons in each state—the state superintendent of education, the NEA state director, and the secretary of the state education association. From the statements contained in these letters the following facts have been compiled. Where new state superintendents were elected in November, both the old and the new names are listed in the box on this page. The latter are listed beneath the 1932 occupants.

The year 1932 has been the hardest year for the schools since THE JOURNAL's Annual Roll Call began in 1921. The fact that the schools have held their own better than any other large factor in American life is in itself progress.

STATE	SUPT. OR COM.	NEA DIRECTOR	STATE SECRETARY
Ala.	A. F. Harman	J. D. Williams	Frank L. Grove
Alaska	W. K. Keller	E. J. Beck	
Ariz.	C. O. Case Herman Hendrix	J. O. Mullen	N. D. Pulliam
Ark.	C. M. Hirst	C. M. Hirst	J. W. Kuykendall
Calif.	Vierling Kersey	Frederick Martin	Roy W. Cloud
Canal Zone	Ben M. Williams		
Colo.	Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Ernest Butterfield	Helen T. Collins	Gordon C. Swift
Del.	H. V. Holloway	H. V. Holloway	Eunice C. Bounds
D. C.	Frank W. Ballou	Edith L. Grosvenor	E. O. Harned
Fla.	W. S. Cawthon	James S. Rickards	James S. Rickards
Ga.	Mell L. Duggan M. D. Collins	Mell L. Duggan	Kyle T. Alfriend
Hawaii	Will C. Crawford	Oren E. Long	Charles Henry
Idaho	W. D. Vincent	Raymond H. Snyder	John I. Hillman
Ill.	Francis G. Blair	A. L. Whittenberg	Robert C. Moore
Ind.	George C. Cole	Charles O. Williams	Charles O. Williams
Iowa	Agnes Samuelson	Mary A. Lord	Charles F. Pye
Kans.	George Allen, Jr	M. E. Pearson	F. L. Pinet
Ky.	J. H. Richmond	R. E. Williams	R. E. Williams
La.	T. H. Harris	P. H. Griffith	G. O. Houston
Me.	Bertram E. Packard	W. B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook	William Burdick	Walter H. Davis
Mass.	Payson Smith	Annie C. Woodward	Hugh Nixon
Mich.	Webster H. Pearce	Webster H. Pearce	E. T. Cameron
Minn.	James M. McConnell	Harry L. Wahlstrand	C. G. Schulz
Miss.	W. F. Bond	H. V. Cooper	Walter N. Taylor
Mo.	Charles A. Lee	Thomas J. Walker	E. M. Carter
Mont.	Elizabeth Ireland	R. J. Cunningham	R. J. Cunningham
Nebr.	Charles W. Taylor	Dwight E. Porter	Charles A. Bowers
Nevada	Walter W. Anderson	Alice Maxwell	Lillian Esden
N. H.	James N. Pringle	Dana S. Jordon	John W. Condon
N. J.	Charles H. Elliott	Alexander Glennie	Solomon C. Strong
N. M.	Georgia L. Lusk	Paul L. Fickinger	Vernon O. Tolle
N. Y.	Frank P. Graves	Frederick H. Law	Arvie Eldred
N. C.	A. T. Allen	T. W. Andrews	Jule B. Warren
N. D.	Bertha R. Palmer Arthur E. Thompson	L. A. White	M. E. McCurdy
Ohio	B. O. Skinner	R. E. Offenhauer	Frank E. Reynolds
Okla.	John Vaughan	M. E. Hurst	C. M. Howell
Ore.	C. A. Howard	C. A. Rice	E. F. Carleton
Pa.	James N. Rule	J. Herbert Kelley	J. Herbert Kelley
P. I.	Luther B. Bewley	Camilo Osias	
P. R.	Jose Padin	F. Rodriguez-Lopez	Antonio Sarriera
R. I.	Walter E. Ranger	Charles Carroll	James F. Rockett
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	E. C. Giffen I. D. Weeks	S. B. Nissen	N. E. Steele
Tenn.	P. L. Harned	Harry H. Clark	P. L. Harned
Texas	L. W. Rogers L. A. Woods	L. W. Rogers	R. T. Ellis
Utah	C. N. Jensen C. H. Skidmore	Arch M. Thurman	D. W. Parratt
Vermont	Francis L. Bailey	Caroline S. Woodruff	Marion C. Parkhurst
V. I.	George H. Ivins	George H. Ivins	W. Ethelbert Messer
Va.	Sidney B. Hall	Edith B. Joynes	C. J. Heatwole
Wash.	N. D. Showalter	Orville C. Pratt	Arthur L. Marsh
W. Va.	William C. Cook W. W. Trent	William C. Cook	J. H. Hickman
Wis.	John Callahan	Blanche M. McCarthy	B. E. McCormick
Wyo.	Katharine Morton	Katharine Morton	H. H. Moyer

Alabama—In order to hasten financial relief for the schools the Alabama Education Association with the cooperation of the State Department of Education organized a statewide campaign of school publicity during the summer months. Sixty thousand persons were reached thru 293 addresses delivered in meetings held in sixty-four of the sixty-seven counties. This campaign was undoubtedly a contributing cause in the legislature's being called into extraordinary session by Governor Miller on August 16.

Arizona—With very few exceptions, it has been impossible to maintain salary schedules and automatic salary increases in the schools of Arizona for the present year. School forces have been curtailed thru increase in size of classes, extra duties for employees, and discontinuance of certain services. School budgets will show a decrease of approximately 15 percent. Notwithstanding these difficult conditions, school employees are putting forth extra effort.

Arkansas—A three-year program for the study, revision, and reorganization of the curriculum for the common schools was launched. All certification of teachers was taken over by the state department of education. An exhaustive survey of every school district by a special committee appointed by the state board of education was made.

California—The California Taxpayers Association has put forth every effort to discredit schools and education in the minds of the patrons of the schools. The reductions in school budgets have been greater than all of the combined reductions in other forms of governmental activity. In spite of such adverse circumstances the schools have maintained their high standards.

The state education association joined with eight other statewide organizations in an endeavor to put into the constitution an amendment to increase the state's contribution to elementary schools from $30 per unit of average daily attendance to $70, and to high schools from $30 to $100. The amendment was defeated.

Colorado—This year has been a year of reduction in educational budgets in Colorado. On the whole, budget reductions have been met by boards of education in accord with the recommendations of their expert advisers. As a consequence, the least possible harm has been done to the ability of the schools to serve the children of these depression years.

Connecticut—With courage, sanity, and friendliness boards of education and financial boards have worked together to continue the maintenance of schools on a high standard in the face of a necessary reduction in school income.

Delaware—The salary schedule has been maintained thruout the state, and in many cases the automatic increases have been allowed. A building program was continued under an additional $3,000,000 state appropriation.

District of Columbia—The largest construction program in the history of the public schools of Washington was completed between September 1, 1931, and September 20, 1932. While salary schedules were maintained, automatic increases in salaries were withheld, and 8-1/3 percent will be deducted from salaries of all school employees during the fiscal year ending June 30, 1933. Certain other reductions in appropriations have been made, but in general the *status quo* of the school system is being maintained.

Florida—The first draft of the revised course of study was completed. The annual meeting of the state association was the largest and best in its history.

Georgia—The Georgia Education Association conducted a statewide campaign to elect members of the general assembly committed to four definite propositions: [1] Relieve real estate of part of its tax burden; [2] adequately support education; [3] pay in full all debts due education; [4] revise and codify our school laws. This campaign was put on by an executive committee with a chairman for each of

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Vernon L. Davey Junior High School, East Orange, N. J.

the congressional districts, and a chairman in each of the counties.

Hawaii—The teachers of the Territory voluntarily agreed to a 10 percent reduction in salary. In spite of reduced budgets the teaching morale and the educational program are being steadily maintained. The position of director of health education was established, and increased emphasis placed on physical and mental well-being.

Idaho—The readjustment of school finances in the state has developed a deeper interest on the part of the boards of trustees. As a result districts of several counties in the state have no bonded indebtedness or floating warrants and are on a strictly cash basis. This has come about by the strictest economies, the careful study of budgets, and a close adherence to every legal phase of financing.

Illinois—There is a high and determined resolution on the part of taxpayers, patrons, and teachers to see that "old man depression" does not close the door of the schoolroom. A heroic fight was made by the people in the 11,000 districts of Illinois to pare the school budgets to the marrow, but at the same time to save the essentials of a common-school education for their children.

Indiana—A vision of service to the child has prompted efficiency and excellent professional attitude in Indiana from the highest school official to the teacher of the smallest one-room school, even in the face of an outstanding program of economy. The most desirable school legislation has been preserved with some desirable amendments in school relief for poor corporations.

Iowa—All public elementary and secondary schools were maintained during the year. Boards of education have shown remarkable courage, and citizens generally have made heroic sacrifices to make possible uninterrupted educational opportunity.

Kansas—The Tax Limitation Amendment to the Constitution was defeated. This amendment, fostered by politicians who sought to curtail school support, would have limited taxes to such an extent that scores of high schools and elementary schools would have suffered, many kindergartens would have been dropped, and the public junior colleges would probably all have been obliged to discontinue.

Kentucky—The General Assembly created an Educational Commission to make a thoro analysis of the public-school system, and report the findings to the 1934 Assembly. The Commission is made up of an equal number of schoolmen and laymen. Its report is expected to form the basis of a new school code.

Louisiana—The 1932 legislature made an appropriation of $1,500,000 more to the public schools than that of last year, $750,000 more to the state university, and the same amounts as were made last year to colleges under control of the State Board of Education. All obnoxious school legislation was defeated, and several constructive measures were passed.

Maine—High professional spirit and morale were maintained; large attendance at summer-school continued; the preliminary revision of the curriculum for normal schools has been completed; the high percentage of membership in professional organizations has been maintained; there was a record attendance at the Atlantic City meeting of the NEA.

Maryland—State school funds have made possible the maintenance of all essential school activities without curtailment.

Massachusetts—Total appropriations for the support of schools were within 5 percent of the appropriation in normal times. The legislature was successful in resisting appeals that financial control of the schools be transferred from school committees to mayors, city councils, and boards of selectmen.

Michigan—The growth of the sentiment toward an enlarged state support for education is the most significant feature of educational progress in Michigan.

Minnesota—Public schools will continue their complete services. Teachers are showing undiminished confidence and loyalty. A new secondary curriculum, including years seven to twelve, has been completed and distributed.

Mississippi—A mass meeting—of over five thousand friends of education from all over the state—was held in Jackson. The meeting unanimously urged that the state budget be balanced in such a way as to enable the schools to operate not less than eight months in each county. This action was an important factor in "putting over" the governor's sales tax program which saved the schools and other state institutions.

Missouri—The first step toward a state reorganization program was taken with the organization of a county redistricting board. The board will redistrict the entire county into enlarged optional school districts.

Montana—Ninety-eight percent of the schools of the state conducted a nine-months term of school. Teachers are courageous in these tragic economic times.

Nebraska—Crystallization of public thinking on teachers' salaries has resulted in smaller cuts than were first advocated and demanded, save in a few scattered districts.

Nevada—Nevada, a state with a population of 91,095, is maintaining state, county, local government, a state university, county high schools, and local schools where the enrolment is as low as five students. The state is attempting to hold the gains already made in education. A new state board of education has been organized. Teachers' examinations for certification credentials in the elementary schools have been eliminated.

New Hampshire—All public schools have been maintained as usual. Economies have been effected, some salary reductions made, and increases generally suspended but educational progress has been uninterrupted. Teachers and other school employees have contributed largely to public and private relief.

New Mexico—Attacks upon school finance have led educators into a unity which bodes well for the future of education. Definite steps have been made toward reorganizing state and county departments of education toward a more equitable system of state apportionments, and better financial support of education.

New York—Altho necessary economies have been made, salary schedules have been maintained and the following educational work is going forward: curriculum committees working in all levels; research studies on individual differences, directing attention to importance of new teaching technics; social studies given new emphasis; adapting vocational and industrial education to modern life; marked and general endorsement of mental hygiene work; increased activity of parents associations.

North Carolina—A six-months school term was operated in every district in the state; teachers tried to maintain morale and standards of service in the face of reduced salaries and increased teacher-load.

North Dakota—An integrated health program was definitely launched in the elementary schools thru demonstration conferences in all counties. The program, which reaches more than one-half of all the teachers in the state, introduces the new Course of Study for Physical Education and Health. This includes the use of noncommercial play equipment, of simple articles for preparing hot noon lunches by the pint jar method, of free health literature to supplement suitable material in textbooks. The plan is to change the aims of teaching from knowledge about health to the formation of active health habits.

Ohio—The Ohio School Survey Commission appointed by the State Director of Education, and a legislative committee appointed by the president of the Ohio Education Association are studying the financial situation of Ohio public schools. The Commission, which is under the direction of Paul Mort of Teachers College, Columbia University, will present a comprehensive school program to the legislature.

Oklahoma—The schools were kept open all over the state for an average of eight months, in the face of some of the most trying conditions the state has ever known. The cooperation of parents and the determination of teachers to carry on in spite of reduced salaries is evidence that the people of Oklahoma are facing the future with confidence in the matter of education for their children.

Oregon—Teacher morale was maintained in the face of drastic reduction in school income and a losing fight for special tax levy. Control over all institutions of higher learning was unified under a single chancellor.

Curriculum construction and textbook adoption were placed under one commission, selected by the State Board of Education on the nomination of the state superintendent. Oregon has state adoption of textbooks. Heretofore the textbook commission has had no connection with the preparation of state courses of study.

Pennsylvania—The financial integrity of the School Employes Retirement Act was maintained. An attempt was made at the special session of our state legislature during the summer of 1932 to declare a moratorium for a period of three years on payments from the state and from local school districts to this fund. The result would have been an almost immediate reduction of more than one-half in retirement allowances already granted, together with the possibility of the extension of the moratorium beyond the three-year period. The attempt was defeated in committee.

There has been an encouraging increase in professional membership. A gain of 500 in the State Association gave Pennsylvania a membership of 60,956. A gain of 2431 in the National Education Association increased the membership to 26,794. This gain of 2431 is 61 percent of the total gain of 3961 in the NEA for the year.

Porto Rico—A program of vocational education in agriculture, home economics, and arts and trades was launched. This was made possible thru the extension to Porto Rico, in March 1931, of the federal act for the promotion of vocational education in the U. S.

Rhode Island—There has been an increased enrolment in secondary education. That adult education has been carried on is evidenced by the evening schools, the finest in Rhode Island's educational history. The intense interest which teachers are taking in improving themselves and their service has resulted in crowded extension classes and in the most successful summer schools yet conducted. Those responsible for public education have displayed courage in maintaining programs, and the year has closed with minor retrenchment.

South Carolina—Schools have kept running with very little shortening of terms or tardiness in the paying of salaries.

South Dakota—A complete new elementary curriculum was completed and installed.

Tennessee—Schools have been maintained in spite of the difficulties threatening them.

Texas—The state per capita apportionment at $17.50 was maintained. There was a marked increase in the appropriation for rural state aid. The appropriation for the biennium 1931-33 was $5,000,000, of which $800,000 is used to pay the tuition of rural high-school pupils transferred to town and city schools. In 1931-32 few school systems reduced salary schedules.

At the election in November an amendment, abolishing the state ad valorem tax on all homesteads valued for taxable purposes for not more than $3000, was passed. This will mean a loss of between 7½ and 10 million dollars to the state available school fund annually.

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Thaddeus Stevens Junior High School, Williamsport, Pa.

Utah—At the last annual convention of public-school superintendents it was decided to maintain salaries as long as the budget would permit; and that then officers of local associations and boards of education would meet to discuss ways and means of keeping the schools open before any action is taken to shorten the school term.

Vermont—The requirement for certified superintendents is four years of college or normal-school education, including eighteen hours of professional education. A third-year normal course has been offered at the State Normal School in Castleton. Enrolment in normal schools is limited to those standing in the upper half of the high-school graduating classes. Applicants must also meet definite health, character, and personality requirements. Enrolment quota was assigned each institution.

Virginia—Great results are accruing from the Three-Year Curriculum Revision Program, in which a majority of the teachers are participating. The morale and enthusiasm of the teaching force have been maintained.

Washington—State Association in cooperation with other statewide organizations standing for sound tax reform helped carry an income tax initiative, proceeds of which go to state common-school fund to reduce property tax. The high-school library plan for all the accredited high schools in the state has been reorganized. A single high-school grading system, to take the place of nineteen variable plans used by the different schools, is evidence of the fine cooperative spirit among teachers.

West Virginia—West Virginia prevented an attack in the legislature of 1932, designed to reduce the school term from eight to six months; to reduce the already low basic salary schedule of teachers; to reduce the teaching personnel of all state educational institutions by 20 percent; to cut supervision in local units outside of independent districts; and to cut down the equalization fund which is disbursed in the form of state aid to the local districts. The campaign for a large share of school costs to be provided by the state from indirect sources of taxation has been carried on vigorously and courageously. Complete unity exists among the school people of the state and great headway has been made in the creation of sentiment for a sound system of public schools.

Wisconsin—The Teachers Training Council of the Wisconsin Teachers Association in working out its program of educational philosophy and school practise has taken a long step forward in making teachers conscious of the objectives which should govern classroom procedure in effective teaching. Progress has been made in curriculum reorganization.

Wyoming—The State Education Association was organized under a district plan. Meetings were held in five sections of the state. These meetings were followed by a state meeting made up of representatives of each of the districts. The new plan resulted in greatly increased attendance and interest.

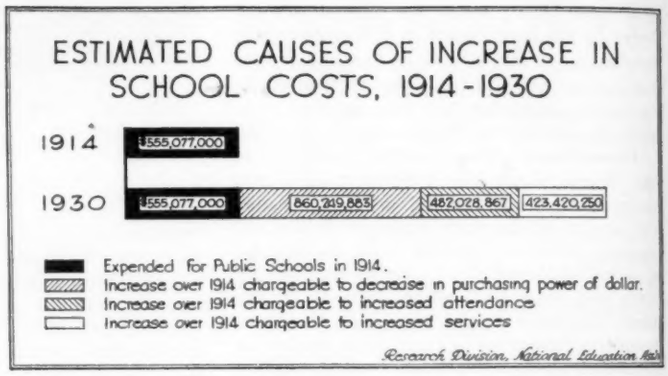
[Do you have an annual roll call in your school system noting the points of advance made by each school in the system? Do you have an annual roll call in your school noting the annual advance made by different teachers? Do you have an annual roll call in your own life noting the progress you are making from year to year toward definitely chosen goals? Do you encourage pupils to summarize for themselves the progress which they have made during the past year and to look forward to definite points of progress during the year ahead? This ability to estimate one's achievements and form systematic plans for the future lies at the root of individual and social growth which gives significance and purpose to what would otherwise be a meaningless aggregation of individual acts. The school has not done its best for any child until it has taught him to weigh the worth of his own achievements, to be critical of his ideals, his manners, his speech, his dress, his reading, his choice of companions, movies, radio, living arrangements, and so on thruout constant decisions from the poorer to the richer. Just as one can make an annual inventory of his financial progress, he can make an annual inventory of his cultural progress. Just as he can plan to improve his income or his investments, he can plan to improve his manners or his home. The points of selfimprovement which Benjamin Franklin described in his *Autobiography* have been widely used by persons who wish to better their lives.]

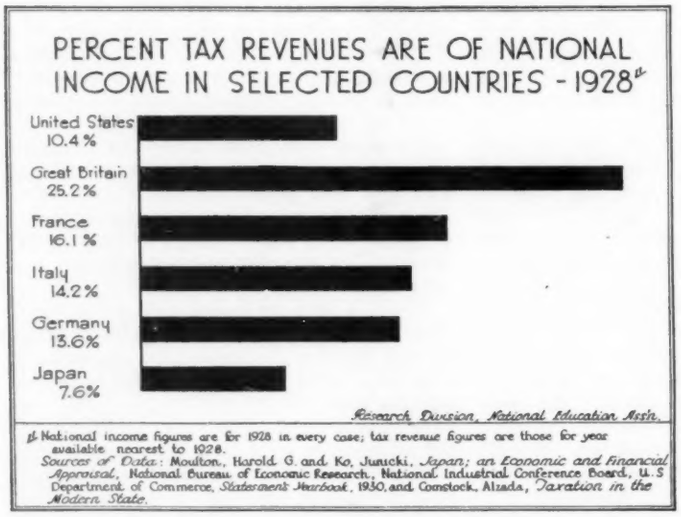
Facts on School Costs

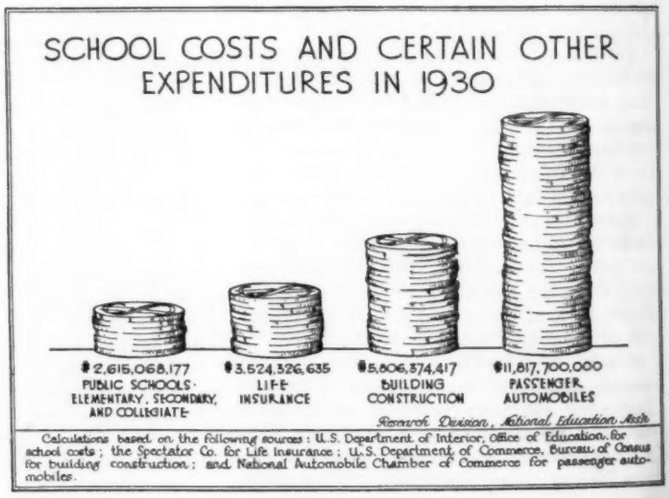
THE FOLLOWING STATEMENTS and charts are taken from the November *Research Bulletin* of the National Education Association, "Facts on School Costs." The figures are based on the most recent and reliable estimates available.

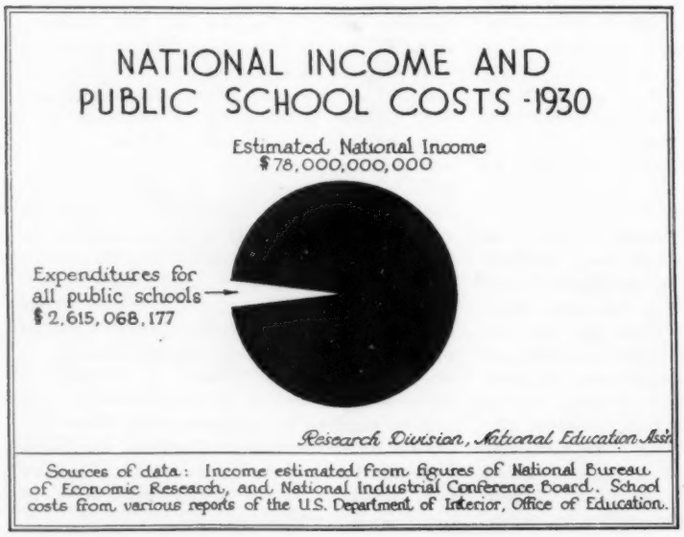
"The problem generally faced by the public schools at the present moment may be concisely summarized in four words: *increased responsibilities; decreased resources.* The responsibilities are shown by the unusually rapid increase in school enrolment due to the depression. . . . While the schools are thus being given a task larger, more difficult and in many ways more important, than ever before, the financial resources which should enable them to do this work are being threatened or actually curtailed. About three out of every four cities thruout the United States are attempting to operate on a smaller school budget than last year.

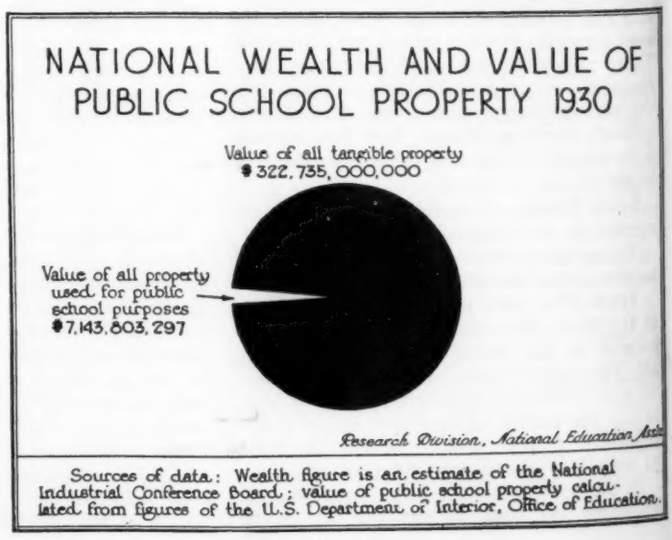
"There is need for a body of facts about the cost of public education as compared with national income, tax collections, and other public and private expenditures. The unsupported assertion that education is costing too much is best answered by referring to such facts as these: that schools have never absorbed as much as 4 percent of the national income; that the proportion of the national income devoted to public education remained practically constant for a decade prior to 1929; that the proportion of municipal expenditures devoted to education is lower now than at any time since 1922; that America spends about five times as much for passenger automobiles as it does for public schools; that effective public schools are essential to the welfare of our country; and that funds for public education have been, on the whole, wisely and intelligently expended. To make some of this data available is the purpose of this *Bulletin.*"











Shall Class Size Be Increased?

YES

PUPILS *learn as effectively in large classes as in small classes*—Experimentation on the problem of class size has tended to show that so far as measurable results of instruction are concerned pupils learn as well in classes of forty to fifty as in classes of twenty to thirty, provided factors other than class size are kept constant.

Aside from equally good results in subjectmatter, it is asserted that large classes are as effective as small classes in the development of such factors as character and personality. Pupils in large classes show more initiative and are less dependent upon the teacher. They learn to help one another and thus tend to develop the ideals of cooperation and responsible citizenship to an extent not possible in the class with fewer pupils.

[2] *Larger classes would reduce instructional costs*—Fewer teachers would be required in a given school to teach the same subjectmatter to the same number of pupils. The amount thus saved in teachers' salaries might be utilized for one or all of the following purposes: [a] to provide clerical assistance to the teachers who assume the larger pupil load; [b] to provide services which the school could not afford before the saving was effected; [c] as a saving to the taxpayer. If instruction is as effective in large as in small classes, it is uneconomical and unwise management to keep class size down. School management is under obligation to the taxpayer to obtain the maximum results for every dollar spent.

[3] *It would result in better teaching*—Better teaching is undoubtedly required in the larger class. A mediocre teacher might be able to teach twenty pupils with a fair degree of success but incapable of teaching well a class of forty or forty-five pupils. It is said that the good teacher finds inspiration in the large class which is not present in the small class. If adequate clerical help is provided the teacher load is no heavier, if as heavy, as the teaching of smaller classes without clerical help. Of course, different methods are essential for the larger classes, but if the results are as good there can be no logical objection to changed methods. Larger classes make good planning on the part of the teacher indispensable. They are a constant incentive to better teaching. Moreover, as many pupils as possible should have the privilege of being in the classes of outstanding teachers. Much good teaching goes to waste when an outstanding teacher, who could teach a large class with equal efficiency, is limited to the same number of pupils as the mediocre teacher.

NO

[1] *Even tho measurable facts may be learned as well, the most important outcomes of teaching such as character and personality development cannot be acquired by pupils in large classes as well as in small classes*—Measurable subjectmatter results are important, of course. But they are not the only, or most important, outcome of the teacher's work. Even tho the intangible results of teaching, such as the development of character and personality traits cannot be accurately measured, they are vastly more important than the mere learning of facts and figures. They cannot be properly developed in large classes. A prominent superintendent writes that the farther we get from the notion that education is mere memorizing, "the more we realize what the size of a class means to a teacher who is attempting systematically to understand and intelligently to guide each pupil." Furthermore, even as regards the measurable results of teaching, experimentation has been too limited in scope and not sufficiently well controled to warrant sweeping conclusions.

[2] *Enlarging the size of classes is a false and misleading type of economy*—Any saving in teachers' salaries would be more than offset by losses at the following points: [a] overloading the teacher; [b] reduction of speed of pupil progress due to reduced efficiency of the teacher; [c] the average class room has been constructed for medium size classes and so the possibility of enlarging classes in most buildings requires a choice between a general overhauling of the building to fit it to the needs of larger classes or the crowding of a large class into a room constructed for a small class. Neither of these alternatives gives promise of economy. While these are not logical arguments against the theory of enlarging classes, they are practical situations which confront the school administrator.

[3] *Enlarging the size of classes would impair the quality of teaching*—The teacher must deal with human beings, no two of whom are alike. Children cannot be taught like so many machines are operated in a factory. Yet that, in substance, would be the result of the general adoption of the large class idea. The schools are not the proper field of mass production. Every child is *different* and his peculiar capabilities should be developed rather than hampered by the lockstep methods of mass production. It is physically impossible for a teacher to individualize instruction in the larger classes. They so exhaust the teacher's resources that he cannot do his best work with any of the pupils. This tends to reduce the morale of both teachers and pupils.

SOME REFERENCES ON CLASS SIZE—Readers who have a copy of the NEA *Proceedings* for 1932 will find addresses on this subject printed on pages 143-146. Teachers wishing to give further study to this question may secure a brief bibliography on class size by writing to the Research Division of the NEA at 1201 Sixteenth Street, N. W., Washington, D. C. Those wishing a more extended bibliography may purchase the April 1931 issue of the *Review of Educational Research* which may be secured for $1 from the National Education Association.

In Support of Our Profession

I AM WRITING to urge every teacher to take an active interest in the proceedings and activities of the National Education Association. I am going to urge, further, that every teacher take so active an interest in the problems of his profession that he be willing to give his definite support to the Association in the form of annual membership.

The results of the activities of the national organization in collecting data have been used in every part of the country as final arguments and have been an influence in raising the standard of living for teachers and in encouraging the facilities for free public education. The struggle for equitable salaries has been long, but without the aid of the NEA or some similar body devoted to the cause of education and working in the interests of the teaching profession, the struggle would have been much longer and more lacking in results.

The professional struggle is by no means finished. It is hardly well begun. When the influence of other organizations can in a few short weeks undo and cause to be disregarded, the work of years on the part of organized teachers, we cannot claim much strength. Problems are confronting every field of business, every part of government, and every profession existing. Teachers are facing problems as great if not greater than any they have ever confronted, problems which if not wisely solved may even end in a decline in free education. Adjustments are being made in all departments of government activity. Curtailments in expenditure even in education are necessary; readjustments are being made and will continue to be made. There is a limit, however, to the extent to which any community or any nation can afford to limit such activities as education. Values must be weighed carefully to justify reduction of activity. Is it not reasonable that we, members of the body of people who are carrying out the program of education, are the ones who shall take up the task of protecting this structure we have so much faith in? We are the ones whose place it is going to be to point out the dangers that will be involved in the wrong type of curtailment, wellmeaning as it may be. And when we are in a place where such defense is necessary, we will want more behind our arguments than sentiment and a few scattered figures.

The first step in the building of a profession is a unified understanding of the aims and needs of the profession. It is absolutely necessary that every member of a live profession be wellinformed and active. Dead timber will soon founder the greatest of organizations, no matter how lofty its purpose may be. One of the greatest criticisms that can be leveled at teachers as a professional group is just that lack of information concerning the strong and weak points of the educational structure. There are weak points and it will be far better that educators themselves acknowledge and remedy those weaknesses than to have to submit to adjustment from the outside. Every teacher as a member of a profession should have at his command information necessary to meet the constant barrage of arguments one meets on a journey down main street. A clear, concise statement founded on fact, delivered without loss of temper but with the assurance of positive authority, returned from every teacher who chances to be placed in a situation where such a statement is called for, will have a wholesome effect in countering false reasoning based on insufficient information. It does little good to have right intentions and beliefs if you do not possess information necessary to support your ideas.

NO SUPERINTENDENT OF schools, no principal, no board of education, can save the teaching profession during the next ten crucial years. It will require the devoted loyalty and most intelligent action of the great body of teachers themselves working in the closest understanding and cooperation with the parents of the children whom they serve. The schools must protect themselves from the paralysis which has overtaken industry. They must adapt their work to the new world. At both points they need organization.

The National Education Association supplies a good deal of information that will remedy this lack. Thru THE JOURNAL and the *Research Bulletins* any person may equip himself with real facts concerning educational problems. We as teachers must equip ourselves with facts, not sentiment.

The National Education Association, on the other hand, needs your support. Salary cuts thruout the country are having their effect upon the membership. This is no time for us to weaken structures such as the national association. If at no other time could we see the need of such an organization, we should see it now. Do not say that you cannot afford the two dollars in addition to the fees already paid to the local and state organizations. We cannot afford to stay out and let this organization go by the board.

The cost to us is really small. Any member of a labor union would feel himself lucky if his annual dues totaled no more than six dollars. This total is small indeed compared to the professional expenses entailed by some of the more established professions.

Without a murmur, the teaching body in your locality will reach into its pocket for hundreds of dollars for community enterprises; and these enterprises are justified and deserve our continued support. However, there is a limit to the unselfishness we can afford. We owe it to ourselves to stand firm in times like these behind our own cause and support with our every possible means those organizations which have at heart our own interests. This sounds selfish but there is a larger, more impersonal reason behind it. We must not allow the work of education to go backward now.

How shall we respond to the needs of our profession? The ideal situation is, of course, the only one which will eventually make a real profession out of teaching—the genuine interest of every teacher. This interest is evidenced, not only by membership in the local and state organizations, but by membership in the national association as well. This participation does not stop with the purchase of a membership. We must bring our information uptodate and bring our energies to bear on the problems under discussion. Those who have been members in the national association will continue, I believe; your continued support together with a considerable number of new memberships will be evidence of the faith we have in the worthiness of the cause of education.—A message to the teachers of Oshkosh, Wisconsin, by **W. P. Clark**, high-school instructor.

An Evening with the Magazines

New Fortresses in Spain—Don Fernando de los Rios, Spain's Minister of Public Instruction and Arts, calls the new public schools the fortifications of Madrid. The Spanish Republic in its constitution renounces war as an instrument of policy. It has reduced its army at the same time that it has opened new schools by the thousands. Konrad Bercovici tells in the January *Pictorial Review* of visiting schools under Don Fernando's guidance.

"One school was situated in a neighborhood known to be inhabited by the worst elements of Madrid—thieves and cutthroats. The children would undoubtedly have grown up to be like their fathers. We entered the school yard. . . . In a corner were coops of chickens and ducks and pigeons and rabbits.

"'Is this an agricultural school?' I inquired.

"'No, but the principal of this school has her ideas about how to educate the children of this neighborhood. These children, she believes, need practical lessons in kindness, so she makes them take care of animals and birds.'

"'But have you no definite educational system?'

"'No. What we want is competent teachers. Each one works out his own system according to his own temperament and the particular needs and requirements of the neighborhood. A hundred different systems is better than a rigid one.'"

The militarists of Spain accuse the government of spending too much on schools and not enough on the army. But, according to the Minister of Public Instruction, the government's policy is unshaken:

"While peace conferences at Geneva will discuss the size of cannons and the use of new instruments of death, we will go on building schools. Seven thousand this year. Eight thousand next year. Twenty-five thousand new schools in five years. That is our program. . . . And in these schools we will teach that wars have never settled anything and never improved the conditions of the peoples who won them. . . . *And we will teach our children to work with their hands, and not to rely on machinery to do their work. We want a happy Spain, not an industrialized Spain.*"

What Shall I Teach?—Who will answer the teacher who asks this question in the November *Forum and Century?* The pupils of Leroy Burton, a high-school teacher in Ohio, ask him: "What good is this stuff ever going to do me? What connection will these things have with my life fifteen years from now?"

The vocational tradition struggles with the classical tradition to dominate our high schools. But both of these traditions, says Mr. Burton, presuppose a static world, which ours is not. Aside from the vocational *versus* classical conflict there is a conflict between contemporary economic practise and the spiritual ideas which we continue to teach our children.

"My pupils have seen their own fathers, who have been faithful, thrifty, prompt—everything we are teaching their children to be—yet who must now walk the streets and beg for bread. They have seen a steel mill that ordinarily employed 6000 men purchase new machinery until it could retain the same volume of production with only 2000 men. They have seen this same mill lay off the 2000 men two weeks before Christmas, and then two weeks after Christmas hire them back at wages cut one-third. During this enforced vacation these same children heard their fathers read in the newspaper how the same mill earned and paid greater dividends during the preceding three months than ever before in its history. . . .

"Dare I teach my pupils as I was taught? Dare I repeat the platitudes I learned? . . . With the mechanical progress of a thousand years condensed into fifty, with life changed while we were just preparing ourselves for the old order, with a material civilization running amuck—what shall I tell them of the morrow?"

A Child Can Not Grow Up Twice—You can interrupt the building of a road and go back to it later, but if you interrupt the decent care of a child you can by no means go on where you left off. Dorothy Canfield Fisher, in an article in the November *Good Housekeeping*, makes a fervent plea that the children be spared from paying the costs of the present economic calamity.

Even the animals of a herd make a protective ring about the young when danger threatens, but society seems to be forsaking this ancient practise.

"We must somehow, enough of us to count, realize that our nation is summoned to take care of its children not by the dictates of virtue and kindheartedness . . . but by the drastic commands of the instinct for selfpreservation. . . .

"We are in danger now if we ever were. And if any considerable proportion of our race or nation has shown any sign of reckless, willing selfsacrifice to protect the children of the country from it at any cost to themselves, I'd like to have somebody tell me. . . . Everywhere the budgets of the health, child welfare, and character-building agencies are being slashed. . . .

"How can we in this present crisis be so shortsighted as to grudge the money to keep the creators of our future wellfed, wellclothed, welltrained, and wellarmed by vitality, hope, and educated brains!"

Mark Hopkins or the Log?—The definition of a college as "Mark Hopkins at one end of a log and a student at the other" has often been quoted, both as a protest against mass education and as an excuse for doing without needed equipment. But the original statement, Professor William B. Munroe says in the December *Atlantic Monthly*, was a plea for good teaching. James A. Garfield, speaking at a Williams College alumni banquet in 1871, followed an orator who dwelt at length on the need for new buildings at the college. Mr. Garfield, however, thought that funds for the faculty were of more importance. What he actually said was this:

"I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins at one end and I at the other, and you may have all the buildings, apparatus, and libraries without him."

As Professor Munro points out: "What impressed Garfield was the caliber of the man who sat at the professor's desk. And that is where more emphasis should be placed by the colleges today, for there is no substitute for men in the process of education."

—Prepared for the Journal by the Educational Research Service of the Department of Superintendence and Research Division of the National Education Association.

I Believe in the American College

I BELIEVE in the American college with a belief so strong that nothing can shake it. I spent five joyous years in two of those colleges. During those years I was inspired by the best writers of the world past and present. I studied the paintings of renowned artists; I listened to the compositions of the best musicians; I read the thoughts of great philosophers. I was introduced to the study of foreign languages, and was instructed in the best use of my own language. Thru the glasses of science I saw into the mysteries and miracles of life. During those five years in undergraduate and postgraduate study I stored up for myself a knowledge of matters cultural and inspirational. For this I thank the American college.

The American college has taught me to see a world that is bright and glorious even tho plunged into economic depression—a bright world, for all nature seems alive and beautiful. That which I have seen thru the eyes of science has made me aware of nature. When I look at a tree I see its beauty, but I also marvel at its wondrous structure, the cells knit each to each, the mystery of the ascent of sap, the wonder of its chlorophyl green food laboratories.

There are times when the best remedy for the vicissitudes of life is by removal into the pleasant world of the imagination. It is then that my knowledge of the arts gives me best service. At such a time I may turn to the poets who have put the most lofty thoughts of the ages into beautiful verse. Depending upon the nature of my trouble, I may turn to Shelley to read his airy, fanciful poems, such as "To a Skylark" or "Ode to the West Wind"; or I may build with Tennyson the lofty palaces of his "Idylls of the King" or find solace in his "In Memoriam"; or I may travel with Lanier to the natural yet mystic land of his "Marshes of Glyn." Shakespeare has been a solace to mankind by his melodious verse and by the depth of his thought and the fancy of his stories, yet without the background of a liberal education I should scarcely have temerity to turn to him for solace. All this I owe to the American college.

Likewise the artists are friends of mine. Corot with the ethereal delicate touch of his brush, Ruysdael with the beauty of his landscape, Van Dyck with his richness of color, the religious art with the glory of its ardor—all have enchanted and elevated me. For this I thank the American college.

> **THERE is a portion of reading quite indispensable to a wise man. History and exact science he must learn by laborious reading. Colleges, in like manner, have their indispensable office —to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far, every ray of various genius to their hospitable halls, and by the concentrated fires, set the hearts of their youth on flame. Thought and knowledge are natures in which apparatus and pretension avail nothing. Gowns and pecuniary foundations, tho of towns of gold, can never countervail the least sentence or syllable of wit. Forget this, and our American colleges will recede in their public importance, whilst they grow richer every year.—From *The American Scholar* by Ralph Waldo Emerson.**

Above all, music has been a charm to my spirit. Music, with its thoughts and aspirations which are beyond the power of words, speaks a language to the soul that is trained to be atune. It was thru that which makes a college truly liberal, truly cultural, that I learned to find this strengthening power in music. There is little difference whether it is Wagner's "Lohengrin," Beethoven's "Sonata Pathetique," Mendelssohn's "Spring Song," Schubert's "Erlkönig," Mozart's "Minuet" from "Don Juan," or a song which still re-echoes in my heart from yesteryear—all lift me above this mundane world when there is need. For this I believe in the American college.

Surpassing all the charm of the imaginary world, there is a magic world of thought which guides from the temporal and material to things eternal and spiritual. In college I became acquainted with the greatest of this thought. I was privileged there to walk with Ruskin, Carlyle, Browning, Shakespeare, Socrates, Plato, Leibnitz, Schopenhauer, Kant, and Emerson. Thru Ruskin I learned that the genuine in both life and art is better than the imitation. Carlyle has taught me the difference between the life unfound and the life which has found itself thru the virtue of work. Browning thru the vigor of his verse and thought has showed me the value of struggle in life. Wordsworth pointed out to me the danger when "the world is too much with us." Bryant has helped me to learn to trust. Thus thru the American college I have learned many lessons from the great writers.

Moreover the philosophers whom I have met, spiritually, at college have instructed me in three great faiths. Thru their thoughts I am assured that the universe, with all its trials and troubles, is not without purpose for it is steadily working toward some great goal. I have learned to know that behind all the shifting temporal world is a permanent eternal world. Thru their vision I have come to see that behind all the sorrow and suffering, the death and loss, is the working of a great and good God. For these stabilizing, strengthening, and comforting faiths I am indebted to the American college.

Could I not have gained these benefits without a college training? No, for without it I would not have stored up for myself a knowledge of the best expression. Without that knowledge I would not be able to make the appropriate cultural contacts with past and present when I most desire and need to make them. Without that knowledge such chance contacts as I might make with cultural matters would be practically useless, since my eye and ear and heart would not be trained to understand or appreciate them.

Could I not gain this training outside a college? Improbably, for out of college, I would lack either the inclination to do the necessary work or the time requisite for full cultural study while engaged in earning a living. It was only thru devoting five years to study alone in the cultural atmosphere of a college that I was able to gain for myself the blessings of a liberal education.

Therefore I believe in the American college because thru it I have become acquainted with the great men of all ages, because it has stabilized my purpose, because it has made me see more in life than money and fame, because it has glorified the material world about me, because it has given me an imaginary, amazing world for retreat in time of need, and because it has proved to me the existence of an eternal world above the temporal world. Because of all this I believe in the American college.—**Willis M. Oosterhof,** Hamilton, Michigan.

School and Home Working Together

EVERY TEACHER in America needs to come to grips with this question: If the continued existence of my school depended upon what I have done to make the parents understand and appreciate the services of that school, would the work go on or stop? The teacher who cannot answer with confidence that his school would go on needs to come to grips with his responsibility to the children.

As this is written there comes to the editor's desk an Associated Press dispatch indicating that in one state, schools in twenty-five counties are to close. It will take generations for the effects of such practises to be corrected. Schools are almost as essential to child welfare as food, clothing, and shelter. Every teacher is in a position to participate in the effort to interpret to the public the significance of the school in the life of the child and the community. In communities and states where teachers have systematically performed this service, the schools are holding their own remarkably well. In communities where thru lack of training or understanding of the seriousness of the problem, teachers have failed to keep in touch with the homes, the school and the children suffer.

The tremendous nationwide use of the *Message to Parents* which appeared in the October JOURNAL shows the need for simple, inexpensive material which schools can send into homes at regular intervals with school reports. The leaflet on this page is designed to serve that need. County superintendents may secure enough copies of this leaflet to provide one for each home in the county. City superintendents will do likewise. Parent-teacher workers may take the lead in seeing that these are sent into the homes. Heads of teachers colleges may wish to provide them for young people who are preparing to teach. Write for special prices on any quantity you desire.

Banks have long used this method of sending a circular each month to their patrons along with the summary of accounts. Insurance companies have followed the same plan. It is the surest and least expensive method of reaching the entire community. The school can reach all homes directly and quickly in this way. The cost of these leaflets is so low as to be within the reach of any school system.

The ideas in this leaflet have been gathered from conferences with parents, teachers, principals, superintendents, and taxpayers in the editor's travels about the United States, and from a large correspondence with JOURNAL readers. The leaflet can be read quickly.

Teachers are invited to send in ideas, statements, or forms which have proved useful in their contacts with homes. School printshops are invited to experiment with such leaflets and to send samples to the Division of Publications of the National Education Association.

There is every indication that the schools are facing a period of hard years which in many cases may involve their very existence. The time to emphasize the work of interpretation is now.

Cut on this line

SEND $1 to the Division of Publications, National Education Association, for a supply of this leaflet plus an assortment of other leaflets and material to help you interpret your school to parents and citizens. INDICATE the number of homes you wish to reach. ADDRESS: 1201 Sixteenth Street, N. W., Washington, D. C.

Cut on this line

TAXES are the price we pay as citizens for such services as schools, playgrounds, parks, streets, police, and courts. Whenever we cut taxes we must reduce some of these services to ourselves. Our public services—in proportion to their basic importance—are probably the least expensive services we buy.

Fold away from this line

Good Schools in Bad Times

A Message to Parents . . .

¶Commonsense suggests that in bad times we sacrifice first the less important things.

Vitalized Group Study and Faculty Meetings

IN THIS first issue of the new year, THE JOURNAL emphasizes again the need and the value of interpreting the schools to the public. "Home and School Working Together," on the reverse side of this page, is planned to give teachers suggestions and material for acquainting their community with the schools.

In your faculty meetings this month, discussion might be made of visiting the homes, also ways of getting acquainted with parents, so they will appreciate the school's deep interest in the home. Should not most relations between home and school be constructive and positive? If the school adopts a policy of visiting homes only when there is trouble, does it not miss a good opportunity to encourage parents in the guidance of child life and character? Are the contacts of your school with the homes in your community based on failures of children in school work or on successes? How can the teacher load be so adjusted that teachers will have time and energy to undertake this basic service of visiting homes? When a child, particularly a young child, sees his parents visiting his teacher in the school, does not the school take on added significance for him? When he sees his teacher in his own home in friendly relationships with his parents, is not his appreciation of the school increased?

A statement by Secretary J. W. Crabtree in the October 1932 bulletin of the Department of Elementary School Principals, shows his concern for interpretation of the schools by educators:

> What has been done is merely a suggestion of what must be done if the schools are to hold their own and to move forward to the policies and the development demanded by the new conditions of American life. The time has come for a new point of view in educational interpretation. We ask you to join with Headquarters during the coming year in advancing these activities:
>
> [1] *Every teacher a dynamic agent for educational interpretation*—Our schools depend ultimately on public understanding and support. Let teachers in their social and business contacts show citizens the necessity and effectiveness of our educational program. Enlist parents and others in achieving the school's objectives.
>
> [2] *Every teacher a student of economic problems*—We have allowed others to do so much thinking for us in connection with financial matters. Let us now discover the fundamentals of investment, the necessity of personal budgets, the sources of governmental revenues, and the possibilities of adequate school support.
>
> [3] *Every teacher at work on her own professional problems*—We have evidence that the members of our Association have responded to the urge that they study and experiment with their own teaching problems. Let us continue the good work.

Definite suggestions for planning and conducting group study and faculty meetings are given in the October 1932 JOURNAL, page 240. Now is a good time to plan meetings for the remainder of the school year. A meeting in March might include a report or discussion about the February meeting of the Department of Superintendence in Minneapolis.

In this issue—If you are a teacher in an elementary school, "Globes, Graphs, and Museum Materials" page 9 may be of particular interest to you. If you teach in high school, "Thru the Day with Herbart" page 11 and "Nationwide High-School Debating" page 13 may be helpful. If a junior college is where you work, "The Junior College, a Community Center" page 5 may be of special interest. In every issue of THE JOURNAL are articles of interest to *all* teachers. In this JOURNAL are "Hunger on the March," "The Classroom Teacher, a Mental Hygienist," "Shall Class Size Be Increased?" and others.

Good Schools in Bad Times

WHEN TROUBLE comes we turn to fundamentals. Home becomes dearer. Neighbors and friends mean more. We understand better the mission of the church. We appreciate the services of the school. If schools are a blessing in good times, they are an imperative necessity in bad times. They safeguard the health of the child; they fortify the home; they give hope and encouragement to citizens who are the victims of misfortune but who can take satisfaction that their children are cared for. The schools are ourselves working together in the education of our children. When times are hard we need to make that education better—to take more seriously our common task of preparing the young for life.

Times which suggest retrenchment call for increased safeguards for schools. Next to food, clothing, and shelter, they stand between us and chaos. Let us preserve and improve our schools. Let us keep the children first.

TO INTERPRET the school to parents and citizens is as much a part of the teacher's work as the instruction of children. OUR SCHOOLS belong to the people; they will go as far and no farther than the faith of the public in them.

First Schools of the Last Frontier

WITHIN suburban distance from the Twin Cities, on a high bluff overlooking the forks of the Minnesota and Mississippi stands a vine-covered, turreted tower. Here in 1820 the trail of westward empire, coursing thru the outpost of Prairie du Chien in what is now Wisconsin, ended where the guns of Fort Snelling lowered over the very tepees of quarreling red men.

That year Colonel Josiah Snelling took charge of this outpost of civilization, selected by Zebulon Pike fifteen years earlier, and in 1822 built a grist mill at the Falls of St. Anthony. Only the explorers and ubiquitous Hudson Bay fur traders had preceded the Colonel and the three hundred men of the Fifth U. S. Infantry who came to preserve the peace of the white men and the red. Thousands of homeseekers were soon to follow him, many of them from distant lands where the promise of high adventure has ever been a magic call.

The Falls of St. Anthony, now not much more than a rapids in the broadening expanse of the river as it slips under the Third Avenue Bridge, played an important part in subduing these wilds. Here wood was sawed for the Fort and the early homes. In 1824 the price of flour from Colonel Snelling's mill was set at $3.33 a barrel. Here began the great industry that entitles Minnesota to the sobriquet, "bread basket of the world."

But these pioneers were not of the kind who could live by bread alone. Church and schoolhouse followed the mills. According to legend, it was an Indian who was at least indirectly responsible for the first educational effort in the northwest. In the summer of 1846, Little Crow, a chieftain of the Sioux, went on a drunken spree and was shot and wounded by his own brother. History does not record whether the shot was fired in punishment for disgrace brought upon a high and ancient office, or in selfdefense, but it had a permanently sobering effect. On the principle of the "devil" who "a monk would be," Little Crow decided to put a stop to all drinking in his tribe, and applied to the Indian agent at Fort Snelling for a missionary to his people. Dr. Thomas S. Williamson, a skilful surgeon and missionary at Lac Qui Parle, in November of that year established the first school in Minnesota at Kaposia.

While laboring for his red children, Dr. Williamson felt that something should be done for the white children who had no schools at St. Paul. The following letter

Harriet E. Bishop, Minnesota's first teacher

was written by him in 1847 to Exgovernor William Slade of Vermont, president of the "National Popular Educational Society," a little-known forerunner of the National Education Association. It is said that this letter contains the first written description of St. Paul.

My present residence is on the utmost verge of civilization, in the northwestern part of the United States, within a few miles of the principal village of white men in the Territory that we suppose will bear the name of Minnesota which some would render "Clear Water," tho strictly it signifies slightly turbid or whitish water.

The village referred to has grown up within a few years, in a romantic situation, on a high bluff of the Mississippi, and has been baptized by the Roman Catholics, by the name of St. Paul. . . . The Dakotas call it IM-NI-JA-SKA [white rock] from the color of the sandstone which forms the bluff on which the village stands. This village has five stores, as they call them, at all of which intoxicating drinks constitute a part, and I suppose the principal part, of what they sell. I would suppose the village contains a dozen or twenty families living near enough to send to school. Since I came to this neighborhood, I have had frequent occasion to visit the village, and have been grieved to see so many children growing up entirely ignorant of God, and unable to read His Word, with no one to teach them. Unless your society can send them a teacher, there seems to be little prospect of their having one for several years. A few days since, I went to the place for the purpose of making inquiries in reference to the prospect of a school. I visited seven families, in which there were twenty-three children of proper age to attend school, and was told of five more in which there were thirteen more that it is supposed might attend, making thirty-six in twelve families. I suppose more than half of the parents of these children are unable to read themselves, and care little about having their children taught. . . .

I suppose a good female teacher can do more to promote the cause of education and true religion than a man. The natural politeness of the French [who constitute more than half the population] would cause them to be kind and courteous to a female. . . . She should be entirely free from prejudice on account of color, for among her scholars, she might find not only English, French, and Swiss, but Sioux and Chippewas, with some claiming kindred with the African stock.

A teacher coming should bring books with her sufficient to begin a school, as there is no bookstore within three hundred miles.

Governor Slade could—and did—find a teacher to meet the qualifications laid down by Dr. Williamson. July 16, 1847, Miss Harriet E. Bishop landed at Kaposia after a river ride from Cincinnati, Ohio, on the steamer *Argo*. She had accepted the position after "quite a mental struggle" she tells us in memoirs written a decade later.

"A cheerless prospect," Miss Bishop characterized her new home, as she viewed the log cabins of St. Paul after a ride in a canoe, paddled to this future Capital by two young squaws. A deserted log cabin 10 x 12 feet that had been used as a blacksmith shop at Third and St. Peter Streets, was St. Paul's first schoolhouse. "Some wooden pins had been driven into the logs, across which rough boards had been placed for seats. The luxury of a chair was accorded to the teacher, and a cross-legged table occupied the center of the loose floor," she wrote. Under such circumstances began the great educational system of Minnesota, guided by a woman in whom duty lit the fires of courage. Hers was not only a teaching position. She was a builder as well, and there was precious little with which to build.

The first winter closed in upon us. . . . Books were the companions that enlivened the solitude of our evenings. The social pleasures of the vicinity were merged in a weekly ball for those who enjoyed what, according to the report of the parties, was little else than, in western parlance, a "whisky hoe-down."

Therefore, Miss Bishop organized a "Ladies Sewing Society" to aid in the erection of a new schoolhouse, and one of

the male members generously pledged $10 for a commencement.

We remember, with an allowable pride, that the first payment on the lumber for the first schoolhouse, was made with money earned with the needle. . . .

The specified object of the building was the accommodation of the school, church, court, occasional lectures, elections, and in short, all public gatherings, with the expectation that an expenditure of $300 on a building 25 x 30 feet would be all that would be required for at least ten years.

From the St. Paul *Pioneer,* May 26, 1849, it can be learned that two years had brought a great change in the village the Indians called IM-NI-JA-SKA. News items of that date contain important information about the growing schools:

"Scratch up, scrabble up, tumble up, any way to get up," seems to be illustrated in the sudden growth of building in St. Paul. Logs which were in the boom at the Falls last week are now inflated into balloon frames at St. Paul, ready for a coat of paint. Lots which were the other day considered quite remote, are now "right in town." More than seventy buildings, it is said, have been erected here during the past three weeks, and the town is so changed in its appearance, and has so multiplied its inhabitants, that a person absent for three weeks, on returning, almost fancies that he has been taking a Rip Van Winkle slumber.

Exgovernor Slade of Vermont, agent of National Popular Education, arrived on the steamboat *Senator* last Thursday with three young ladies who will engage in the responsible and arduous labor of teaching in Minnesota.

The *Pioneer* of November 28, 1850, contains this note:

School District No. 3 was organized on the evening of the 18th inst. P. K. Johnson was elected clerk. The trustees were instructed to employ Henry Doolittle as a teacher at $40 per month. A tax of $300 was voted to defray the cost of the schoolhouse, and the expenses of the school.

While the following item gleaned from the same paper two weeks later may provoke a smile, it records a laudable interest in the objectives of the good life, even if they had to be justified by something less than their achievement:

It is thought advisable by some of our villagers, that we have this winter a series of practical, instructive lectures, and that a small admission fee be charged—the proceeds to be applied for the purchase of a fire engine in Saint Paul.

A TEACHER OF THE FRONTIER—Many are the hardships that she cheerfully bore for the sake of the religion and education of her pupils. No blinding blizzard could keep her from her beloved school. Nor could a skulking savage in full warpaint frighten her from the track to the schoolhouse. The work she did in the desolate river town in the wild west can hardly be overestimated. It was no doubt backbreaking and discouraging work to teach reading, writing, arithmetic, and the fundamentals of the Protestant religion to the halfsavage children. Still, this was comparatively easy toil compared with the desperate work Miss Bishop was compelled to do in making her pupils clean, wholesome, and courteous civilized human beings. She knew nothing of discouragement and had no idea of failure. Her influence for good in this wild outpost of advancing civilization was very great. She was the first torchbearer of the culture of the east, the first transmitter of the wisdom of the ages on the banks of the upper Mississippi. If we consider the results she attained, we are filled with wonder when we examine the scanty means at her disposal, and the more than primitive school environment.—F. C. Miller.

The work begun by Miss Bishop had begun to bear fruit. An extensive interest in generous support for schools was manifested, as these frontier institutions grew in number and influence. When the bill making Minnesota a territory passed Congress, March 3, 1849, it contained a provision up to that time written in no other similar organic act. It had been customary to donate to the territory and future state, section sixteen in each township for school purposes; but in the Minnesota act, the donation was doubled, and sections sixteen and thirty-six in each township were set aside for the schools—one-eighteenth of all the lands in the territory, a princely reserve amounting to more than 4000 square miles.

Miss Bishop continued to serve Minnesota until her death in St. Paul, August 8, 1883. Born in Vergennes, Vermont, in 1817, her early training had come under strong New England religious influences. The Sunday School she established in St. Paul is still in existence. A pioneer of pioneers, she recorded her experiences in 1857 in a volume entitled *Floral Home, or First Years of Minnesota.*

When the Department of Superintendence assembles at the Falls of St. Anthony February 25-March 2, to find *New Frontiers for American Life,* they may appropriately recall the devotion and selfsacrifice of a noble predecessor in their craft, who found the *old frontiers* and saw their hardness and cruelty transformed into comfort and kindliness—Miss Harriet E. Bishop, to whom there should be a monument, sometime, somewhere.—B. F.

Minn. Historical Society

LEFT: "The Fort from which never a shot was fired"—says the story of this old landmark at Fort Snelling; Right: Father Hennepin discovered the falls of St. Anthony, July 1680.

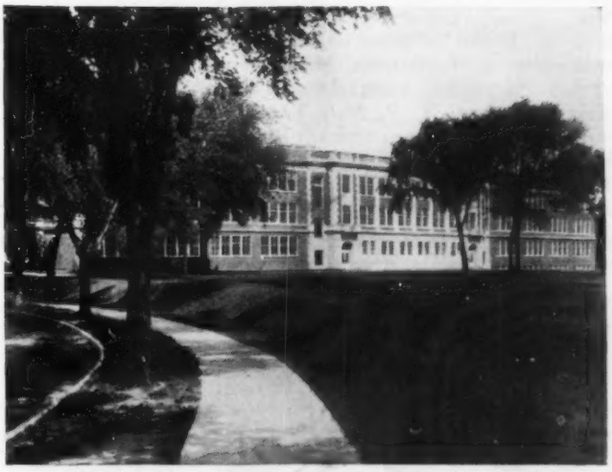
Scenes from the Twin Cities

ALMOST every child in the Twin Cities is within walking distance of recreation grounds that are nowhere excelled. Summer and winter the "Land of the Sky-Blue Water" affords delightful and healthful play.

MINNESOTA skylines of beauty—in summer

—and in winter

A "bread and butter skyline" of every day



WASHBURN HIGH SCHOOL—newest in Minneapolis

TRAINS THAT SET THE PACE for America in comforts and appointments will bring the members of the Department of Superintendence of the National Education Association to their 63d annual convention in Minneapolis, Feb. 25—Mar. 2, 1933. Here educational leaders will discuss *New Frontiers for American Life* where the spirit of the old frontier still abounds in a setting of romantic beauty mingled with the grandeur of modern utility.

The Superintendents Meet at Minneapolis

THE SIXTY-THIRD annual meeting of the Department of Superintendence will be held February 25-March 2, 1933, in Minneapolis. The city has a beautiful new convention hall located near the hotels in the downtown section. It offers every modern convenience with its fine auditorium on the main floor, and ample exhibit space immediately below.

President Milton C. Potter has prepared a program of rare excellence. The world-famous St. Olaf's Choir will sing at the opening vesper service. The Minneapolis Symphony Orchestra, with a tradition of splendid performances, is the program feature for Wednesday evening.

The list of speakers includes Ellwood P. Cubberley, pioneer in educational administration; Vice-Chancellor R. S. Wallace of the University of Sydney, Australia; President Lotus D. Coffman of the University of Minnesota; Dr. Charles H. Mayo of Rochester, Minnesota; President Glenn Frank of the University of Wisconsin; Howard Scott of Technochracy; President Robert M. Hutchins of the University of Chicago; and David Lawrence, editor of the *United States Daily*.

The 1933 yearbook, entitled *Educational Leadership*, will be distributed at the convention. The Commission on Educational Leadership has spent two years in its preparation. Hundreds of educators who have made contributions to the enterprise will eagerly peruse the volume and keenly follow the discussion of it at the general session Tuesday morning. The members of the Commission are:

Superintendent A. J. Stoddard, Providence, R. I., chairman; N. L. Engelhardt, Teachers College, Columbia University; Superintendent Willard E. Givens, Oakland, Calif.; State Superintendent A. F. Harman, Montgomery, Ala.; J. L. Henderson, University of Texas; J. Cayce Morrison, N. Y. State Education Department; Assistant Superintendent Leonard Power, Tulsa, Okla.; Superintendent A. A. Slade, Laramie, Wyo.; Assistant Superintendent Frank M. Underwood, St. Louis, Mo.

A highly valued feature of the convention will be the annual exhibit of educational equipment, books, and supplies. At no other place or time may those who are responsible for selecting and purchasing the tools of teaching see such a varied and extensive display or receive more practical help and information. This exhibit will be tastefully arranged in booths in charge of persons who are thoroly familiar with the teaching methods and administrative practises with which their apparatus is used. The large number of superintendents who may at any time during one of the annual meetings be found inspecting the exhibit is a recognition of the service this feature renders in the selection of suitable equipment with the greatest economy of time and money.

In the week preceding the Department of Superintendence a number of important meetings are scheduled. Among them are:

The Department of Deans of Women at the St. Paul Hotel, St. Paul; the National Association of Principals of Schools for Girls at the Lowry Hotel, St. Paul; the American Association of Teachers Colleges at the Curtis Hotel; the National Council of Education at the Hotel Radisson; the National Vocational Guidance Association at the Nicollet Hotel; and the International Council for the Education of Exceptional Children at the Hotel Radisson.

Special railroad tickets will be sold to the Twin Cities at one and one-half fare for the round trip. They will be on sale February 19 to 27 and are good returning for thirty days. Identification certificates may be obtained by NEA members after January 10 by writing J. W. Crabtree, secretary, 1201 Sixteenth Street N. W., Washington, D. C.

Headquarters of the Department of Superintendence, including registration, exhibits, convention postoffice, ticket sales, and information will be in the Minneapolis Auditorium.

No headquarters hotel has been designated. Single rooms with bath are exhausted, but single rooms with running water are still to be had, as well as many good double rooms. Correspondence regarding sleeping room accommodations should be addressed to C. H. Chadbourn, chairman, Hotel Committee, Hotel Vendome, Minneapolis, Minnesota.

Departments and allied organizations officially invited to participate:

American Educational Research Association: William S. Gray, University of Chicago, president; William G. Carr, Wash., D. C., secretary.

Department of Elementary School Principals: Elizabeth McCormick, Superior, Wisconsin, president; Eva G. Pinkston, Wash., D. C., secretary.

Department of Rural Education: Ray P. Snyder, Albany, New York, president; Mrs. Katherine M. Cook, Wash., D. C., secretary.

Department of Secondary School Principals: W. W. Haggard, Joliet, Illinois, president; H. V. Church, Cicero, Illinois, secretary.

Department of Supervisors and Directors of Instruction: Ernest Horn, State University of Iowa, president; James F. Hosic, Teachers College, Columbia University, secretary.

National Association of High School Inspectors and Supervisors: William H. Bristow, Harrisburg, Pennsylvania, president; J. S. Stewart, University of Georgia, secretary.

National Council of Childhood Education: Julia Wade Abbot, Philadelphia, Pennsylvania, and George D. Stoddard, State University of Iowa, convention committee.

National Council of Education: William C. Bagley, Teachers College, Columbia University, president; Adelaide S. Baylor, Wash., D. C., secretary.

National Council of State Superintendents and Commissioners of Education: W. F. Bond, Jackson, Mississippi, president; Webster H. Pearce, Lansing, Michigan, secretary.

National Society for the Study of Education: M. E. Haggerty, University of Minnesota, chairman; Guy M. Whipple, Danvers, Massachusetts, secretary.

National Society of College Teachers of Education: Paul C. Packer, State University of Iowa, president; Fowler D. Brooks, De Pauw University, secretary.

Left: Ice boating on Lake Calhoun is a thrilling sport; Right: An exciting moment at a ski tournament in Glenwood Park.

The Education of All Children

GEORGE DRAYTON STRAYER

Professor of Educational Administration, Teachers College, Columbia University

THE STRENGTH of our democracy and the perpetuity of our representative form of government are dependent upon the education of all the children of all the people. We have proposed that in the United States there shall be equal opportunity given for all to achieve up to the limit of their intellectual capacity, their ambition, and their character. State constitutions have commonly provided that uniform opportunities for education be furnished to all of the children of the state. But the fact still remains that, for the most part, children who reside in urban areas have much more adequate opportunities provided for them in the public schools than have children living in the country.

Probably no one would propose seriously that we can immediately equalize opportunities for education up to the highest standard maintained by the wealthiest community. We are under the obligation, however, to inquire concerning the differences in opportunity provided for urban and rural children and concerning the possibility of a program that will more certainly equalize the provision of education for all of the children of the state.

The ideal program of education which the state seeks to offer for all its children proposes that wellqualified teachers be supplied for all children; that books and other educational supplies be made available to all children without charge; that buildings and equipment which are at once comfortable and welladapted to the needs of the educational program be made available; that curriculum offerings be extensive enough to take account of the differences in intellectual capacity and in vocational outlook among the group to be educated; that an equalized school term be provided; that schools be made easily accessible to all of the children; and that special services, having to do with the health, educational and vocational guidance of pupils, be provided.

Today in most of the states one can find the grossest inequalities existing between the educational provisions made in the urban centers and those available in the poorer rural areas. There are, of course, certain of the rural areas that are well able to provide a generous program of education and there are some urban communities that find it difficult to maintain a satisfactory educational program.

> **THE NEED for a superior type of school is evident. The history of standardization of rural schools indicates clearly that the schools will improve whenever a goal is set for them to reach. It is not too much to expect that at least half of our rural schools could reach some plane of standardization as high or higher than present standards require.—From the *Wyoming Educational Bulletin*, state department of education, Cheyenne.**

On the whole, however, the contrast holds between the urban community with its concentration of wealth and the rural and sparsely settled area in its poverty.

The reason for the differences between these poverty-stricken schools and the urban schools was primarily to be found in the difference in financial ability as between the rural and the urban school districts. There can be no doubt but that the state must enter to assume its responsibility for the equalization of support if rural-school children are to enjoy opportunities comparable to those provided in the urban centers.

One cannot know the facts concerning the urbanization of our population without realizing that the population of the cities has been recruited from the country. We know, as well, that under modern economic conditions the wealth, even that which is represented by the productivity of the country people, is centered for purposes of taxation in the urban areas. We know, as well, that the ability of the people living in the rural areas to absorb the products of the city is determined in no inconsiderable measure by the type and degree of education which has been furnished for them. Even if no matter of the stability of our society were concerned, a purely selfish economic analysis of the situation would indicate the obligation that the urban areas have for doing their full share in meeting the statewide responsibility for education.

The mutual responsibility of urban and rural people for the education of all of the children of the state is best expressed by proposing that education is a function of the state and that the equalization of opportunity up to the standard set by the state should be considered a prior claim upon the resources of all of the people of the state. The state's program can never be thought of as equaling that of the richest and most progressive community within its borders. If an attempt were made to provide a uniform opportunity, the result would be to lower immediately the standard of education now provided in the more fortunate communities. This would be unwise because it is only as we have the example of the more progressive and able communities before us that we may hope to raise the standard of the state.

Probably the most reasonable proposal that can be made is to suggest that the state's standard program be equivalent to that provided by the community of average wealth within its borders. If this be done, then it is reasonable to expect that all of the poorer communities will have their standard of education raised and that, from time to time, as the state's economic resources permit, the standard may be raised toward that set by the wealthier communities.

In order to accomplish the desired result, it will be necessary to inquire concerning the cost of the equalized program to be offered. Here again the cost of the program as already provided in communities of average wealth may be taken as a guide. It will be necessary, however, to calculate the number of units to be supported in order that the state, when entering upon its program of support, may allot money in terms of the school units to be provided. In some of the more adequate legislation which has taken place during the past ten years, the weighted pupil or teacher unit has been employed. This means simply that a given number of children determined by the group commonly taught by a single teacher, is used as a measure of an elementary-school unit; that where very small schools must be continued to pro-

vide for children in sparsely settled areas, the smaller number of children brought together in a one-teacher school is weighted as a unit; and that high schools which commonly cost as much as 30 percent more than elementary schools are given a weight in the scheme of support comparable to their costs.

Having determined the cost of the program, it is essential, if city and rural areas are to be combined thru the state in a program of support, that the ability of each administrative area to support the state program be determined certainly. Since the dependence locally is largely upon taxes on real property, a simple method of discovering the ability of each school area to support the state's standard program is found by applying to an equalized assessment a common rate of taxation.

Let us propose, for example, that it has been decided that a local tax rate of 20 mills be applied to the equalized assessment of property thruout the state. It will be found that in one school district the 20 mill tax will produce $200 while in another area the same tax may produce $1000. Assuming that the average district requires $1200 to maintain a satisfactory program of education for each school unit, the state will be under the necessity of contributing $1000 to the first named school district and only $200 to the latter.

The illustration has been kept simple. Exactly the same situation relatively would be found were the case one of ten teachers with an indicated local support of $2000 and another situation in which one hundred teachers would enjoy $100,000 support upon the basis of the imposition of the same local tax. In the first case the state would have an obligation to contribute $10,000 while in the other case, with one hundred elementary-school units involved, the state's contribution would have to be only 100 x 200, or $20,000. In like manner, one can figure the amount of support indicated as available for the other divisions of the school system.

THE RURAL SCHOOLS are the most effective means of helping farmers to improve their economic and social status. Enlightenment has always been the means by which people have increased their general welfare.—Thomas Nixon Carver.

Any equitable handling of the situation would suggest the desirability of providing for the transportation of rural-school children. There is no reason why an extra burden should be borne by rural people as compared with city people because of the necessity of transporting rural children. It may be proposed with considerable justification, as well, that not only should the burden of support be equalized as it has to do with the current expenditures for education but also for the capital outlay necessary to provide buildings and equipment.

It would seem wise in every case when seeking to develop the state's standard program to equalize the burden upon the basis of a tax which leaves the community free to extend the program beyond that required for support by the state. If we believe, as most of us do, in the contribution which local selfgovernment has made in our community, state, and national life, then we should secure to every school area the possibility of controling its own situation and of developing its school system beyond any fixed level or requirement. *There is no more mistaken idea prevalent than that which would require a community to exhaust itself by levying a maximum tax before receiving support from the state.* Wherever this is done, the community practically surrenders its control of education to the state, for when the state comes in after the locality has exhausted its resources it is able by means of the money which it advances to completely dominate the situation, and the tendency is apt to be in this direction. On the other hand, if state support is offered upon the basis of a uniform and minimum effort upon the part of all people, then there is left a margin of possible support which gives the community the right and the opportunity to control locally the whole situation.

Along with more adequate support on a statewide basis, there must be developed a better administration and supervision of rural schools, based on larger local administrative units. There will need to be instituted, as well, a reform in the system of state taxation. Assessments must be equalized thruout the state; a state tax commission, removed from political control, must be established; and there will be needed local fulltime assessors who can be removed for inefficiency in carrying out the work.

In conclusion it may be proposed that education will cost more in the years which lie ahead than it has in the past. If all the children, the young men and women, and the older men and women of the state are to have the opportunities which democracy promises them, it will be because we develop more adequate programs of state support.

The transition now under way in agriculture demands thorogoing revision of the rural-school curriculum.

The Functions of the Educational System

THE FUNDAMENTAL functions of the state educational system are to educate the people to greater and greater competency in performing: *first*, the general social obligations of citizenship or membership in American civilization required of all men and women and, *second*, the particular or specialized services to society allotted to different occupational groups, membership in any one of which is a matter of individual choice and fitness.

These educational functions correspond with the two types of requirement which modern social life lays upon every citizen. Every person has social, political, or other responsibilities which he should bear in common with other persons, as in his membership in the family, the neighborhood, the local community, the state, the nation, and humanity at large. On the other hand, every person has, under our economic system of subdivision of work or services, a particular obligation which he meets, usually by the services he renders thru his special remunerative occupation.

The first function of the common-school system—It is the primary and fundamental function of the common-school system, extending from the earliest years of schooling, thru kindergarten, elementary school, junior and senior high school, and the junior college, to educate the citizen for effective participation in all those common understandings and cooperations which are necessary to sustain the best in our complex contemporaneous civilization which is American.

Our common schools must be dedicated primarily to educating men and women so that they may work and live together more successfully in and thru the institutions of a civilization that must be constantly adapted to changing conditions. Failure of citizens to understand many of our current problems and their tragic inability to cooperate in the solution of them constitute one cause that has led to breakdowns in our current civilization.

A common-school system rededicated to the original social purposes which warranted tax support by all the citizens of the state, *must aim mainly at the fullest possible development of a social rather than a selfish personality*. It will seek to develop an enlightened citizenship, rather than an enlightened selfishness. Much of the current criticism of the behavior of citizens as the product of schools is based on the fact that the common schools above the elementary school are not really utilized by the student or fully managed by teachers and administrators for this fundamental civilizing purpose. When this ideal is realized, subject boundaries will be less sharply defined. New and more practical groupings of materials will be devised, and the process of learning will be reorganized, much as is now being done in comprehensive courses at some 160 institutions in the United States. Problems will become more important than topics, libraries than textbooks.

CALIFORNIA has carried its level of tax-supported education higher than any other state. In 1931 the California legislature authorized a survey of tax-supported education of higher than high-school grade. The Carnegie Foundation for the Advancement of Teaching, which is under the able presidency of Henry Suzzallo, was selected to make that survey. Facts were gathered by groups of carefully selected experts in the various fields of education. The data were then considered and analyzed by a commission of seven, consisting of: Samuel P. Capen, chairman; Lotus D. Coffman; Charles H. Judd; Orval R. Latham; Albert B. Meredith; James E. Russell; and George F. Zook. This commission suggested that these statements "be accepted as the basis for a resolution by the legislature, which shall serve to declare its own future policy and to guide the people of the state and the various boards and officers charged with the performance of educational services." The statements on these two pages are taken from the printed report.

The points at which public and professional criticism are now mainly directed are the secondary rather than the elementary stages of general or common schooling. That reform has been at work for some time in the field of secondary education is attested by the increase in junior high schools, senior high schools, and junior colleges. Modifications of the curriculum, changed methods of teaching and learning, educational and vocational counseling are merely additional symptoms of the attempt to meet current dissatisfaction with the schools as they are or have been. *A complete reconstruction, somewhat similar to that which began in the elementary school in the '80s and '90s, seems now well-inaugurated in the secondary stages of general education.*

The reconstruction of secondary education, necessarily a concern of this commission which deals with its later stages in the junior colleges and the lower divisions of the teachers colleges and the university, will involve several marked changes from the traditional outlook and method.

In the first place, *secondary education will be not less intellectual but more social and adaptive*. It will be directed toward giving the student an understanding of the natural and social world in which he lives. The mastery of the academic letters, arts, and sciences will be no longer the end of his school mastery, but the educational means of understanding life. Whatever other resources of experience lie outside of the traditional disciplines, such as industrial arts and fine arts, will be utilized with full scholastic respectability as valued aids in realizing the new and broader conception of the human and social purposes of the common schools.

In the second place, *secondary education will focus its attention more steadily on the contemporaneous life*, with its oncoming problems. The lag between what the school teaches and what present and impending citizenship requires will be decreased. . . .

Thirdly, *schooling will not be thought of as practically the end of education or learning*, now too commonly and so fatally the case. Education will be regarded as a continuous process, coterminous with life, to which schools merely give impetus for further and continuous personal inquiry and growth. An education at school will be regarded as preparatory to continuous adult learning. How much academic ground is covered in the school building under a licensed or accredited teacher, will no longer be so important as it has been. What one learns anywhere in life, and the degree to which one has the impulse and power to continue to learn and think accurately will be far more important to all concerned—to the world, to the university, and, most of all, to the student himself.

The second function of the common-school system—It is a second and equally important function of the educational system to prepare young people for

productive living. Insofar as the individual differences of students—intellectual, social, economic—warrant, this end will be accomplished thru occupational training of different types.

The most significant body of psychological fact concerning human nature that has recently influenced our thinking or our action is that which reveals the astounding range of individual differences in social or school population. People are not all alike. To believe they are and to treat them as tho they were is to commit a grave human injustice to many individuals, and to deprive society of the use of their full powers. . . .

Differentiated treatment is necessary the moment individual differences begin to assert themselves in such a manner as to make inadequate the traditional curriculum and method of common schools. It may first express itself in allowing or providing a different mode of approach to the study of the world and civilization.

Inability or lack of interest exhibited by a pupil demand a redirection of intellectual interest and provision for a shift of educational emphasis. A change of emphasis from the academic to other domains of arts, letters, or science, on the part of a student, often salvages a school career and acts as a spur to continuous learning. After some years of common schooling a considerable portion of students in compulsory attendance show a lapse of interest. The fact that such persons display limited ability in liberal studies may indicate that their chief powers lie in other directions than the purely literary or mathematical. Here arises the necessity for providing vocational courses of a quality and value equal to and coordinate with those of an academic nature. This situation involves growing numbers of cases as larger and larger groups of the population move thru the school system toward the upper levels of common schooling. New intellectual opportunities and new opportunities for specialized vocational training are then plainly indicated, the more so because little by little the school has been forced to assume responsibilities that the home and industry cannot or will not longer perform. But in all such cases the trade or industrial teacher still has the responsibility of socializing or civilizing the student thru connecting in the fullest possible extent his vocational activity with the rest of civilized life. Sometimes late, sometimes early, the readjustment just implied takes place for every student.

The main function of the university system—It is the main function of the university system, which includes the upper divisions of colleges, the graduate schools, and the professional schools, to educate specialists for the strategically important social services which modern civilization requires, and *to do this with full regard to the number of such specialists that society can utilize.* Among the specialized callings for which the university system educates are research, teaching, the ministry, the law, medicine and surgery, engineering, and similar professions.

Provision for general education in the United States commonly closes at the end of the second college year, or at the end of the lower division or junior college. Certainly, it is a very general practise thruout the United States, particularly in most institutions west of the Appalachian Mountains, to begin scholarly concentration in the arts, sciences, and letters with the third [or junior] college year; that is, with the senior college proper, and to begin either professional or specialized preprofessional education at the same stage in school progress. . . .

In California both the university and the teachers colleges recognize a functional articulation between the lower and upper divisions, and *legislative enactment recognizes that the* local, *but state-aided, junior college* [*or college, as it perhaps ought to be termed*], *is a part of the provision for tax-supported secondary education.*

A profession may be provisionally defined as "a vocation involving relations to the affairs of others of such a nature as to require for its proper conduct an equipment of learning or skill, or both, and to warrant the community in making restrictions in respect to its exercise." The effective or ineffective performance of professional duties is preservative or destructive of some fundamental potentiality, right, or other value of crucial importance to society or the individual. For this reason ethical practise is as important as expert practise. This is obviously true respecting a career in law, medicine, teaching, engineering, or the ministry, *and ought to be true respecting journalism and business management.* . . .

Since expert practise is essential to make devoted ethical interest effective in result, special preprofessional training is often required in studies basic to professional understanding. Mastery of practical skill is usually acquired under mature supervision in either an internship or an apprenticeship. In further protection of society, the state finally licenses only those graduates who meet its standards.

The selection of those students who are promising material for such specialized professional education and the determination of the nature of their preliminary or professional education, should rest not with the common schools, but with the university. The university should utilize the advice of its professional teachers and those actively engaged in professional practise, as well as the findings available from modern personnel studies.

The right to admit to specialized courses is properly lodged in the university system, but insofar as the university method of judging the ability and educational promise of the applicant is antiquated and inadequate, injustice ensues to the individual and therefore ultimately to society. . . .

The right of the university to refuse admittance to a professional course requiring special and high qualifications rests in some measure upon other grounds than that of personal fitness. The commission is not unmindful of the necessity of giving some attention to the relation of supply to the probable demand in the several professions. Only a limited number of certain types of professionals can be utilized by society, and overproduction in these particular fields may readily become a social and professional evil, as well as an unwarranted cost to the university and the public. For this reason, admission to some professional schools will soon become, if it is not already, a matter of discriminative selection. Every large consideration involved in this problem of professional school admission—whether it be personal or social, financial, or professional—confirms this policy. *The selective functions of a university system are primarily social in purpose, and the individual is and ought to be of secondary consideration.*

What has been said of admission to specialized professional schools in the university may not at first thought seem to apply to all those who seek admission to the senior college of arts, letters, and science. The university should be concerned not only with clearly professional subjectmatter but also with the various fields included within the division of letters, the arts, and the sciences which from their very nature prepare thru special mastery for superior civic service. The same discriminative and selective principles must be exercised in admitting students to the senior college as are applicable in respect to the professional schools.

The Child and Community Influences

THE COMMUNITY **and the needs of the child**—The basic needs of a child, security and an opportunity to develop, can never be fully satisfied by his own home, his school, his church, or industry. He needs group life, widening interests; he craves the adventure and the opportunities to act as an independent human being which are to be found in what we call *the community*. All children, privileged and under-privileged, take what the community has to offer. Adults make the community what it is. When it does not satisfy the needs of its children or when it thwarts and exploits them, the adults are responsible and no clinics, juvenile courts, or reformatory institutions can ever fully adjust the child.

Spontaneous groups—The gang is usually spoken of as an aimless group of boys who herd together and may or may not have certain predatory traits. The gang carries within itself explosive ethical dangers but, at the same time, it is dominated by certain fundamental codes which govern action to a degree which is not to be altogether condemned. The gang abides rigidly by its rules. Its concentration on loyalties among its members and to a given objective presents a challenge to swing those forces to desirable ends.

Because the term *gang* is used to describe groups of a low tone, the terms *naturally organized groups, spontaneous groups*, are frequently used to denote a grouping of boys or girls where the ties of association are not as binding as they are in the gang.

Transformations—In 1909 in the west end of Boston, a number of semi-criminal corner gangs were in constant difficulties with the police and harassed the community beyond endurance. A settlement in that section engaged a young man who was physically imposing, with a college record as an athlete and skilled in dealing with boys. His first duty was to study the local situation. He sauntered about the streets and stopped to talk with the corner groups. He introduced a series of stirring competitive events on the playground, starting something worthwhile both to take part in and to talk about. A letter from the judge of the juvenile court bears testimony to the fact that finally he succeeded in weaving the gangs into the general scheme of things.

Challenge to neighborhood and recreational agencies—It must be remembered that even tho there are many and varied social agencies in the community, the time spent in them is an extremely small proportion of the playtime of the child or of the leisure time of the sixteen to eighteen-year-old boy or girl. Therefore, unless the conditions of life in the district as a whole are made such that the negative influences do not grow, the influences of even the best agencies are lessened.

It is clear, then, that membership in an agency is not so much a challenge as are the conditions which surround child life in a community and the richness of varied leisure time opportunities. During the last thirty or forty years, settlement and neighborhood agencies, boys' and girls' clubs, community centers, Boy Scouts, Girl Scouts, Campfire groups, and the recreational movement have developed to meet the needs of thousands of young people and have made notable contributions to our civic life. We are now, however, at a period when an intensive study of the general influence of all these agencies should be made, not only from the point of view of what they accomplish in terms of their own membership, but also from the point of view of their general effectiveness in clearing away from childhood those handicapping influences within the individual which spread from child to child like a contagion. The individual must be studied more in relation to his group associations, or in relation to his friend or friends, than has been done in the past.

Moreover, back of the effort with individuals must be the constant effort to strengthen home life and conditions of living. Thrasher in his book, *The Gang*, states that any condition in family life which promotes neglect or repression, indirectly promotes the gang, and tends to set up such conflict in the individual that he is impeled away from the very institutions that are desirable, and inevitably drops into gang life.

One of the great helps will be a socialized police force. A policeman of the right sort becomes by virtue of his personality and kindliness of spirit a neighborhood friend. He can talk to boys in their own language and inspire respect for authority and the law. Particularly important is the relation of the police to the spontaneous groups that have not developed the characteristics of the difficult gang. Close cooperation between a socialized police force and social agencies will do much to safeguard the children of the future.

Organized private groups—Today more than ever before we find privately supported groups attempting to meet the needs of children and young people by giving them character building activities, companionship, and recreation. Such groups may be local neighborhood affairs sponsored by settlements, schools, or churches, or they may be organized nationally with control and policies directed from national headquarters.

These private organizations mean much in the lives of some children, and the trends of modern life will bring a greater demand for them. Local communities should not only support them liberally but should take responsibility for their policies, and especially their leadership, for leadership, both its quantity and quality, will at all times determine their success or failure.

Organized municipal groups—Privately organized groups have reached comparatively few children and as the need and appreciation for community recreation has grown, our communities have extended their functions to support and supervise recreational centers, playgrounds, beaches, forest preserves, camps. As these become larger, and take children in cities far from their homes and neighborhoods, they have many of the dangers of commercial centers, since children and young people meet in them without the safeguards of any other association and cannot know whether they are finding good or bad companionship.

Playgrounds — The evidence that comes from many sections of the country indicates that playgrounds are a leverage in prevention of juvenile delinquency. This appears logical, since playgrounds provide for boys and girls outlets for action, meeting their natural impulses for physical and mental activity. Certainly, there is nothing more dangerous than pent-up vitality and mental energy not focused on constructive interests.

Leadership—The playground not only provides open space for activities, but leadership, the influence of one or more men and women to stimulate children's participation in a program. The personalities of leaders should be such that they will know, and be known by, the individual child. Further, the playground official of the future will be rather

a community agent than a playground director, because full responsibility will be placed upon him for reaching children where they are, which seems, in most cities, to be the city streets. The background of child life must be known as it is seen, not only on the playground but on the streets and in the alleys.

Most important, too, is the fact that children cannot be dissociated from adults. This means a wide and inclusive program participated in by the older folks as well as by the younger. In Philadelphia an advisory committee of local citizens assists in planning for the local playgrounds. Fathers umpire the baseball games. Mothers act as volunteer assistants. Twilight leagues for working men and special activities for women are organized.

City recreation programs — In every area of a city there should be a playground within a quarter of a mile of every home, with a hundred square feet per child, and athletic fields which serve the older people within a mile radius. There should be recreation parks and museums and libraries. These opportunities should be under the guidance of a park and recreation department, within the city government, composed of men and women of vision. All officials should be chosen on the basis of merit. Politics should not enter into these selections. Young and old should be served by playgrounds and recreation centers on an all-year basis. Every activity of value, that ingenuity can devise, should be offered the citizens. Local playgrounds and recreation centers should have their own teams and become interlinked with other sections by means of leagues: baseball, soccer, and the like. Airplane and sailing tournaments should be held on a city basis. Local fetes add to the spirit of a given district, while the city celebration draws citizens together. Public and private forces should join in providing advantages which mean much to the refinement of a citizenry, and add to the richness of life. Those who attend the Goldman Band concerts in New York or the open air concerts of the Boston Symphony Orchestra are taking something home to their children, or, together with their children, are sharing a kind of enjoyment of which there cannot be too much.

Organized commercial groups—Commercial recreation has been most conscious of conditions and trends in modern life, and the most alert to profit from the things which appeal to children. Commercial groups realized they could profit by children's patronage and have supplied in their own way and according to their own standards what the home, the school, the church, private agencies, and municipalities, have failed to provide. They have done this lavishly, with doors open to all and room for all.

The motion picture problem—Local communities may attempt to cooperate with the exhibitor in a neighborhood motion picture theater, and the latter may sincerely desire to exhibit pictures of real educational value which are not in any way objectionable for children. The futility of such efforts is illustrated over and over again. The facts show that exhibitors have no jurisdiction over the character of pictures produced or the arrangement of programs because the producer is responsible for both production and distribution as a result of his complete control over the making of pictures and the marketing of them.

Gambling—Gambling is not usually thought of as affecting children, and yet in one city, at least, an organized business was built up around its appeal to children by slot machines of all kinds placed in neighborhood and school stores. Any one proprietor could have been appealed to by parents and teachers who deplored this early education in what has become a popular pastime for adults, but it was found that here too there was a central control vested in a criminal syndicate, a *racket*, which compelled storekeepers to rent these machines and share their profits. Proprietors were practically helpless in meeting the requests of their patrons.

Obscene literature—Indecent, destructive postcards, pictures, and magazines are distributed from a few centers. Their control is such that evasion of the law is possible.

Roadhouses—Even more dangerous interests have entered the recreational field. Roadhouses, now so popular, were found in one community to be profitable for bootlegging, gambling, and vice.

Community safeguards for young people—In Chicago there was an attempt to open a taxi-dance hall in a university neighborhood which has always been wellknown for its civic consciousness. A social service organization interested in community conditions had only to notify the women's clubs, the business men's associations, the parent-teacher groups, the Kiwanis and Rotary Club, the church. A meeting was called, a delegation sent to inform the landlord of the sentiment of his neighbors and associates, and he quickly recognized that it was to his interest to refuse to lease his building. If the taxi-dance hall had once been opened, it would have been necessary to resort to a long process of law involving revocation of license, injunction and abatement, and mandamus procedure, which in many instances have proved effective in making it impossible for months and even years to close most undesirable and unlawful recreational centers.

The press—It is impossible from an educator's point of view to minimize the influence on children of the daily papers they read, the headlines, the space given to crime and the minute detailed accounts of criminal acts, graft, lawlessness, dishonesty, divorce, love affairs.

Lawlessness—We attempt to teach children in the home, the school, and the church what we have come to consider fundamental principles of right living. At the same time we pattern the community. Children read our papers reflecting the adult world and disregarding much that we have taught them. They know what our elections mean; they read about and see the cartoons which portray with ridicule much that they have been taught to respect; they see evasion of law for personal gain, even by those very close to them; they quickly recognize and then evaluate for themselves hypocrisy, sham, dishonesty, cowardice, prejudice, injustice. These influences condition the child's development more than we like to think.

The way out—When the child can find near at home, with companions of his own choice, opportunity for all that his ever widening sphere of craving and interests demands, when his community, including all groups, private, municipal, commercial, holds as its greatest asset the security and development of all of its children; when the spirit of the neighborhood reflects our most ideal teaching, then will the community help to minimize those behavior problems that handicap the lives of so many children.

Our responsibility was expressed years ago by Jane Addams in *The Spirit of Youth and the City Streets:* "We may either smother the divine fire of youth or we may feed it. We may either stand stupidly staring as it sinks into a murky fire of crime and flares into the intermittent blaze of folly, or we may tend it into a lambent flame with power to make clean and bright our dingy city streets."

—From *The Delinquent Child,* the report of the Committee on Delinquency of the White House Conference on Child Health and Protection [Century Publishing Company, 353 Fourth Ave., New York].

Master Builders of Our Profession

No thoughtful man ever came to the end of his life, and had time and a little space of calm from which to look back upon it, who did not know and acknowledge that it was what he had done unselfishly and for others, and nothing else, that satisfied him in the retrospect, and made him feel that he had played the man. That alone seems to him the real measure of himself, the real standard of his manhood. And so men grow by having responsibility laid upon them, the burden of other people's business. Their powers are put out at interest, and they get usury in kind. They are like men multiplied. Each counts manifold. Men who live with an eye only upon what is their own are dwarfed beside them—seem fractions while they are integers. The trustworthiness of men trusted seems often to grow with the trust.—Woodrow Wilson in *When A Man Comes to Himself.*

New Life Enlistments

The number of life members enroled in the National Education Association on December 1 was 5045. The following life members have been reported since the list was published in the December Journal.

Alaska—Everett R. Erickson.
Connecticut—Helen Whitney Hastings.
Delaware—Samuel M. Stouffer.
District of Columbia—Margaret Bayly, Richard R. Foster.
Hawaii—Miss Garnet A. Everett, Kazuichi Hirano.
Illinois—Mrs. Bertha S. Armbruster, Elmer V. Nickel, Carl H. Placher, Kenneth E. Vayette.
Maine—Charles E. Lord, Bertram E. Packard.
Massachusetts—F. Edgar Hubbard.
New York—Floyd E. Anderson, Elizabeth M. Gunter, Anna Elizabeth Quinn, Mrs. Adrienne V. Scott.
Ohio—Anna Driftmier, Louise M. McCaw, R. S. Miller, Mrs. Sue Weller Rotruck, Beatrice E. Schafer, Russell E. Schafer.
Pennsylvania—Hobart A. Farber, Dale W. Houk.
Texas—Mrs. Lula J. Benson.

Mary McSkimmon, *president of the National Education Association, 1925-26, who was recently honored by the citizens and teachers of Brookline, Massachusetts, in recognition of her long and distinguished service in that city.*

Completed Enrolments

The following schools have maintained their 100 percent enrolment in the National Education Association for ten years or more. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. This list includes schools which have reported since the list was published in the December Journal.

Fourteen Years

Colorado—*Greeley*, Washington.
Iowa—*Sioux City*, Hopkins.
Ohio—*Kenton*, Kenton Public Schools, East, Espy, Grammar, High, North, West.

Thirteen Years

Colorado—*Colorado Springs*, Buena Vista, Washington.
Indiana—*Hammond*, Maywood.
Iowa—*Sioux City*, Smith.
Massachusetts—*Brookline*, J. Elliot Cabot, Pierce.
New Jersey—*Bridgeton*, Vine Street.
New York—*Mount Vernon*, William Penn.
Ohio—*Marietta*, Marion, Norwood.

Twelve Years

Arizona—*Prescott*, Prescott Public Schools, Junior-Senior High, Washington; *Tucson*, Drachman, Dunbar Junior High and Elementary, Miles, Ochoa, Roosevelt.
Colorado—*Arvada*, Grade.
Illinois—*Elgin*, Columbia; *Maywood*, Lincoln.
Indiana—*Hammond*, Edison, Special Teachers.
Iowa—*Sioux City*, Bancroft, Floyd.
Maine—*Portland*, Butler, Chapman, Nathan Clifford, Emerson, Hiseltine, Peaks Island, Saunders Street, Shailer, Rosa E. True.
Massachusetts — *Brookline*, Runkle; *Springfield*, Homer Street.
New York—*Mount Vernon*, DeWitt Clinton Elementary, Robert Fulton, Hamilton.
Ohio—*Cincinnati*, Vine; *Massillon*, Whittier; *Norwood*, Allison Street, Sharpsburg; *Scienceville*, Coitsville District Public Schools, Buckeye, Coitsville Center, Geography Hall, Grade, High, Warren Richey, Thorn Hill, Thorn Hill Avenue, John White.
Virginia—*Lynchburg*, Floyd, White Rock.

Eleven Years

Arizona—*Phœnix*, Phœnix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Supervisors and Special Teachers, Washington, Booker T. Washington; *Tucson*, High, Mansfield Junior High, Mission View, Pascua, Roskruge Elementary, Roskruge Junior High, University Heights.
California—*Bakersfield*, McKinley; *San Francisco*, Grattan.
Colorado—*Boulder*, Highland.
Connecticut—*East Hartford*, Union; *Stamford*, Wall Street.
Illinois—*Elgin*, Franklin, Garfield, Lowrie.
Indiana—*Terre Haute*, McLean Junior High.
Iowa—*Sioux City*, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hawthorne, Hunt, Lowell, McKinley, Roosevelt, Washington, Webster.
Massachusetts—*Beverly Farms*, Farms.

The Diamond Jubilee Award: A High Professional Honor for the Veteran Teacher

To younger teachers only: I wish to donate a small amount to the permanent fund of the Association and at the same time I am anxious to aid in honoring veteran teachers. I have decided to carry out both purposes in one plan. I will be one of twenty-five to honor any outstanding veteran teacher with life membership in the National Education Association. I have already made a few of these four-dollar contributions. The rest of the one-hundred-dollar fund can be raised by means of contributions or in other ways. ¶Since the year 1932-33 is the seventy-fifth anniversary of the Association, we are designating this membership as the *Diamond Jubilee Award* and it will be so designated on the certificate. I am sure there is one or more in every community deserving of this special recognition. The fact that times are hard adds significance and value to the award. There is no greater professional honor than this. Where there are two deserving of the honor, make the award to one this year and to the other next year. ¶Let me suggest the following procedure: If you know of a teacher of more than twenty-five years' experience, whose work stands out and who is appreciated by teachers and parents, discuss the matter with a few friends, decide on one to serve as chairman of a committee, send me the name and address of the one to be honored and the name and address of the one to serve as chairman of the committee. I will then provide the chairman with blanks and information to aid the committee, and I will inclose a check to start the ball rolling. ¶Send at once therefore: [1] The name and address of the one recommended for the award and [2] the name and address of the one to serve as chairman.—J. W. Crabtree, secretary, National Education Association, 1201 16th Street, N. W., Wash. D. C.

MICHIGAN—*Grand Rapids*, Sibley; *Mount Clemens*, Mount Clemens Public Schools, Clemens, Dickinson, Andrew T. Donaldson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson.
NEW JERSEY—*New Brunswick*, Lord Stirling; *Plainfield*, Lincoln.
NEW YORK—*Lockport*, DeWitt Clinton, Charlotte Cross, Hawley Street, Walnut Street, Williams Street; *Mount Vernon*, Columbus, Jefferson, Lincoln.
OHIO—*Bellefontaine*, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers; *Oberlin*, Oberlin Public Schools, Centennial, Junior-Senior High, Pleasant, Prospect.
OKLAHOMA—*Muskogee*, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoah, Washington, West High, Whittier.
PENNSYLVANIA — *Doylestown*, Doylestown Borough Public Schools, Grade, High.
VIRGINIA—*Lynchburg*, Frank Roane.
WISCONSIN—*Kenosha*, Durkee School and Annex, Lincoln Junior High; *Wausau*, Irving, John Marshall.

Ten Years

CALIFORNIA—*Monrovia*, Orange Avenue; *San Jose*, Gardner, Hawthorne.
COLORADO—*Colorado Springs*, Whittier; *Rocky Ford*, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
GEORGIA—*Americus*, Furlow Grammar.
ILLINOIS—*Dundee*, Dundee; *Elgin*, Grant; *Springfield*, Converse Grade.
INDIANA—*Huntington*, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
IOWA—*Sioux City*, Longfellow, Riverview, Whittier.
MAINE—*Caribou*, High; *Portland*, Morrill, Oakdale Kindergarten, Vaughan Street.
MASSACHUSETTS—*Beverly*, Brown; *Melrose*, Franklin.
MICHIGAN—*Cadillac*, Cadillac Public Schools, Cass, Cooley, Franklin, High, Lincoln, McKinley, Whittier; *Grand Rapids*, Finney, Madison.
NEBRASKA—*Omaha*, Jungman, Saratoga.
NEW JERSEY—*East Paterson*, Gilbert Avenue; *Hammonton*, Magnolia; *Plainfield*, Stillman, Washington.
NEW MEXICO—*Roswell*, Washington Avenue.
NEW YORK—*Binghamton*, Thomas Jefferson Number 8, Laurel Avenue Number 10, Florence Nightingale Number 4, Woodrow Wilson Number 16.
OHIO—*Cleveland*, Mt. Auburn Training; *Columbus*, Eighth Avenue Elementary; *East Cleveland*, Caledonia; *Mansfield*, Bowman; *Norwood*, North Norwood; *Wooster*, Beall Avenue; *Zanesville*, Zanesville Public Schools, Grover Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash Senior High, Lincoln, Madison, McIntire, Monroe, Munson, Norval Park, Pioneer, Theodore Roosevelt Junior High, Sheridan, Westview, Wilson.
OREGON—*Salem*, Highland.
PENNSYLVANIA—*Darby*, Darby Public Schools, Junior-Senior High, Ridge Avenue, Special Teachers and Supervisors, Walnut Street; *Delaware County, Upper Darby District*, Cardington-Stonehurst; *Erie*, Garfield; *Mauch Chunk*, First Ward.
SOUTH DAKOTA—*Mitchell*, Eugene Field, Longfellow.
VIRGINIA — *Lynchburg*, Biggers; *Norfolk*, James Monroe.
WEST VIRGINIA—*Clarksburg*, Pierpont.

Builders of Our Profession

THE GARMENT OF A COMMON HUMANITY—The human race is drawn together by the ideas which people hold in common. The ideas which teachers cherish together are especially important because they occupy the position of culture bearers in modern society. No one can estimate the significance of the fact that 200,000 teachers are today reading THE JOURNAL which they themselves create and maintain thru their national association, and that over 800,000 teachers are reading the excellent periodicals of state associations.

Completed Enrolments

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

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten years or more, see the special JOURNAL page, "Master Builders of Our Profession."

Nine Years

ARIZONA—*Flagstaff*, Emerson; *Tempe*, Grammar.
CALIFORNIA—*Los Angeles*, Amestoy Avenue; *San Jose*, Grant.
COLORADO—*Colorado Springs*, Midland, Steele; *Englewood*, Hawthorne; *Pueblo, District Number 1*, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlid, Thatcher; *Trinidad*, East Street; *Wray*, Yuma County High.
DELAWARE—*Western New Castle County*, Townsend.
IDAHO—*Boise*, Roosevelt; *Pocatello*, Jefferson.
ILLINOIS—*Belvidere*, High; *Dundee*, Dundee-Carpentersville Public Schools, Carpentersville, High, Dundee; *Elgin*, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; *Jacksonville*, Franklin, Jefferson, Lafayette, David Prince, Washington; *Maywood*, Emerson; *Mount Sterling*, Grade; *Naperville*, Naperville Public Schools, Ellsworth, Junior-Senior High, Naper; *Oak Park*, Holmes.
INDIANA—*Hammond*, Franklin; *La Porte*, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington; *Michigan City*, Jefferson; *South Bend*, Elder, Lincoln, Muessel, Henry Studebaker, Washington Junior High.
IOWA—*Dubuque*, Jackson; *Sioux City*, Grant, Joy.
KANSAS—*Kansas City*, Kansas City Public Schools, Abbott, Louisa M. Alcott, Argentine High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library Building, Lincoln, Longfellow, Lowell, McKinley, Maccochaque, Horace Mann, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentis, Prescott, Quindaro, Riverview, Roosevelt, Rosedale High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, Booker T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High; *Leavenworth*, Lincoln.
MAINE—*Portland*, Isabella Garvin, Libby, Lincoln Junior High, Longfellow, McLellan, North, Presumpscot, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.
MASSACHUSETTS—*Beverly*, Prospect, Washington; *Waltham*, Jonathan D. Bright.
MICHIGAN—*Adrian*, Jefferson, Lincoln, McKinley.
MINNESOTA—*Minneapolis*, Simmons.
MISSOURI—*Clayton*, Clayton Public Schools, Attucks, Bellevue, De Mun, Glenridge, High, Maryland.
NEBRASKA—*Omaha*, Beals, Jackson.
NEW JERSEY—*Englewood*, Cleveland, Lincoln; *Hackensack*, Hackensack Public Schools, Broadway Number 1, Fairmount Number 4, First Street Number 5, High, Jackson Avenue Number 6, Longview Number 7, State Street Number 3; *New Brunswick*, Livingston; *Trenton*, Girard.
NEW YORK—*Binghamton*, Christopher Columbus Number 5, Thomas Edison Number 3, Abraham Lincoln Number 6, Henry W. Longfellow Number 13, George Washington Number 1.
OHIO—*Columbus*, Heyl Avenue, Medary Avenue, Reeb Avenue; *Cuyahoga County*, Warrensville Heights Village; *East Cleveland*, Chambers; *Marion*, Greenwood; *Norwood*, High, Williams Avenue; *Parma*, Parma Public Schools, High, Pearl Road, Schaaf Junior High, State Road, Thoreau Park; *Warren*, Elm Road, McKinley, South Park Avenue; *Youngstown*, Jefferson.
PENNSYLVANIA—*Carbon County*, East Mauch Chunk Borough Public Schools, Grade, Junior-Senior High; *Delaware County, Upper Darby District*, Garrettford, Keystone; *Lehighton*, Lehighton Public Schools, First Ward, High, Third Ward; *Mahanoy City*, Mahanoy City Public Schools, High, Mahanoy Street, Pine Street, Spruce Street Annex, Spruce Street, Twelfth Street; *Mauch Chunk*, Mauch Chunk Borough Public Schools, Asa Packer, First Ward.
RHODE ISLAND—*Jamestown*, Carr, Thomas H. Clarke.
TEXAS—*Houston*, Alamo.
VERMONT—*Brattleboro*, Canal Street.
VIRGINIA—*Lynchburg*, Miller Park, John W. Wyatt.
WASHINGTON—*Bellingham*, Roosevelt.
WEST VIRGINIA—*Clarksburg*, Monticello.
WISCONSIN—*Wausau*, Wausau Public Schools, Central, Franklin, Grant, Irving, G. D. Jones, Junior High, Lincoln, Longfellow, John Marshall, Senior High, Vocational, Washington.
WYOMING—*Midwest*, Grade.

Eight Years

ALABAMA—*Birmingham*, Henley.
CALIFORNIA—*Anderson*, Union High; *Los Angeles*, Eighty-seventh Street, Hyde Park; *San Jose*, Woodrow Wilson Junior High.
COLORADO—*Boulder*, Mapleton; *Colorado Springs*, Garfield, Helen Hunt, Ivywild; *Pueblo, District Number 1*, Pueblo Public Schools, District Number 1, Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill Junior High, Park View, Riverside, Somerlid, Thatcher.
DISTRICT OF COLUMBIA—*Washington*, Langdon.
GEORGIA—*Atlanta*, Whitefoord.
IDAHO—*Boise*, Central.
ILLINOIS—*Evanston*, Willard; *Jacksonville*, Morton; *Jerseyville*, Jersey Township High; *Rockford*, Montague.
INDIANA—*South Bend*, Central Junior High, Colfax, James Whitcomb Riley.
KENTUCKY—*Louisville*, I. N. Bloom, Emmet Field.
MAINE—*Portland*, Allen, Staples, Summit Street; *Waterville*, South Grammar.
MASSACHUSETTS—*Beverly*, Cove; *Everett*, Devens; *Gloucester*, Forbes, Hovey; *Newton*, Eliot, Stearns; *Norwell*, Center Primary; *Plymouth*, Cornish; *West Springfield*, Park Avenue.
MICHIGAN—*Adrian*, Adrian Public Schools, Garfield, Jefferson, Junior High, Lincoln, McKinley, Senior High.
MINNESOTA—*Minneapolis*, Grover Cleveland, Webster.
MISSOURI—*Kansas City*, Central Junior High.
NEW JERSEY—*Bridgeton*, South Avenue; *Camden*, J. S. Read; *Maywood*, Maywood; *Morristown*, Speedwell Avenue; *Plainfield*, Jefferson.
NEW YORK—*Ardsley*, High; *Binghamton*, Binghamton Public Schools, Central High, Christopher Columbus Number 5, Continuation Number 2, Daniel S. Dickinson Number 9, Directors and Special Teachers, East Junior High, Thomas Edison Number 3, Eldridge Park, Fairview Number 12, Benjamin Franklin Number 7, Alexander Hamilton Number 15, Health Education, Jarvis Street Number 14, Thomas Jefferson Number 8, Laurel Avenue Number 10, Abraham Lincoln Number 6, Henry W. Longfellow Number 13, Florence Nightingale Number 4, Open Air Number 7, Open Air Number 9, Theodore Roosevelt Number 11, George Washington Number 1, West Junior High, Woodrow Wilson Number 16; *Kenmore*, Washington; *Lockport*, Emmet Belknap; *Mount Vernon*, Longfellow, Nichols Junior High; *Schenectady*, S. B. Howe.
NORTH DAKOTA—*Minot*, McKinley.
OHIO—*Bellevue*, Ellis, Junior High, McKim, Pike; *Columbus*, Avondale, Eastwood, Lane Avenue, Milo, Mount Vernon, Second Avenue, Stewart Avenue; *Lancaster*, High; *Logan*, Junior High; *Lorain County*, Clearview Rural; *Marietta*, Washington; *Middletown*, Sherman, South; *Springfield*, Springfield Public Schools, Automotive, Blair, Broadway Primary, Bushnell, Elmwood, Emerson, Frey, Fulton, Garfield, Gray, Hayward Junior High, Highlands, Jefferson, Kenwood Heights, Lagonda, Lincoln, McKinley, Northern, Northern Heights, Roosevelt Junior High, Schaefer Junior High, Senior High, Snyder Park Junior High, Southern, Warder Park, Washington, Western; *Tiffin*, Columbian Senior High; *Warren*, Market Street, West Junior High; *Wood County*, Dunbridge Rural District; *Youngstown*, Elm Street.
PENNSYLVANIA—*Carbon County*, Packerton Independent Schools, Junior High; *Delaware County, Haverford Township*, Chestnutwold; *Delaware County, Upper Darby District*, Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettford, Highland Park, Keystone, Primos, Stonehurst Hills, Upper Darby Senior High; *Kane*, Central, Clay Street, Sub-High, Welsh Street, West Side; *Wayne*, Primary; *York*, York Public Schools, Burrowes, Central, Continuation, Franklin, Garfield, Hartley, Aquilla Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hannah Penn Junior High, Hannah Penn Annex, William Penn Senior High, William Penn Annex, Pine Street, Princess Street, Ridge Avenue, Betsy Ross, Smallwood, Stevens, Wilson.
TEXAS—*Houston*, Woodrow Wilson.

THE MAIN CRISIS IN EDUCATION IS AHEAD. DARE WE CRIPPLE OUR ASSOCIATION'S STRENGTH?

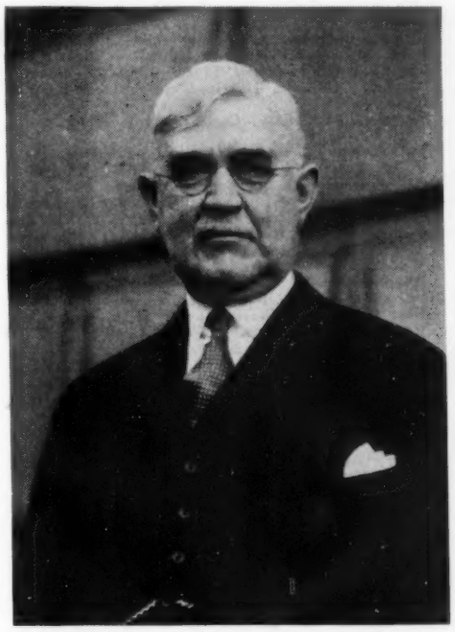
UTAH—*Murray*, Murray Public Schools, Arlington, Bonnyview, High, Liberty.
VERMONT—*Brattleboro*, Green Street.
WEST VIRGINIA—*Clarksburg*, Alta Vista; *Martinsburg*, High.
WISCONSIN—*Madison*, Draper, Hawthorne; *New London*, New London Public Schools; *Wauwatosa*, Longfellow Junior High, Wilson.

Seven Years

ARIZONA—*Clarkdale*, Clarkdale Public Schools, Intermediate, Junior-Senior High, Primary; *Tucson*, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Drachman, Dunbar Junior High and Elementary, High, Sam Hughes, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskruge Elementary, Roskruge Junior High, Safford Junior High, University Heights.
CALIFORNIA—*Alturas*, Modoc Union High; *Atascadero*, Elementary; *Los Angeles*, Cienega; *Modesto*, Washington; *Santa Barbara County*, Montecito Union Elementary.
COLORADO—*Englewood*, Lowell; *Frederick*, Frederick Public Schools.
HAWAII—*Kalaheo*, *Kauai*, Kalaheo.
ILLINOIS—*Chicago*, O'Toole; *East St. Louis*, Jefferson; *Oak Park*, Whittier; *Shabbona*, Community; *Wheaton*, Wheaton Public Schools, Community Senior High, Holmes, Junior High, Longfellow, Lowell, Whittier.
INDIANA—*Fort Wayne*, Hanna, Nebraska; *Michigan City*, Michigan City Public Schools, Central, Eastport, Elston, Garfield, Jefferson, Junior High, Marsh, Park, Senior High.
IOWA—*Sioux City*, East Junior High, Hobson.
KANSAS—*Hutchinson*, Lincoln Elementary.
KENTUCKY—*Ashland*, Bayless, Coles Junior High, John F. Hager, Means, Senior High.
MAINE—*Portland*, Thomas B. Reed.
MASSACHUSETTS—*Springfield*, Thomas M. Balliet.
MICHIGAN—*Detroit*, Hancock.
MINNESOTA—*Minneapolis*, Fuller, Loring.
MISSOURI—*St. Louis*, Wyman.
NEBRASKA—*Omaha*, Lincoln.
NEW JERSEY—*Bridgeton*, High; *Camden*, Mulford; *Hightstown*, Primary; *Northfield*, Mill Road; *Ventnor City*, Oxford Avenue.
NEW MEXICO—*Roswell*, East Side.
NEW YORK—*Mount Vernon*, Washington Junior High; *Schenectady*, Brandywine Avenue, Nott Terrace.
OHIO—*Alexandria*, St. Albans Township; *Ashtabula*, Columbus Grade, Pacific Street; *Bowling Green*, Church Street, Ridge Street, South Main; *Canton*, Dueber; *Cleveland*, Scranton; *Columbus*, West Broad Elementary; *Lancaster*, Lancaster Public Schools, East, North, High, South, Utica, West; *Logan*, East, Senior High, West; *Marietta*, Junior-Senior High; *Van Buren*, Allen Township Junior High; *Warren*, Warren G. Harding Senior High, Laird Avenue.
OKLAHOMA—*Sapulpa*, Garfield, High.
OREGON—*Pendleton*, Washington.
PENNSYLVANIA—*Delaware County*, Clifton Heights Borough Public Schools, Grade, Junior High; *Delaware County*, *Haverford Township*, Brookline, Llanerch, Manoa, Preston; *Gettysburg*, Gettysburg Public Schools, High, High Street, Lincoln, Meade.
TEXAS—*Port Arthur*, Tyrrell.
UTAH—*Salt Lake City*, Oquirrh.
VIRGINIA—*Lynchburg*, Fairview, West End.
WEST VIRGINIA—*Charleston*, Elk.
WISCONSIN—*Kenosha*, Columbus, Jefferson; *La Crosse*, Hamilton; *Madison*, Emerson; *Manitowoc*, Cleveland, County Rural Normal, Garfield, Jefferson, McKinley, Madison, Roosevelt.
WYOMING—*Laramie*, Parkview.

Six Years

ALASKA—*Ketchikan*, Ketchikan Public Schools.
ARIZONA—*Litchfield Park*, Litchfield Park Public Schools; *Prescott*, Jefferson, Lincoln, Miller Valley.
ARKANSAS—*Little Rock*, Woodruff.
CALIFORNIA—*Alameda*, Everett, Haight, Mastick, Washington; *Anaheim*, La Palma; *Los Angeles*, Fletcher Drive; *Modesto*, Franklin; *Pomona*, Washington.
COLORADO—*Arvada*, High; *Canon City*, Harrison, Wilson Junior High; *Colorado Springs*, Bristol, Columbia, Lowell, South Junior High.
DELAWARE—*Western New Castle County*, Middletown Public Schools.
FLORIDA—*Daytona Beach*, Lenox Avenue.
GEORGIA—*Atlanta*, Formwalt, Joel Chandler Harris, Sylvan Hills.
ILLINOIS—*Belvidere*, Logan, Washington; *Champaign*, Lottie Switzer; *Oak Park*, Oak Park Public Schools, William Beye, Emerson, William H. Hatch, Hawthorne, Holmes, Irving, Lincoln, Longfellow, Lowell, Horace Mann, Whittier.
INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Irving, Lafayette, Morton.
KENTUCKY—*Ashland*, Crabbe, Oakview, Wylie.
MAINE—*Portland*, Long Island.
MASSACHUSETTS—*Athol*, Highland, Maine Street; *Belmont*, Homer; *Brookline*, Driscoll; *Everett*, Hancock; *Melrose*, Ripley.
MICHIGAN—*Fremont*, Fremont Public Schools; *Highland Park*, Liberty.



THE PASSING *of Dr. Thomas E. Finegan on November 25, 1932, is a great and sudden loss to American education and to the Association. Dr. Finegan was president of the Department of Superintendence in 1917-18 and was active in the committee work of the Association.*

MINNESOTA—*Rochester*, Lincoln.
MISSISSIPPI—*Brooklyn*, Forest County Agricultural High.
NEBRASKA—*Omaha*, Druid Hill, Long, Mason.
NEW JERSEY—*Alloway*, Alloway; *Livingston*, Roosevelt; *Northfield*, Northfield Public Schools, Mill Road, Mount Vernon Avenue; *Plainfield*, Evergreen; *Vineland and Landis Township*, Vineland and Landis Township Public Schools, Central Chestnut and East Street, Chestnut and West Street, High, Kingman, New Italy, North Vineland, Orchard Road, Park and Second Street, Pleasantville, H. L. Reber, Seventh Street Opportunity, Special Teachers, Spring Road, Trento Avenue.
NEW MEXICO—*Albuquerque*, Eugene Field.
NEW YORK—*Kenmore*, Lincoln Elementary; *Lockport*, John E. Pound; *Mount Vernon*, DeWitt Clinton Junior High, William Wilson.
OHIO—*Alliance*, Alliance Public Schools, Franklin High, Mahoning Number 7, North Lincoln Number 10, North Park, Park and Broadway, Riverside, Seneca, South Freedom, South Liberty Number 12, South Lincoln Number 8, State Street Junior High; *Ashtabula*, Columbus Junior High, West Avenue Grade, West Junior High; *Bellevue*, Bellevue Public Schools, Ellis, Junior High, McKim, Pike, Senior High; *Canton*, Woodland; *Cleveland*, Mt. Pleasant; *Columbus*, American Addition, Clinton, Hubbard Avenue; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Hamilton County*, Springdale; *Lockland*, Lockland Public Schools, Grant, High, Special High and Elementary, Wayne, West Forrer; *Marietta*, Harmar, Willard; *Marion*, Forest Lawn, Oak Street, Olney Avenue, State Street; *Massillon*, Brookfield; *Ravenna*, Ravenna Public Schools, Chestnut, Highland Avenue, Junior-Senior High, West Main; *Somerset*, Village; *Van Buren*, Allen Township Centralized Schools, Grade, High, Junior High.
OKLAHOMA—*Sapulpa*, Woodlawn.
OREGON—*Pendleton*, Pendleton Public Schools, Hawthorne, High, Lincoln, Washington.
PENNSYLVANIA—*Biglerville*, Biglerville Public Schools; *Dormont*, *Pittsburgh*, Hillsdale Avenue, Kelton Avenue; *Hollidaysburg*, Hollidaysburg Public Schools, Gaysport, Hillcrest, Junior-Senior High, Stultz; *Plymouth*, Plymouth Public Schools, Central, Franklin Street, High, Junior High, Nottingham Street, Temperance Hill, Vine Street, Willow Street.
TEXAS—*Texarkana*, Texarkana Junior College.
UTAH—*Davis County*, Davis County Public Schools, Centerville, Clearfield, Clinton, Davis High, Farmington, Kaysville, Layton, South Bountiful, South Junior High, Stoker, Syracuse, West Bountiful, West Point.
VERMONT—*Brattleboro*, Oak Grove.

Five Years

CALIFORNIA—*San Jose*, Hester, Lowell, M. R. Trace; *Vallejo*, McKinley; *Walnut Creek*, Walnut Creek.
COLORADO—*Trinidad*, Columbian.
ILLINOIS—*Belvidere*, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; *Cicero*, Roosevelt; *Pekin*, Community High.
INDIANA—*Indianapolis*, Public Number 78; *South Bend*, Benjamin Harrison, James Madison.
IOWA—*Sioux City*, West Junior High, Woodrow Wilson Junior High.
KANSAS—*Kansas City*, Roesland; *Ness City*, Ness City Public Schools, Grade, High; *Wichita*, Carleton, Kellogg, Park.
KENTUCTY—*Louisville*, Theodore Roosevelt.
MAINE—*Portland*, Pearl Street Kindergarten; *Waterville*, Myrtle Street.
MASSACHUSETTS—*Harwich*, High; *Stoneham*, Charles J. Emerson; *Waltham*, Pond End.
MICHIGAN—*Detroit*, McKerrow; *Flint*, W. C. Durant; *Saginaw*, Emerson, Hoyt.
MISSOURI—*Maryville*, Washington Junior-Senior High.
NEBRASKA—*Omaha*, Monmouth Park, Walnut Hill, Windsor.
NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, Dudley, Yorkship; *Cumberland County*, Belmont; *Livingston*, Central, Squiertown.
NEW YORK—*Hartsdale*, Grammar; *Ithaca*, Central, East Hill, Falls Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill; *Johnson City*, Frank M. Smith; *White Plains*, Greenburgh High.
OHIO—*Cleveland*, Fowler Junior High, Halle, Lawn, Sackett, Woodland; *Columbus*, Chicago Avenue; *Galion*, Galion Public Schools, East, North, Senior High, South, West Junior High; *Marion*, North Main, Oakland Heights, Vernon Heights Junior High; *Marion County*, Green Camp, La Rue; *Massillon*, York.
OKLAHOMA—*Sapulpa*, Sapulpa Public Schools, Garfield, High, Woodlawn.
OREGON—*Coos County*, *District Number 44*, Roy.
PENNSYLVANIA—*Middletown*, Grammar, Wood Street; *Wayne*, Grammar, Rosemont.
TEXAS—*Texarkana*, Akin.
VIRGINIA—*Newport News*, Magruder, Woodrow Wilson.

Four Years

ALABAMA—*Birmingham*, Graymont.
ARIZONA—*Clifton*, High; *Phoenix*, Madison, Stevenson, Whittier.
CALIFORNIA—*Alameda*, Versailles; *Inglewood*, Centinela; *Nestor*, Southwest Junior High; *Pismo Beach*, Grammar.
COLORADO—*Canon City*, Lincoln, McKinley; *Greeley*, Cameron, Gipson; *Gunnison*, Gunnison Public Schools, Gunnison County High, Junior High, Pine Street Elementary; *Walsenburg*, Huerfano County High.
DELAWARE—*Eastern New Castle County*, Edge Moor Number 93, Commodore MacDonough Number 53, Marshallton Number 77, Odessa Number 61, Rose Hill Number 47; *Western New Castle County*, Western New Castle County Public Schools, Christina, Hockessin, Middletown Public Schools, Newport, Stanton, Townsend, Yorklyn.
GEORGIA—*Atlanta*, Capitol View, W. F. Slaton.
ILLINOIS—*Reddick*, Community High; *Woodstock*, Dean Street.
INDIANA—*Indianapolis*, Thomas D. Gregg Number 15; *Michigan City*, James W. Riley; *South Bend*, Franklin, Girls' Pre-Vocational, Marquette; *Terre Haute*, Fairview.
IOWA—*Waterloo*, *West Side*, West Waterloo Public Schools, Edison, Emerson, Irving, Kingsley, Lowell, Sloan Wallace Junior High, Waterloo Junior High, West High, Whittier.
KANSAS—*Manhattan*, Eugene Field, Roosevelt; *Wichita*, Lincoln, Sunnyside, Woodland.
KENTUCKY—*Ashland*, Ashland Public Schools, Bayless, Coles Junior High, Condit, Crabbe, John F. Hager, Robert E. Hatcher, Means, Oakview, Charles Russell, Senior High, Special Teachers and Supervisors, Wylie.
MAINE—*Portland*, Open Window Rooms.

PROFESSIONAL ORGANIZATION IS OURSELVES WORKING TOGETHER. SHALL WE BE WEAK OR STRONG?

MICHIGAN—*Detroit*, Clippert; *Flint*, Civic Park.
NEBRASKA—*Omaha*, Columbian, Train, Benson West.
NEW HAMPSHIRE—*Whitefield*, High.
NEW JERSEY—*Bridgeton*, Bank Street; *Cumberland County*, Port Elizabeth, Shiloh, Seabrook; *Lawrence Township*, Eldridge Park; *Lincoln Park*, Lincoln Park Public Schools; *Livingston*, Livingston Public Schools, Central, Amos W. Harrison, Roosevelt, Squiertown; *Moorestown*, Stanwick; *Ventnor City*, Ventnor Avenue; *Wyckoff*, George Washington.
NEW MEXICO—*Albuquerque*, John Marshall.
NEW YORK—*Johnson City*, Harry L. Johnson; *Lockport*, Lockport Public Schools, Emmet Belknap, DeWitt Clinton, Charlotte Cross, Hawley Street, High, John E. Pound, Special Teachers and Supervisors, Walnut Street, Williams Street; *Mount Vernon*, Nathan Hale, Part-Time, Special Teachers and Supervisors.
OHIO—*Ashland*, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; *Butler County*, Collinsville; *Cincinnati*, Sayler Park; Cleveland, Buhrer, Union; *Clinton County*, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarksville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mount Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Eleventh Avenue, Everett Junior High, Garfield, Highland Avenue, North Linden, Open Air; *Fremont*, Fremont Public Schools, Atkinson, Croghan, Hayes, Lutz, Otis, Fremont Ross High, Stamm; *Lorain County*, Avon Village, Brighton Township, Brownhelm Township, Columbia Township, Eaton Township, Markley, Henrietta Township, Huntington Township, LaGrange Village, Fields Corners, Wellington Village; *Marietta*, Marietta Public Schools, Fairview Heights, Harmar, Junior-Senior High, Marion, Norwood, Pike, Terberg, Washington, Willard; *Marion County*, Marion Township Public Schools; *Monclova*, Township; *Parma*, John Muir; *South Euclid*, Victory Park.
OREGON—*Sweet Home*, Union High Number 2.
PENNSYLVANIA—*Arnold*, Arnold Public Schools, Fourth Avenue, Leishman Avenue, Platoon, Senior High; *Hazleton*, Broad Street, D. A. Harman Junior High, Hazle Street, Heights, Locust Street, Poplar Street, Senior High Grades, Vine Street; *Middletown*, Susquehanna; *Northampton*, Northampton Public Schools, Central, Franklin, Junior High, Senior High, Washington, George Wolf.
UTAH—*Salt Lake City*, Sumner.
VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed.
WEST VIRGINIA—*Hiawatha*, Hiawatha; *Springton*, Grade, Junior High.
WISCONSIN—*Edgerton*, Edgerton Public Schools.

Three Years

ALABAMA—*Birmingham*, Minor.
ARIZONA—*Tucson*, Carrillo, Safford Elementary.
CALIFORNIA—*Alameda*, Sadler; *Elsinore*, Union; *Fresno*, Chester Rowell; *Livermore*, Elementary; *Los Angeles*, Saticoy Street; *San Jose*, Americanization Classes; *South Pasadena*, Oneonta; *Stockton*, Jackson.
COLORADO—*Fort Collins*, Remington.
DELAWARE—*Eastern New Castle County*, Eastern New Castle County Public Schools, Arden Number 3, Delaware City Number 52, Edge Moor Number 93, Commodore MacDonough Number 53, Marshallton Number 77, Odessa Number 61, Rose Hill Number 47.
GEORGIA—*Atlanta*, Jerome Jones, Moreland, Smillie; *Fulton County*, Mount Vernon, Marion Smith.
ILLINOIS—*Cicero*, Columbus, Drexel; *East St. Louis*, Manners; *Glen Ellyn*, Forest Glen, Benjamin Franklin, Hawthorne, Junior High, Main Street; *Springfield*, Converse High, Hay-Edwards.
INDIANA—*Bloomington*, Department of Special Education; *Dunkirk*, High, Sutton; *Indianapolis*, Robert Dale Owen Number 12, Public Number 53; *Shelbyville*, Alvin C. Kibbey; *South Bend*, John F. Nuner; *Terre Haute*, Warren.
IOWA—*Dubuque*, Audubon, Central, Franklin, Fulton, Irving, Lincoln, Prescott, Washington Junior High; *Sioux City*, Irving.
KANSAS—*Manhattan*, Bluemont, Douglas, Woodrow Wilson.
KENTUCKY—*Louisville*, Emerson.
MAINE—*Bangor*, Bangor High; *Waterville*, Brook Street.
MASSACHUSETTS—*Beverly*, Ryal Side; *Greenfield*, Abercrombie; *Malden*, Ayers; *North Andover*, Union; *Southwick*, Consolidated.
MICHIGAN—*Flint*, Parkland.
MINNESOTA—*Minneapolis*, Kenwood, Tuttle.
MONTANA—*Great Falls*, Longfellow.
NEBRASKA—*Grand Island*, Lincoln; *Omaha*, Bancroft, Castelar, Garfield, Harrison, South Lincoln, West Side.
NEVADA—*Elko County*, Carlin; *White Pine County*, Ruth.
NEW JERSEY—*Camden*, E. A. Stevens; *Carney's Point*, Lafayette; *Cumberland County*, Haleyville, Mauricetown, Bacons Neck, Leesburg; *Englewood*, Roosevelt; *Fairton*, Fairton; *Gloucester City*, Highland Park; *Hightstown*, High; *Millville*, Millville Public Schools, R. M. Bacon, Culver, Memorial High, Northeastern, T. D. Sensor, Western, R. D. Wood; *Ventnor*, Troy Avenue; *Verona*, Lansing Avenue.
NEW YORK—*Ithaca*, Ithaca Public Schools, Central, East Hill, Falls Creek, Junior High, Open Air, Reconstruction Home, Henry St. John, Senior High, Belle Sherman, South Hill, West Hill, Wychoff; *Johnson City*, Robert Street, Theodore Roosevelt; *Kenmore*, Lindbergh Elementary; *Lockport*, Washington Hunt; *Mount Vernon*, Industrial Arts.
NORTH DAKOTA—*Fargo*, Agassiz Junior High, Washington; *Mayville*, State Teachers College; *Park River*, Agricultural and Training; *Valley City*, Junior High.
OHIO—*Bexley*, Elementary; *Chillicothe*, Central, Southern, Western; *Cleveland*, Dawning, Longmead, Tremont; *Ironton*, Ironton Public Schools, Campbell, Central, High, Kingsbury, Lawrence Street, Lombard, Sedgwick, West Ironton, Whitwell; *Lake County*, North Madison; *Lancaster*, Cedar Knolls; *Lodi*, Lodi Public Schools; *South Euclid*, Charles F. Brush High; *Warren*, Garfield; *Worthington*, Worthington Public Schools, Elementary, High, Special Teachers; *Youngstown*, U. S. Grant Junior High.
PENNSYLVANIA—*Beaver Falls*, Beaver Falls Public Schools, College Hill, Junior High, Eighth Avenue, Eleventh Street, Fifth Avenue, Fifth Street, Junior High, Senior High, Seventeenth Street, Thirty-eighth Street, Thirty-third Street; *Bloomsburg*, State Teachers College; *Bucks County*, Morrisville Public Schools, Capitol View, William E. Case, Manor Park, Robert Morris High; *Carbon County*, Carbon County Public Schools, Banks Township, Audenried Grades, Coxeville Grades, Leviston Grades, Tresckow Grades, Beaver Meadows Borough, Bowmanstown Borough, East Mauch Chunk Borough, Grade, Junior-Senior High, Ashfield Grades, West Bowmans Grades, Franklin Township, Franklin Independent Grades, Franklin Independent High, Kidder Township, Lower Towamensing Township, Aquashicola Grades, Mauch Chunk Township, East End Grades, Hauto, Junior-Senior High, New Columbus Grades, West End Grades, Packer Township, Packerton Independent, Elementary, Junior-Senior High, Parryville Borough, Weatherly Borough, Elementary, Junior-Senior High, Weissport Borough; *Deleware County*, *Upper Darby District*, Junior High; *Erie*, Penn; *Pine Grove*, Pine Grove Borough Public Schools; *Red Lion*, Red Lion Public Schools, Grade, Junior-Senior High; *Summit Hill*, Summit Hill Public Schools, Grade, Philip Ginter Junior High, Senior High; *York*, Arch Street.
VIRGINIA—*Hopewell*, Du Pont, Highland Park; *Lynchburg*, Monroe; *Newport News*, John W. Daniel, Stonewall Jackson, Booker T. Washington; *Norfolk*, Bay View.
WEST VIRGINIA—*Beckley*, Junior High; *Piedmont*, High.
WISCONSIN—*Wauwatosa*, McKinley, Roosevelt.
WYOMING—*Midwest*, High.

Two Years

ALASKA—*Kodiak*, Kodiak.
ARIZONA—*Clifton*, Clifton Public Schools, Chase Creek, High, South Clifton; *Prescott*, Special Teachers; *Tucson*, Government Heights.
CALIFORNIA—*Belvedere*, Belvedere; *Los Angeles*, Serrania Avenue; *Pomona*, Garey; *San Jose*, College Park, Horace Mann; *Stockton*, Grant.
COLORADO—*Canon City*, Madison; *Colorado Springs*, Administration Building; *Greeley*, Horace Mann.
DELAWARE—*Elsmere*, Oak Grove.
FLORIDA—*Mulberry*, High.
IDAHO—*Boise*, Whitney.
ILLINOIS—*Alton*, Lincoln; *Cicero*, Lincoln; *Edwardsville*, Columbus, Junior High; *Elgin*, Special Teachers and Supervisors; *Litchfield*, Madison Park; *Mount Olive*, Community High; *Ravinia*, Ravinia.
INDIANA—*Crawfordsville*, Crawfordsville Public Schools, John Beard, Lincoln, Horace Mann, Mills, Senior-Junior High, Tuttle, Willson; *Hammond*, Gene Stratton Porter; *Howe*, Scott Consolidated High; *Indianapolis*, Benjamin Franklin Number 36, Frances Willard Number 80; *Michigan City*, Special Teachers and Supervisors; *South Bend*, James Monroe; *Tell City*, Franklin, High.
IOWA—*Council Bluffs*, Second Avenue; *Dubuque*, Jefferson Junior High; *Sioux City*, North Junior High, Special Teachers and Supervisors.
KANSAS—*Arlington*, Rural High; *Topeka*, Gage; *Wichita*, A. A. Hyde.
KENTUCKY—*Louisville*, George Rogers Clark.
LOUISIANA—*Ferriday*, High.
MAINE—*Brewer*, Brewer Public Schools, Dirigo, Excelsior, High, Kingsbury, North Brewer, Page, Sargent, South Brewer, Veazie, Whitings Hill; *Brunswick*, Bath Street; *Newfield*, High; *Portland*, Bethel Kindergarten, Peary; *South Portland*, Evans Street, George F. Henley, James Otis Kaler, Knights of Pythias School, Knightville, Ligonia, Lincoln, Pleasant Street, Roosevelt, South Portland Heights, South Portland High, Thornton Heights.
MARYLAND—*Baltimore*, Public Number 218; *Hagerstown*, Woodland Way Junior High.
MASSACHUSETTS—*Adams*, Commercial Street; *Arlington*, Brackett; *North Andover*, Bradstreet; *North Attleboro*, Towne Street, *West Concord*; Wheeler; *West Springfield*, John Ashley.
MICHIGAN—*Flint*, Clark, Dewey, Washington.
MINNESOTA—*Minneapolis*, Horace Mann.
MISSOURI—*Kansas City*, S. B. Ladd; *St. Louis*, Hamilton.
NEBRASKA—*Omaha*, Comenius, Fairfax, Madison, Miller Park, Pickard, Robbins, Speech Correction Department.
NEVADA—*White Pine County*, White Pine County High.
NEW JERSEY—*Camden*, Liberty, J. W. Starr; *Cumberland County*, Oak Leaf, Heislerville; *Gloucester City*, Broadway, Brown Street, Gloucester Heights, Hunter Street, Monmouth Street; *Hackensack*, Special Teachers and Supervisors; *Highland Park*, Franklin Junior High; *Millville*, Special Teachers; *Morris Plains*, Morris Plains.
NEW MEXICO—*Albuquerque*, Third Ward.
NEW YORK—*Amsterdam*, Guy Park Avenue; *Elmira*, George M. Diven, Public Number 5, Public Number 9, Public Number 10, Public Number 11; *Geneseo*, State Normal; *Hawthorne*, Grade; *Ironderquoit*, Durand-Eastman, Ridgewood; *Ithaca*, Atypical; *Mount Vernon*, Medical Department, Mount Vernon High, Francis Pennington, William Wilson Junior High; *Nyack*, Upper Nyack; *Penn Yan*, Hutton Street; *Schenectady*, Horace Mann, Seward; *Solvay*, Intermediate, Prospect; *Thornwood*, Grade.
OHIO—*Akron*, Kent; *Alliance*, Parkway, Special Teachers and Supervisors; *Ashland*, Central Building Grade; *Canton*, Belle H. Stone; *Cincinnati*, Bond Hill, Mary Dill; *Cleveland*, Wilbur Wright Junior High; *Dayton*, Fort McKinley; *Kenton*, Spe-

[*Continued on page A-8*]

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 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.

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JOY ELMER MORGAN, *Editor* — Offices: 1201 Sixteenth Street N. W., Washington, D. C. — HAROLD A. ALLAN, *Business Manager*

What Articles Interest You Most?

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

This is an opportunity for you to help us know what kind of material to include in THE JOURNAL. *In the blanks below, opposite the articles which you found most interesting, kindly write 1, 2, 3, 4, 5, showing your ranking of the articles in this issue. Write x opposite any feature you would omit.* Many principals and superintendents of 100 percent schools find this plan of selecting articles an excellent preparation for faculty meetings. This checklist is placed in the advertising section in response to requests from readers.

Can you not devise a plan which will make it unnecessary to cut a page from THE JOURNAL? I very much dislike to mar my copy by cutting it, especially when the reverse side contains so interesting an article as the November 1932 issue.—R. G. von Tobel, principal, Ballard Normal School, Macon, Georgia.

Please count me among those who consider it a privilege to read and rank the timely and well prepared articles in THE JOURNAL.—J. E. Smith, High School, Grundy, Virginia.

To my Classroom Management class of fifty-two sophomores, all prospective teachers, I gave the following assignment: "Read the November 1932 issue of THE JOURNAL of the NEA. Be sure to read what the editor says on page 275. Follow his suggestion, selecting five articles which interest you most; write the names of these articles and rank them in the order of their interest to you, and be ready to hand them in Monday. Be ready to give the class a brief summary of the important ideas in each article and tell why you ranked each as you did." Members of the class enjoyed this assignment, and the class discussion of these articles constituted a very interesting recitation. I also took occasion to mention the life members of the NEA on our faculty from whom I was sure they could borrow THE JOURNAL. I also pointed out the advantage of a young teacher's becoming a member of the Association.—S. L. Clements, superintendent, Training School, State Teachers College, Peru, Nebraska.

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

CONTENTS FOR JANUARY 1933	Select Five
The End of an Epoch	------
Hunger on the March	------
The Junior College: A Community Center	------
The Classroom Teacher, a Mental Hygienist	------
Globes, Graphs, and Museum Materials	------
Thru the Day with Herbart	------
Nationwide High-School Debating	------
The Journal's Annual Roll Call	------
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Shall Class Size Be Increased?	------
In Support of Our Profession	------
An Evening with the Magazines	------
I Believe in the American College	------
School and Home Working Together	------
Good Schools in Bad Times	------
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First Schools of the Last Frontier	------
Scenes from the Twin Cities	------
The Superintendents Meet at Minneapolis	------
The Education of All Children	------
The Functions of the Educational System	------
Master Builders of Our Profession	------
Builders of Our Profession	------
The Child and Community Influences	------

Name and position of reader making report_____

Name of school_____

Street and city_____ State_____

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

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[The article ranked highest in November: "The Unemployed High-School Graduate" by H. H. Helble]

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NOTES and ANNOUNCEMENTS

To begin the new year let us frankly realize that it will be a hard year for children and the schools and firmly resolve to do all within our power as teachers to safeguard the rights of childhood.

A vote of confidence—I am enclosing a check to cover one hundred percent membership in the National Education Association on the part of our college faculty. A good many of these people have been members in other years, but we have decided this year on account of the depression to make it one hundred percent in order to show our appreciation of the good work done by our professional associations. In other words, you may consider this sort of a vote of confidence.—T. W. MacQuarrie, president, San Jose State Teachers College, Calif.

The Diamond Jubilee Award—Life membership in the National Education Association is one of the highest honors that can come to a veteran teacher. Secretary J. W. Crabtree, who for over fifteen years has been pouring his life into building the Association and the profession, now proposes to donate from his modest funds $4 toward each life membership fund to be used in honoring a veteran in the profession. The plan is described on page 35.

The editor has received from the National Association of Book Publishers the following statement which he is glad to share with JOURNAL readers:

Illegal use of copyright material in books—In the past two years there has been a startling increase in the use of literary property without the permission of the author or the copyright owner. Professors and teachers lift pages, in some cases even chapters, from copyrighted books and duplicate them for distribution to students, without realizing that this practise is unethical and illegal and a definite handicap to the future production of scholarly work.

The federal copyright laws give to the author [or publisher if he is the copyright owner] "the exclusive right to print, reprint, publish, *copy*, and vend the copyrighted work." Copying without specific permission from the copyright proprietor is contrary to the law and the person who uses book material without authorization is liable for prosecution.

Often teachers who duplicate material for distribution to students are thoughtless of the rights of the matter but in so doing they are violating the law and doing grave wrong to authors and publishers. Copyright control is granted authors not for the sole purpose of selfish aggrandizement, but to encourage research, authorship, and publishing initiative and investment.

Since so many members of the teaching profession are authors themselves, they should understand that the practise of copying books, if applied to their own books, would necessarily cut down their royalties and would also be unfair to the publishers who have thousands of dollars invested in producing the books. New books could not be brought out if they were not accorded copyright protection, and all civilized countries recognize this and safeguard literary property.

Reasons and answers—A reader requests THE JOURNAL to reprint the following statement from the Wisconsin *Journal of Education:*

Here are some of the reasons given by various individuals for not joining their state teachers association:

[1] *"We college professors have our own national special-field organization."* Very good! But the laws and public opinion of the state

Life Membership in the N. E. A.

Greater Unity
Greater Concern
for the future

Mr. J. W. Crabtree, Sec., National Education Association,
1201 Sixteenth Street, Washington, D. C.

Dear Mr. Crabtree:
I wish to become a life member, making my first payment Feb. 1. I understand the entire amount of $100.00 can be paid in equal annual installments of $10.00 each.

Name.....

Position.....

Address.....

City and State.....

The need of safeguarding the interests of childhood was never greater. An applicant for life membership just wrote us: "During this period of economic depression, the need for strong organized effort, represented by a large membership, is most urgent. So, although we have already faced a payless pay day, and although monthly checks may be delinquent, reduced, or even not paid at all, I am attempting to compensate by joining as a life member. From various losses, I have come to the conclusion that the only money we can be sure of saving is that which we save in such ways as this."

Another, who recently became a life member, said: "I believe in my profession and have been willing to do everything in my power to advance its interest. This particular step is one way of advancing the profession, for I feel that I am uniting myself with this organization in a way which will accomplish this end."

Will you not *invest* $10 now and become a member for life? Certificate, card, and gold pin or button will be sent immediately. (Slight additional charge for key.)

Invest Now

give you your positions. You college professors live in the same house with us common-school teachers—top story at that—and your fortunes rise or fall with ours. Your students are our products, and we teachers in turn are your products. Let's work together in the interest of all.

[2] *"My salary is small and I need the money."* That's what some short-sighted taxpayers say about the school taxes that pay your salary, such as it is. It's "penny wise and pound foolish" to "economize" on professional dues. The lower the salary, the more you need the professional organization.

[3] *"I'm going to get married next year; I'd rather spend the dues on my trousseau."* But you're teaching this year. Better leave the profession in good standing; you may want to—or have to—come back.

[4] *"My husband and I are both teaching; I can read his Review."* But, Mrs. Teacher, you count one—not one-half—in school service. You and your husband have two certificates, two contracts, two salaries. Why not pay two dues, just as you do two railroad fares? As for the extra magazine at your house, pass it on to one of your board members or PTA leaders and add that much to the cause.

[5] *"I won't be stampeded. I don't want to sacrifice my independence."* But we don't want to "stampede" you—we want to "persuade" you. As for independence, isn't the world a bit too crowded and complicated for false independence? Isn't it the part of wisdom to recognize the fact of our interdependence?

Since the list of state superintendents in the inner form [page 15] of this JOURNAL went to press, state superintendent George A. Allen, Jr., of Kansas has been killed in a motor car collision.

A new **series** of the Sunday evening radio programs entitled, "Our American Schools" is being broadcast each Sunday evening from 6:30 to 7:00 EST, under the direction of Vicepresident Florence Hale, from the National Education Association headquarters building in Washington.

The programs will continue thruout the winter on the NBC network. The continuing character of this service makes it especially effective. You will obtain a list of future programs, and stations from which they may be received, upon request to the Division of Publications of the National Education Association, 1201 16th Street, N. W., Washington, D. C.

It is suggested that the announcements of these programs be placed on school bulletin boards and offered to local editors for publication:

January 8—"What are the Fads and Frills in Education?"—*Howard Pillsbury*, president, New York State Teachers Association.

"Why the Man without Children Should Support Schools."—*Arvie Eldred*, pastpresident, Troy, N. Y., Chamber of Commerce.

January 15—"Realities in Education"—*Rollo G. Reynolds*, principal, Horace Mann School, Teachers College, New York City.

"The Necessity of an Education from the Business Man's Standpoint"—*Arthur Capper*, U. S. Senator from Kansas.

January 22—"Education as an Asset to the State"—*Payson Smith*, commissioner of education for Massachusetts.

Important dates—

January 17-23, 1933—National Thrift Week

February 8-14, 1933—Boy Scout Week

"It will be . . . MONTHS before she can Teach again"

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March 22-25, 1933—Southern Conference for Music Supervisors at Atlanta, Ga.

April 19-20-21, 1933—Convention of the National Association of Penmanship Teachers and Supervisors at the William Penn Hotel in Pittsburgh, Pa.

Secretary Crabtree, in a letter to principals, gives a brief report on educational conditions. The following paragraph is taken from that letter:

In the past we had only scattered opposition to the public schools. The opposition is now thoroly organized and wellfinanced in the nation, state, and community. It is clawing hard at the school budget. It can only be met by an awakened public sentiment. Essentially the public believes in education and is willing to support it generously, but in the hysteria of the present situation some communities are taking hastily considered action which will seriously cripple the schools. An enlightened public opinion is the strongest factor in modern life. Teachers can help in the present emergency in two ways—first, by explaining to their friends and to the public in general, whenever opportunity offers, the importance and the needs of the schools and the dangers which threaten them; and second, by supporting loyally state and national associations.

The votes of many readers on the articles they like best in the November JOURNAL are:

First, "The Unemployed High-School Graduate" by Herbert H. Helble; *second*, "Safeguarding the Schools," editorial; *third*, "The Honor Seat" by Eliza C. Hannegan.

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Lend a hand to your allies—In our struggle to keep the schools intact, let us not forget the importance of other community agencies which serve childhood and maintain intelligence. Social work, libraries, and recreation should be not only maintained but expanded during such a crisis. It will help the school cause for you to speak out for these other services.

Journal Posters—The following 9 by 12 inch posters printed on attractive art paper are among those now ready for immediate mailing:

Children First [2075]
The Children's Charter [20130]
The Law of Good Health [20165]
Cartoon—Ignorance, Knowledge, and Education [20294]
The Law of Sportsmanship [20306]
The Law of Selfreliance [20352]
The Schools and Business [X-19]

Copies may be secured at these prices: 10 assorted $1; 20 of a kind $1; 100 for $4; 1000 for $30. Figures in parentheses refer to volume and page of THE JOURNAL where the poster appeared. Thus [17285] means Vol. 17, p. 285.

[*Continued from page* 38]

cial Opportunity; *Lake County*, Homer Kimball, Madison Avenue, Mentor Avenue, North Mentor; *Lorain County*, Camden Township, Rochester Township; *North Baltimore*, North Baltimore Public Schools, Grade, Junior High, Senior High; *Rushville*, Union; *Scienceville*, Junior High; *Toledo*, Hathaway; *Warren*, Dickey Avenue; *Zanesville*, McKinley, Special Teachers.

PENNSYLVANIA—*Bucks County*, Falls Township; *Erie*, Jefferson; *Fairfield*, Fairfield Borough Public Schools; *Grove City*, Grove City Public Schools, Central, High, Lincoln, Washington; *Hazleton*, Arthur Street, D. A. Harman Grades, Walnut Street; *Johnstown*, Bheam, Hudson Street, Osborne, Roxbury; *Manheim*, High; *Millersville*, Manor Township-Millersville Borough High; *Sayre*, Milltown; *Tioga County*, Blossburg Borough High, Brookfield, Charleston Township High, Chatham Township Consolidated High, Sabinsville High (Clymer Township), Antrim High (Duncan Township), Elkland Borough Grade, Elkland Borough High, Morris Run High (Hamilton Township), Knoxville Borough High, Lawrenceville Borough High, Nelson Township High, Covington High (Putnam Township), East Rutland (Rutland Township), Tioga Borough High, Painter Run (Tioga Township), Westfield Borough High, Westfield Township Consolidated; *York*, Phineas Davis Junior High, Duke Street, Theodore Roosevelt, Edgar Fahs Smith Junior High.

SOUTH CAROLINA—*Clinton*, Clinton Public Schools; *Goldville*, Joanna.

VIRGINIA—*Hot Springs*, Valley High; *Newport News*, Special Teachers and Supervisors; *Norfolk*, Chesterfield Heights.

WEST VIRGINIA—*Beckley*, Institute; *Beryl*, Beryl; *Blue Jay*, Blue Jay; *Raleigh County, Town District*, Randolph Macon Institute, Teel.

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WYOMING—*Superior*, South Superior, Superior.

Current Year

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CALIFORNIA—*Anaheim*, Lincoln; *Bishop*, Union High; *Linden*, Union High; *Los Angeles*, Palo Verde, Russell; *Roscoe*, *Los Angeles*, Vinedale; *San Francisco*, Winfield Scott; *San Jose*, Herbert Hoover Junior High, Longfellow, State Teachers College; *Santa Ana*, Jefferson, John Muir, Wilson; *Santa Cruz*, Grant.
COLORADO—*Colorado Springs*, West Junior High; *Erbley*, High.
CONNECTICUT—*Westport*, Bedford.
DELAWARE—*Wilmington*, Wilmington High.
DISTRICT OF COLUMBIA—*Washington*, Bunker Hill.
FLORIDA—*Barberville*, Barberville; *Fort Myers*, Tice Elementary; *O'Brien*, Ladyland.
GEORGIA—*Atlanta*, Connally; *Macon*, Rutland.
IDAHO—*Hammett*, Hammett.
ILLINOIS—*Champaign*, Avenue, Central Junior High, Columbia, Gregory, Dr. Howard, Law Head, Lincoln, Marquette, Open Window, Opportunity, Willard; *Chicago Heights*, Chicago Heights Public Schools, Franklin, Garfield, Grant, Jefferson, Lincoln, McKinley, Roosevelt, Washington; *Cicero*, Cicero Public Schools, Columbus, Drexel, Grant, Jones, Lincoln, Morton Park, Roosevelt, Woodbine; *Elgin*, Edward H. Abbott; *Hillsboro*, Burbank, Edison; *Jacksonville*, Jacksonville Public Schools, Franklin, High, Jefferson, Lafayette, Morton, David Prince, Washington; *Litchfield*, Ida J. Russell; *Peoria*, Theodore Roosevelt Junior High; *Springfield*, Enos.
INDIANA—*Elwood*, Osborn; *Fort Wayne*, Hoagland; *Hammond*, George Rogers Clark, Wallace; *Indianapolis*, Public Number 16, Riverside Number 44; *South Bend*, Thomas Jefferson.
IOWA—*Dubuque*, Bryant.
KANSAS—*Atchison*, Franklin, Washington; *Cimarron*, Consolidated; *Humboldt*, High.
KENTUCKY—*Louisville*, Emma Dolfinger.
MAINE—*Portland*, Cliff Island.
MASSACHUSETTS—*Braintree*, Jonas Perkins; *Holden*, Chaffins; *Reading*, Lowell Street; *Springfield*, William Street; *West Springfield*, Riverdale.
MICHIGAN—*Flint*, Zimmerman Junior High; *Saginaw*, Highland Park.
MINNESOTA—*Grand Rapids*, Forest Lake; *Minneapolis*, Adams, Alcott, Cooper, Douglas, Dowling, Emerson, Hamilton, Holmes, Longfellow, Cyrus Northrop, Portland, Sidney Pratt, Ross, Van Cleve.
MISSISSIPPI—*Clarksdale*, Clarksdale Public Schools, Bobo High, Eliza Clark, Elizabeth G. Dorr Junior High, Oakhurst.
MISSOURI—*St. Louis*, Jackson.
NEBRASKA—*Omaha*, Brown Park, Park, Saunders.
NEVADA—*Clark County*, Boulder City Public Schools; *Nye County*, Tonopah Grade and High.
NEW HAMPSHIRE—*Hampton*, Hampton Academy.
NEW JERSEY—*Belleville*, Public Number 3; *Cumberland County*, Carmel (Deerfield Township), Greenwich, Maurice River Township Public Schools, Ormond; *Hopewell*, Hopewell Borough; *Leonia*, Elementary; *Palmyra*, Spring Garden Street; *Plainfield*, Irving; *Princeton*, Elementary; *Randolph Township*, Mt. Freedom; *Salem*, Grammar Grades Seven and Eight High School Building, Griffith Street; *Wyckoff*, Coolidge.
NEW MEXICO—*Roswell*, Colored, Junior High.
NEW YORK—Amsterdam, Continuation, McCleary, Old East Main; *Corning*, Public Number 2; *Cortland*, Alton B. Parker; *East Rockaway*, Rhame Avenue; *Endicott*, Endicott Public Schools, Broad Street, Henry B. Endicott, George F. Johnson, Loder Avenue, North Side, Special Teachers, Union High; *Geneva*, Lewis Street; *Johnstown*, Irving Street, Warren Street; *Lancaster*, Colfax Heights; *Mechanicville*, Public Number 2, Public Number 4; *Mount Vernon*, Mount Vernon Public Schools, De Witt Clinton Elementary, DeWitt Clinton Junior High, Columbus, Edison Technical and Vocational High, Robert Fulton, Nathan Hale, Hamilton, Industrial Arts, Jefferson, Lincoln, Longfellow, Sophie J. Mee, Medical Department, Mount Vernon High, Nichols Junior High, Part-Time, William Penn, Francis Pennington, Special Teachers and Supervisors, Washington Junior High, William Wilson Elementary, William Wilson Junior High; *Ossining*, Park; *Penn Yan*, Chestnut Street, Junior High, Liberty Street; *Pleasantville*, Pleasantville Public Schools, Bedford Road, High, West Side; *Port Jervis*, West End; *Richmond*, *Staten Island*, Public Number 28; *Rome*, De Witt Clinton, Columbus, East Rome, Willett; *Solvay*, Junior-Senior High.
NORTH CAROLINA—*High Point*, Johnson Street, Junior High.
NORTH DAKOTA—*Fargo*, Hawthorne.
OHIO—*Brunswick*, Brunswick; *Chillicothe*, Eastern, Mt. Logan; *Cleveland*, Brooklyn Heights, James Ford Rhodes High, Walton, Willard; *Cleveland Heights*, Boulevard, Taylor; *Columbus*, Bellows Avenue, St. Clair; *East Cleveland*, East Cleveland Public Schools, Caledonia, Chambers, Doan, Prospect; *Euclid*, Upson; *Lake County*, Fairport Village District, Garfield, Kirtland, Madison High, Mentor High, Mentor Special, Nursery, Perry, Salida, South Madison, Unionville; *Lakewood*, Franklin; *Maplewood*, East Salem Rural; *Marion*, George Washington; *Norwood*, Norwood Public Schools, Allison Street, High, North Norwood, Norwood View, Sharpsburg, Williams Avenue; *Oregon Township*, Coy; *Pomeroy*, Kerrs Run; *Springfield*, Keifer Junior High; *Toledo*, Glendale; *Warren*, First Street; *Wooster*, Pittsburgh Avenue.
OREGON—*Salem*, Lincoln.
PENNSYLVANIA—*Arnold*, Junior High; *Braddock*, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; *Bucks County*, Hulmeville, Langhorne-Middletown District Public Schools, Elementary, High, Lower Makefield, Edgewood Junior High, Middletown Township, Newtown Township, Perkasie Borough Elementary, Sellersville Borough Elementary, Sellersville-Perkasie Public Schools, High, Solebury Township, Springfield Township, Wycombie, Yardley Borough; *Burnham*, Burnham Public Schools, Junior High, Newton, Senior High; *Clarks Summit*, Clarks Summit Public Schools; *Kane*, Kane Public Schools, Central, Clay Street, High, Sub-High, Welsh Street, West Side; *Lansdale*, Lansdale Public Schools, Broad Street, Green Street, Junior High, Senior High, York Avenue; *Manheim*, Manheim Public Schools, Elementary, High; *Millersville*, Manor Township Rural Public Schools; *Milton*, Central Grammar, Curtin, Grant, Lincoln, Pollock; *Montgomery County*, Whitemarsh Township District; *Mount Carmel*, Annex, Garfield, Lincoln, McKinley, Stevens, Washington; *Mount Joy*, Mount Joy Borough Public Schools, Grade, High; *Tyrone*, Tyrone Public Schools, Adams, Junior-Senior High, Logan, Washington; *Waynesboro*, Waynesboro Public Schools, Clayton Avenue, Fairview Avenue, High, North Street, Snyder Avenue.
RHODE ISLAND—*Cranston*, Norwood Avenue Primary.
TENNESSEE—*Bristol*, Bristol Public Schools, Anderson, Central, Fairmount, Haynesfield, High, Holston Heights, Rosemont, Special Teachers.
TEXAS—*Garrison*, Garrison; Texarkana, Highland Park.
VERMONT—*Poultney*, Grade; *Sheldon*, High.
VIRGINIA—*Buckner*, Buckner; *Portsmouth*, Ann Street, Brighton, Cooke Street, Truxtun.
WASHINGTON—*Bellingham*, Administrative Group; *Bremerton*, Central, Hilcrest, Navy Yard City.
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WISCONSIN—*Kenosha*, Orthopedic-Open Air; *Manitowoc*, Lincoln High, Superintendent's Office; *Oshkosh*, South Park; *Wauwatosa*, Hawthorne Junior High, Jefferson.
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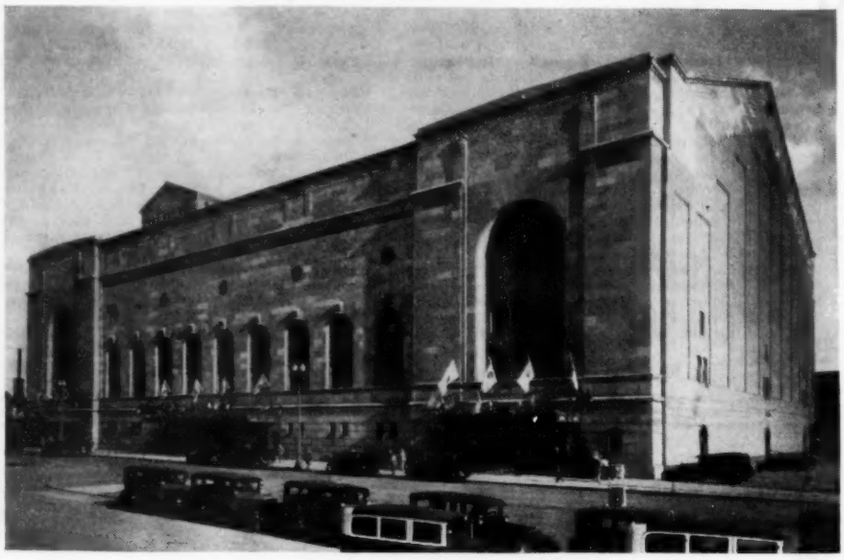

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