VOL. 22 FEBRUARY, 1933 No. 2

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Contents of previous issues of The Journal of the National Education Association can be found by consulting the Readers' Guide and the Education Index in your library.

PUBLISHED MONTHLY, EXCEPT JULY, AUGUST, AND SEPTEMBER, BY THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C. ENTERED AS SECOND-CLASS MATTER OCTOBER 28, 1920, AT THE POSTOFFICE AT WASHINGTON, D. C., UNDER THE ACT OF AUGUST 24, 1912. ACCEPTANCE FOR MAILING AT SPECIAL RATE OF POSTAGE PROVIDED FOR IN SECTION 1103, ACT OF OCTOBER 3, 1917, AUTHORIZED JANUARY 26, 1921.

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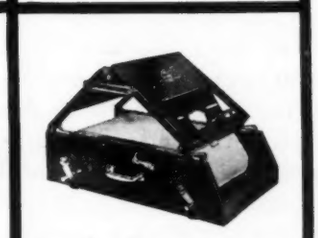

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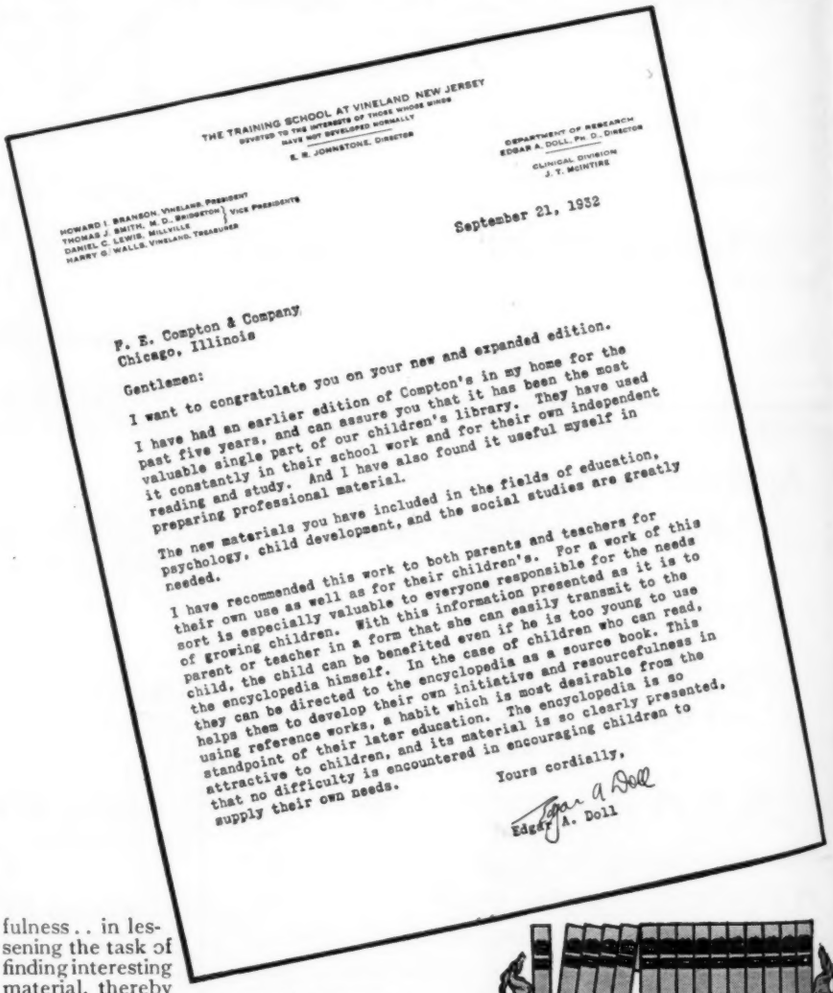

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The new materials you have included in the fields of education, psychology, child development, and the social studies are greatly needed.

I have recommended this work to both parents and teachers for their own use as well as for their children's. For a work of this sort is especially valuable to everyone responsible for the needs of growing children. With this information presented as it is to parent or teacher in a form that she can easily transmit to the child, the child can be benefited even if he is too young to use the encyclopedia himself. In the case of children who can read, they can be directed to the encyclopedia as a source book. This helps them to develop their own initiative and resourcefulness in using reference works, a habit which is most desirable from the standpoint of their later education. The encyclopedia is so attractive to children, and its material is so clearly presented, that no difficulty is encountered in encouraging children to supply their own needs.

Yours cordially,

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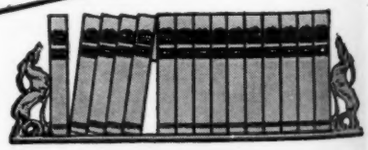

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The Great Transition

AN EARLIER EDITORIAL pointed out that the situation in which the world now finds itself is something far deeper than a mere money panic, an industrial depression, or a war aftermath. It is a shift from a period when the material things of life were so scarce as to consume most of the purpose and energy of man, over to a period of transition when, in consequence of electric power and automatic machinery, material goods are so abundant that the whole system of production and exchange is thrown out of gear. The keen struggle for the material things of life—food, clothing, shelter—exists today not because these things are scarce but because they are badly distributed. Barring disaster, we may look forward to a time when these material concerns will be the minor aspect of life, when man shall give his major thought to the fine arts and the activities associated with leisure.

The purpose of this editorial is not to describe the new era which lies ahead, but rather to discuss the transition itself. The reader can make his own list of contrasts between the old order and the present. Here is a beginning:

Some phases of the great transition—Man power to electric power; home industry to factory industry; hand tools to automatic tools; unskilled labor to skilled labor; long hours of labor to short hours of labor; scarcity to surplus; stability to uncertainty; small community to world community; gold standard to complex exchange; individual control to corporate control; laissez faire to state planning and regulation; simple education to complex education.

The moving force back of these changes is technology. Technological development in the United States has now reached a point where the whole system of exchange is breaking down, if it has not actually collapsed. A is a housebuilder. He wants education for his child; he is unemployed and cannot buy it. B is a teacher. He wants a better house but is unemployed and cannot buy it. The system fails to bring A and B together. Since neither can work and earn, both must be cared for at public expense.

In other words, automatic machine production increases output so prodigiously and lowers costs so amazingly that former levels of prices and wages become meaningless.

THE CHIEF CHARACTERISTIC of the present period is its transitional character. Never before outside of war have civilized people been so uncertain in the management of their personal affairs as they are now. This uncertainty makes itself felt in almost every phase of life. People are in doubt as to where they are to live, what they are to do for a living, how they shall manage their education, how they shall provide for their old age. The old ways of doing things fail to work and the new ways are not yet well-established. In the rapid economic revolution some get nothing and are in want; others get too much and live in extravagant luxury. It is hard to make plans in such a time and yet the attempt to plan is far wiser than a policy of drift.

Let us assume, for example, that in 1925 it required one hundred factories employing one hundred men each, or ten thousand men to produce a sufficient quantity of a certain product to serve the American people. The price of that product, the value of the buildings and machinery in the factories, and the wages of management and labor are all fixed on the basis of ten thousand men at work. Suddenly a machine is invented by which ten men in one factory can supply the entire demand for this product. All the old factories become obsolete. Nine thousand nine hundred ninety men are unemployed. The old price of the finished product is meaningless. It can be cut in two several times and still allow the manufacturer or banker who controls the machine to make such a fabulous profit that he tends to monopolize the buying power which formerly was widely distributed.

Perhaps the confusion which machine production creates in wages, prices, and the capital structure can be visualized by a reference to housing for persons with small incomes which is often referred to as a promising field of new industrial activity. We quote from an article in the *New Outlook*, "What Is Technocracy?" by Wayne W. Parrish:

> The American Rolling Mills, the A. O. Smith Corporation, and General Houses, Inc., have been experimenting with this plan [of factory-built houses] and have erected completely furnished units in several large cities. The general argument is that by selling these houses on the instalment plan, a huge market would be created that would push the nation out of depression into prosperity.
>
> Unfortunately, the idealists back of this proposal did not take into account the technological aspect, for these factory-made houses, completely equipped with every modern convenience, can be produced on a continuous straight line process, with an output of from thirty to fifty miles of eight by twelve-foot sections a day with less than two hundred operators to the plant. This would fail not only to absorb the unemployed, but it would tend toward the total elimination of masons, bricklayers, painters, plumbers, electricians, and the like, and further disrupt the entire building trade! The reader's first reaction is undoubtedly that such standardized housing would never be acceptable in America. He should remember that he has accepted standardization in other lines without a whimper, and the modernity of factory-fabricated houses would in a large measure appease any such objections, should they ever materialize.

The reader will think of other facts which show the wholesale character of the changes which are taking place. May we not as well face the fact that we are in the midst of a great transition which will require all the courage, all the intelligence, all the integrity, all the pioneer spirit of which the human race is capable? May we not as well adjust our minds and our habits of thinking to this transition phase of civilization? May we not as well resolve to make the best of it, to adapt the teaching in our schools to it? May we not as well face the task, even more difficult, of visualizing the new era—a task calling for a new order of constructive imagination and coordinated thinking?

We suggest two lines of approach—*first*, an entirely new emphasis on the

WE ARE LIVING in the midst of a revolution. Most people violently deny this assertion and prattle sweetly about former depressions and how very soon now the tide will turn and we will all be happy and prosperous once more. I am sorry, but as a historian it is my duty to warn these honest citizens that they are wrong and that this is the greatest and most farreaching and thorogoing social and economic upheaval the world has ever known.—Hendrik Willem Van Loon.

importance of social statistics; *second,* a much sharper analysis and formulation of human values, of the longtime goals toward which we wish to work using the enlarged resources now available.

Most of our statistics relate to things, not people. Our records of land go back for centuries. They are maintained at endless cost far beyond any reasonable requirements of the situation. Our records of property are elaborate. We have daily figures on stocks and bonds and on hogs and cattle, but we think so little of the human race that we are satisfied merely to count heads once in a decade. Outside of the schools, the jails, and the army, we have almost no comprehensive accounting of individuals.

Such accounting as we do have is little correlated or interpreted. The White House Conference on Child Health and Protection gave us at great labor crude facts about the childhood of the nation which should be available as a matter of course from month to month. We are faced with the imperative necessity of guidance for young people but we know next to nothing about occupational demands as they now exist. Still less do we understand the trends as we could understand them had occupational facts been available month after month, year after year, over the past ten or twenty-five years. Our statistics on unemployment are chaotic and fragmentary.

This lack of human statistics as contrasted with material statistics simply means that fundamentally we have thought more of things than of people. The first step in the great transition, if civilization is to survive at all, is to reverse that order, to put people first, and to make such a record of them and their needs that we can in actual practise guarantee that equality of opportunity which lies at the root of democratic philosophy.

We may well begin with human accounting as it is today practised in the best school systems, which keep a record of each child from birth thru the school years, including facts about his health, family situation, school success, vocational aptitudes, and the like, and in some measure during the years beyond the school. If we had for the entire population such individual records as exist for children in communities where such accounting is welldeveloped, and if we had a way of assembling and analyzing that data at frequent intervals on a nationwide basis, we could understand our real human needs well enough to supply them.

The second point of approach is even more difficult than human accounting. It involves the goals which shall motivate and inspire mankind. The civilization of today is lacking in purpose. It is going nowhere and getting there fast. The breakdown of mechanical and industrial tradition has tended to carry with it spiritual tradition. Too few people are able to discriminate in their daily lives between the eternal values and the values which change with the machinery of civilization. Our industry—speeded up by science and technology—has taken on the aspect of war—it does for the masses of people approximately what war has done thruout the ages. It tends to destroy spiritual faith, to disrupt the home, and to carry down the whole system of values.

This would be bad enough if the forces in control pursued the worthiest purposes by honest methods. A casual examination of the cases before the Federal Trade Commission and the courts is enough to suggest that the line between "business" and racketeering is none too clear. Large-scale industry is clearly out of control. Many of its internal practises are open to question. If it cannot have its way, it uses force. If religion interferes, it seeks to dominate religion. If government interferes, it manages to control government. If education is in the way, it seeks to penetrate and control education. Leading industries appoint czars to preside over huge and expensive public-relations departments. The primary business of these departments is not to improve service, altho they often masquerade under that pretension, but to get, by manipulation and secret processes, a public confidence which they are unable to earn on the basis of real merit.

The people who value life above things must assert themselves or the human values may be lost. Each in his own way must study the situation and find points where he can effectively act or conditions may get so bad, and confusion become so general, that no leadership will be able to restore order.

Surely sooner or later the forces of organized selfishness will be brought under control. The ideal of democracy is too strong in the American consciousness to lose its effectiveness over night. The frontier virtues of energy, courage, and adventure are still alive. The newer virtues demanded by a corporate age are growing among us. The schools themselves are the most gigantic example in all history of the democratic motive working itself out in happy and efficient cooperative enterprise. Their emphasis on punctuality and group activity plays a large part. The experience which children have in dealing with others of different family and racial backgrounds has a profound effect when they enter industry and public life.

Can not the schools take a leading part in the great transition by helping to maintain a right spirit and by keeping the human values uppermost? Can they not produce in some measure such a mobilization of spirit as was shown by the foodsaving campaigns during the war? Is it not possible to exalt the common need and aspiration to a point where it will dwarf and overshadow greed and private advantage?

The abiding values of life are rooted in excellence of human character. We associate these values with religious faith, with the affection of loved ones and neighbors, with work and service, and with education and growth. Are these not the anchors to which we should hold fast in making adjustments? Should we not put these needs first rather than the needs of industry? Can we not adapt industry to the human values rather than crush out the human values in the interests of industrial efficiency?—Joy Elmer Morgan.

THE following references will be suggestive to those wishing to pursue their studies in this field.

[1] *Modern Economic Society* by Sumner H. Slichter.

[2] *The World's Economic Dilemma* by E. M. Patterson.

[3] *Out of the Depression and After* by Stuart Chase [pamphlet].

[4] "Technocracy" by Wayne W. Parrish in *The New Outlook,* Nov. and Dec., 1932.

[5] "Salvaging Our Railroads" by George W. Anderson in *The Atlantic Monthly,* December 1932, p710-19.

[6] "The Bicentennial Bill of Rights," editorial in *The Journal of the NEA,* May 1932, p141-2.

[7] "After Revival — What?" by George Soule in *Harpers,* December 1932, p94-101.

[8] *Recovery: The Second Effort* by Sir Arthur Salter.

[9] *Next Steps: A Post-Election Stock-Taking.* Annals of the American Academy of Political and Social Science, January 1933.

[10] *To Have or To Be* by Hendrik Willem Van Loon [pamphlet].

[11] *Learn or Perish* by Dorothy Canfield Fisher.

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

Content in the Kindergarten Curriculum

NOT SO MANY years ago, when a school official wished to engage a kindergarten teacher, he invariably inquired, "Is she vivacious?"

Perhaps you hesitatingly replied, "Well, she may not be exactly vivacious but she is a fine young woman and an honor student."

He usually resumed his study of the application blanks, saying soothingly, "Yes, yes, of course. Universities are always interested in scholarship, aren't they? So am I to be sure, especially for upper-grade teachers but I always feel that in the kindergarten those little children ought to have a lively, vivacious, young teacher. Now, here is a bright-looking girl."

So the position would go, not to good old Mary Jones, intelligent, motherly, and quiet, but to little Gwendolyn Smith, pretty, peppy, and pleased with herself. "The only pity," said the school official, "the only pity is that there are not enough Gwendolyn Smiths to go around."

Many parents dropping into a kindergarten felt much the same way about it. Gradually there grew up in the minds of people a fairly definite picture of the ideal kindergarten: A large, bright room attractively decorated with cretonne curtains, doll furniture, and goldfish. A mass of lively, bright-eyed five-year-olds. Then, for the center and focus of attention, a pretty, modishly dressed, young teacher leading the children by the sheer magic of her vivacious personality. She sang songs about dandelions or Jackie Frost in a sweet, light voice, with a nice twinkle in her eyes, and the children piped up with an enthusiastic echo, more zealous than tuneful. Perhaps teacher suggested rhythms. A pretty assistant obliged at the piano while thirty-five children surged delightedly round the room after the graceful skipping figure of teacher. Sometimes, in the exigencies of odd numbers, teacher took a partner. She pointed her toe daintily, shook a roguish finger, smiled archly and coquettishly down at the dazed countenance of a husky five-year-old and pirouetted in a manner worthy of an older audience. However, what the five-year-olds lacked in sophistication, they made up in devotion. All day they followed this bright creature adoringly, from folk dance to woodwork, clay modeling to story telling. Parents said, "Our children simply worship their kindergarten teacher; she is so vivacious." School officials chorused, "We must have more kindergartners like that. Her personality carries everything."

So it did. Whether it was building with blocks an elaborate replica of a modern skyscraper, or making endless paper chains, or enduring a questionnaire on the dubious health habits of their respective families, those impressionable five-year-olds were with their lively and lovely teacher ninety-eight percent. I hazard a cautious ninety-eight percent because there was always an odd, occasional child who came to school with grave preoccupations of his own. These he did his best to see thru when he was not interrupted and confused by the dazzling leadership of his teacher. He stood out at once as a problem child; negativistic perhaps, antisocial certainly. He remained a problem child until he was sufficiently diverted from all of his own plans to build, skip, model, sing, and listen at teacher's sweetly imposed will. Then his reform was a cause for rejoicing and his own docile befuddlement was complete.

This, happily, is not a picture of the modern kindergarten in most places today. It is a fair picture of many kindergartens thruout the country ten years ago. What brought this type of activity into existence? What is causing its passing?

Such a kindergarten and such a teacher grew out of a false notion of education and of the needs of five-year-old children. In the first grade definite things were taught. Getting a group of six-year-

Experience in manners and companionship, furniture building, room decoration—all in one project

olds thru chart work into primers was something tangible. The primary teacher thought of herself as a person with definite learnings to accomplish. Often she added to her objectives the secret goal of transforming those flighty, singing, and skipping kindergarten children into steady-going primary pupils, seat-ridden and acquiescent. So much emphasis was put upon first-grade achievements in learning to read, learning to write, acquiring a few number concepts that by contrast the knidergarten became that room below the primary where none of these things happened. Lacking the definite school learnings of the primary, the kindergarten was thrown back more and more upon generalities. It became a place where five-year-olds were initiated into social life with their peers and in large groups were carried thru a series of more or less unrelated activities. In place of the three R's there were the three arts: music, handwork, literature. Instead of the primary teacher, conscious of a work-a-day responsibility for teaching the three R's, was a teacher gifted especially in music, handskills, and story telling. Both in the primary and the kindergarten, the program was almost wholly teacher imposed and had a certain stunt-like quality, lacking reality for the children, because there was no relationship between the stunts or any sense of continuity with life outside the school. Most parents, teachers, and administrators thought of the primary as the place where children learned to read and the kindergarten as a place where children were entertained in an artistic and pleasant way. If this type of kindergarten at its worst produced rhythm bands where elaborately costumed children performed learned responses much like a troup of wellfed, welltrained animals, it was no more unreal or unchildlike than those same children one year later, turned into speechless, sedentary automatons.

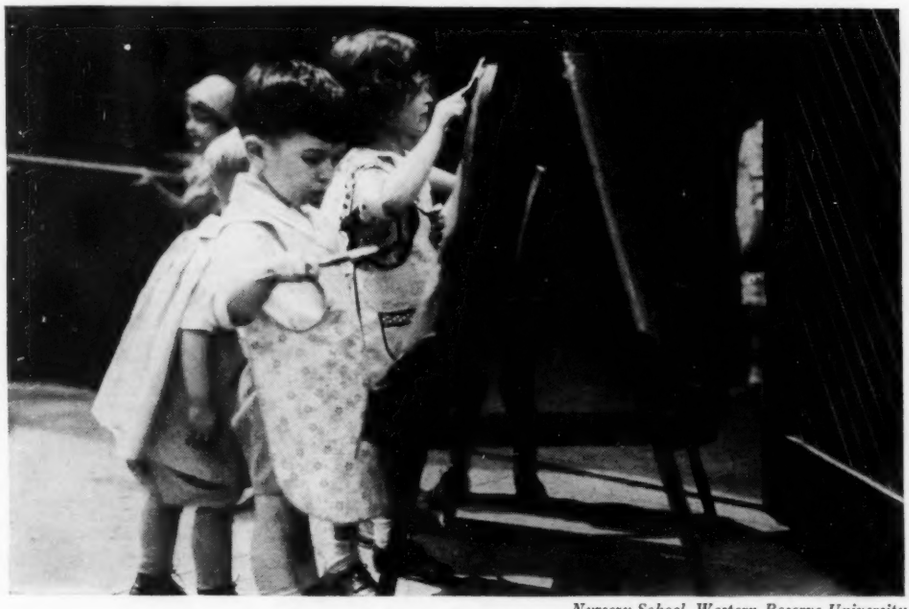
A tremendous change has come over both the kindergarten and the primary, born of a changed attitude toward children and education. The stunt type of teacher and teaching is vanishing rapidly and classrooms no longer look like the pretty stage-settings for a juvenile drama but like the workshops, laboratories, libraries, and playrooms of active, normal children.

The modern kindergarten teacher knows her children and their interests outside as well as in the schoolroom. She knows their continuous preoccupation with the people and social activities of their little world. She sees their eager responses to animals and all live things within their reach and to the strange and beautiful phenomena of the seasons. She knows that this world of reality, people and nature, is the source of continual wonder and experimentation, with these young children. She knows, too, that the richer their experiences in these fields the more meaning they will bring to those later vicarious experiences found in books. So this modern kindergarten teacher looks upon her work with the four- and five-year-olds as continual growth in real experiences with people, social institutions, and things of nature. Thru these experiences the children's interests are met and widened, their ideas clarified, and new concepts developed.

"Two little girls are better than one"

This epitomizes the modern teacher's idea of education too. Education, she thinks of as a process of responding more and more intelligently to the many stimuli that impinge on our consciousness. The schoolroom, of course, selects the particular stimuli to which the children shall respond. So it follows that if work in the schoolroom is to have any reality for the children, it must provide an extension of those most vivid and most valuable stimuli to which the child is responding with intense interest outside the school. People, social institutions in their simpler aspects, and the world of nature are the special fields of exploration of the young child once he begins to emerge from the chiefly manipulative stage and before the need to read has beset him. The academic names for these two fields are, of course, social studies and science or nature study. To the child they occur as a series of experiences thru which new meanings grow and from which will develop later on his own sense of need for those skills which will make further exploration more meaningful. Reading, writing, spelling, numbers become felt needs to the child if his experiences with reality are properly guided and enriched.

With this point of view the modern kindergarten teacher sees her work in a new light. She sees the social studies and science as the core of her experiences with the children because they represent the world of reality with which these young children are gravely concerned. She conceives of herself and her rôle in the classroom in a new light also. No longer does she dramatize herself as a singing, skip-



Nursery School, Western Reserve University

The creative urge finds a happy outlet

Nursery School, Western Reserve University
Do girls make good mechanics?

ping Pied Piper, but rather she sees herself as the quiet guide of these active children. She knows she needs to be a treasure trove of exact and growing information, for these mere babies can ask more staggering questions in the field of modern science than their grandparents dreamed of. This means that in her training she must submit to the same detailed study of subjectmatter necessary for good teaching at any level. She knows she is responsible for providing such experiences that the children's interest in people and institutions shall progress from the scattered and superficial to the concentrated and detailed. She is responsible not for a series of unrelated stunts but for a series of experiences so meaningful and rich that days of activity will grow out of them.

This means that content has come into the kindergarten curriculum. The songs are there; skipping and dancing yield a welcome change from hammering and painting; but the piano is no longer the dominant and confusing sound in the kindergarten day. Moreover, it does happen now and then, that a teacher is chosen for the kindergarten because she has a cheerful, stable personality and a vast fund of science knowledge and enthusiasm in spite of the fact that she cannot play one single skip on the inevitable kindergarten piano. Music is a lovely thing for children of any age but there is no reason for the disproportionate emphasis long given it by the kindergarten. Especially as children's rhythms are more vigorous than exact at the five-year-old level and their singing is likewise more spirited than properly melodic. It is altogether conceivable that the teacher who can bring rich content into the children's social science and natural science experiences is far more valuable at the kindergarten level than the musical virtuoso, however desirable good music is always.

Content has come into the kindergarten curriculum not by way of books, or lectures, but by the child's chosen method of learning—experience. A little girl gazed at the newly emerged Cecropia moth and said, "Just think, last fall when we found him, he was just a dried-up thing in the cocoon." A four-year-old, pointing to the crocuses, expressed the same idea, "Those were bulbs last fall." So these children come to know the miracle of change and begin to sense, too, the procession of the seasons.

In a particularly unsavory slum district, the children started out with the concept: "De policeman's de guy wot hits you over de head." After a series of planned experiences with the traffic policeman, the police station, and their own particular school policeman, that officer of the law became the man that helps you safely across the street, that takes care of children who are lost and finds their mothers for them, the man who stops runaway horses and keeps our homes safe.

Another kindergarten group working out a pet shop unit fell very much in love with some puppies in the window of the real store. They worried about them. Who would buy them? Would they be well taken care of? There was an unexpected welling-up of sympathy for those funny, helpless pups and a growing sense of people's responsibility for the pets they acquire. The children were greatly relieved when the pet shop owner explained that whenever anyone bought a dog, the store furnished full directions for its care and offered advice and medical service free for the first month, in case the pup was sick. This comforted the children and emphasized further the responsibility of human beings for caring properly for the live creatures in their possession.

Still another kindergarten group visited the airport and was most thrilled by an interview with a pilot. Later the children worked out their standards for a good pilot. "He must be very healthy. He must be brave. He must know all about his ship. He must know all about flying. He must think fast." Their appreciation of the pilot's task was reflected in their list of his needs and this list in turn showed their understanding of the great responsibility of his work.

So content grows in the kindergarten thru guided experiences, discussions, and activities. The teacher may be just as young and pretty as ever, or she may be an older person, but the modern kindergartner is a quiet counselor and guide of her children. She plans experiences but she also allows time for her children to plan and to carry out their plans. The lovely old arts of singing, dancing, and story telling this kindergarten teacher fosters too, but with the quiet note of the home rather than the platform. Best of all, this modern kindergartner knows her children, and her classroom is alive with those valuable realities that make up the body of the children's interests in school and out.—**May Hill Arbuthnot,** School of Education, Western Reserve University, Cleveland.

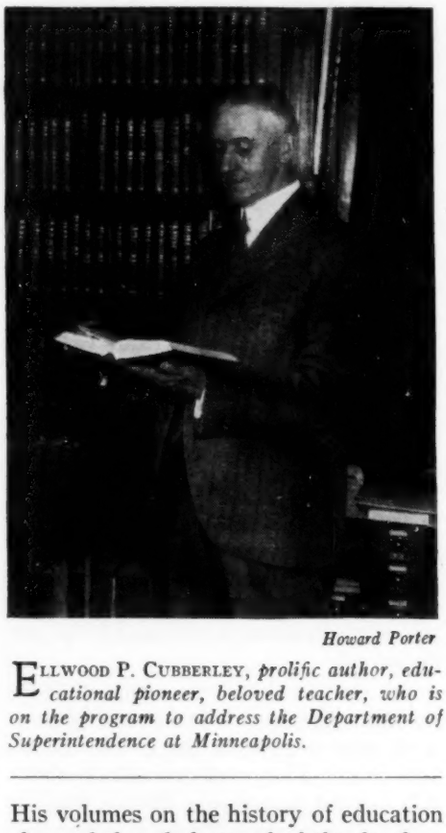
A young and charming hostess entertains

The Profession Honors a Great Leader

On the sixth of next June men from all sections of the nation will meet on the Stanford campus in recognition of Ellwood P. Cubberley's notable contributions to education. On that date Dean Cubberley will complete his thirty-fifth year of service at Stanford.

This pilgrimage will be no new experience for many of those who will attend. For more than a third of a century students of education at Stanford have plodded up the hill leading to the Cubberley home. There they have gazed out toward the waters of San Francisco Bay and across to the distant coast range. There, in the ideal home which Mrs. Cubberley has made for the master teacher, they have renewed their vision of the great purposes of education and have gained fresh confidence in their power to contribute to the fulfilment of these purposes. For the man who from small beginnings and with slender financial resources has built one of the nation's ranking schools of education, and who has written a score of authoritative educational texts, has also been the fountain source from which hundreds of young men have gained their inspiration for educational service. "Dad" Cubberley, for that is the name which his students have come to use, possesses to an unusual degree that God-given power to inspire common men to uncommon service. This is why the Stanford School of Education, in spite of its relatively small enrolment, finds its graduates in positions of educational leadership in practically every state in the Union.

But while it is Cubberley, the master teacher and the inspiring personality, who means most to his students, it is Cubberley, the author, who is best known to tens of thousands who work in the field of education. For where is there a member of the teaching profession who can claim proper preparation for his work, be he classroom teacher, superintendent of schools, college professor, or school principal, who has not come under the spell of one of Dr. Cubberley's books? His *Introduction to the Study of Education* has opened new vistas to thousands of students just beginning their professional preparation for educational work.



Howard Porter

Ellwood P. Cubberley, *prolific author, educational pioneer, beloved teacher, who is on the program to address the Department of Superintendence at Minneapolis.*

His volumes on the history of education changed the whole trend of the development of professional literature in this field. His model school code has been a potent factor in effecting sound state school legislation. His publications in the field of school administration have served as educational bibles for hundreds of school executives. Some twenty volumes have come from his pen. Half a million copies have been printed. Nor does this complete the roll. In addition, more than seventy authoritative educational texts have been published under his editorial direction.

When the final appraisal of Dean Cubberley's many-sided influence is made, it is probable that his authorship and editorship will take first rank. He came into the field when the content of a professional course for those who would enter the field of education was poorly defined and but little developed. Authoritative texts now make it practical to offer well-defined professional courses of five years or more to those who would prepare themselves for expert educational service. No one has done more to bring this about than Cubberley. What greater contribution could have been made to the development of education during the first third of the twentieth century?

Professional service is distinguished by two characteristics—unusual devotion to the common good and expertness in the work performed. Ellwood P. Cubberley has labored to supply both of these ingredients in the building of the teaching profession. His teaching and example have inspired young men with zeal for educational service. He has provided the materials with which they might prepare themselves for expert performance in this field. For these contributions he will be honored on June the sixth, as one of the great builders of the profession.

Great as Dr. Cubberley's work has been, it is not finished. Happily, he has reached the age when he may be free from the teaching and administrative responsibilities which have necessarily made great demands upon his energy ever since he began his work as teacher of a rural school. He will no longer be responsible for the executive direction of Stanford's School of Education. But those who know him well expect his dynamic vision to influence the course of educational development for many years to come. All signs point in that direction. Erect in bearing, with a step which a man of forty might envy, with the enthusiasm of youth, tempered by experience and wisdom, why should Ellwood P. Cubberley retire? He will continue to lead at a time when leadership such as he can offer is so badly needed. The teaching profession may rejoice in the fact that June 6, 1933 will be but a milestone in the career of one of its most beloved and useful members.—**John K. Norton,** professor of education, Teachers College, Columbia University; formerly director of research, National Education Association.

A hundred years ago the school was of but small importance in the life of the state; today its proper maintenance has become the prime essential to good government and national progress. . . . Upon the public-school teacher, and upon those who direct the policies of our schools, rests the burden of the future of our free democratic institutions and the welfare of our national life.—Ellwood P. Cubberley.

A State System of Public Junior Colleges

THE NECESSITIES of economy in public expenditures as well as an increasing demand for sound educational practise are compeling educational administrators to think in terms of state systems of education, particularly in the realm of higher education. Progress in this direction has already been made in a number of states.

The basic assumption in a state system of public junior colleges is that the field of junior college education is an integral part of secondary education. This means that during the junior college-period students are completing their general education, are preparing for advanced work or professional education, or are engaged in terminal vocational curriculums, all of which are more closely related to the work done in the secondary school than to that of higher education.

Hence a state system of junior colleges does not mean a group of institutions supported and controled by the state and located in various sections of the state for the convenience of students, as in Arkansas and Mississippi. Certainly it does not mean the chance location of state junior colleges such as may be found in Texas, West Virginia, and Oklahoma.

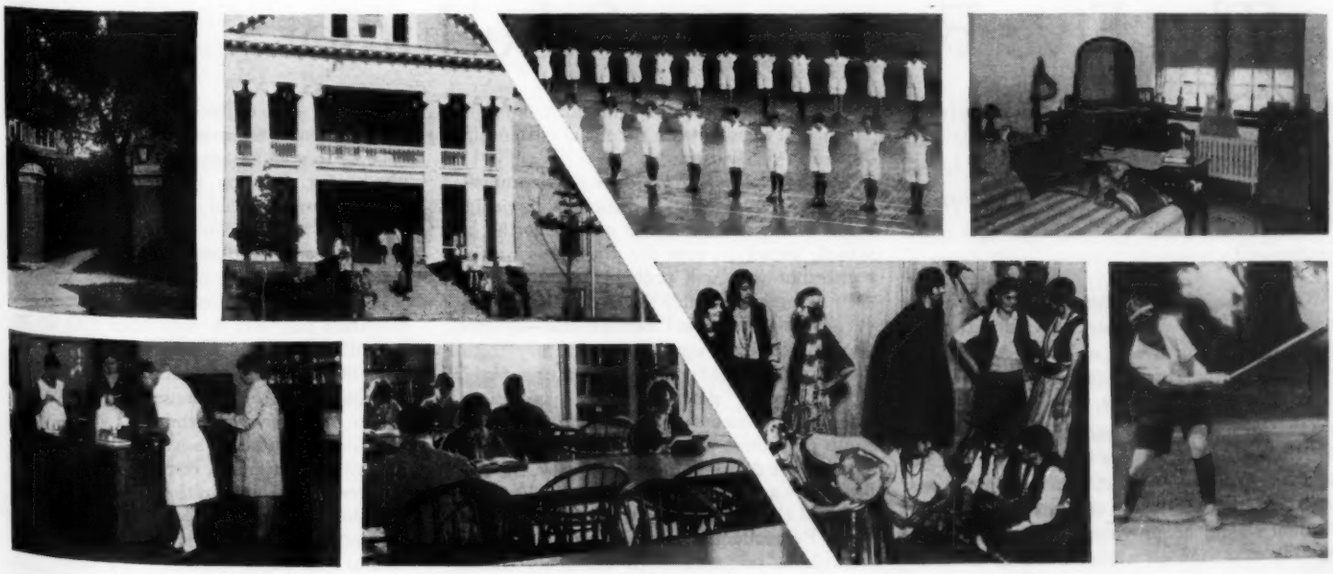
Individual junior colleges should, therefore, be included in the administrative organization of local secondary schools. In some instances it may be desirable to continue them as two-year units, as is generally the case at the present time; but as time goes on, it seems clear that a closer integration of junior college work with the present secondary-school program may result in longer administrative units, including the latter part of the high-school program and the two years of junior college work. There are some interesting examples of this reorganization at Pasadena, Compton, and Ventura, California; and at Mexico, Missouri. Obviously, the advantage of such a system is thru systematic integration of courses to minimize or eliminate the present unnatural division between high-school and college work. As a result of this procedure it may even be possible to reduce the amount of time spent in schooling by one or two years.

A state system of junior colleges presupposes a plan providing for a division of expenses between the state and the local school unit in which the junior college is located. The buildings and equipment should belong to the local school system. All expenses for interest, sinking fund, and maintenance should be paid by the locality. In view of the advantages which local citizens enjoy in having junior-college education easily accessible, the local community should also bear a part of the regular instruction charges. Exactly what this amount or proportion should be is still a matter of debate. The district junior colleges receive from the state up to $100 per student in California. Ninety percent of salaries for administration and instruction was suggested as the state contribution in the survey of higher education in Massachusetts ten years ago. In Michigan the state subsidy is on the same basis as that for high-school attendance.

The recent survey of education above high-school grade in California has made a notable recommendation on this matter which, if adopted, will have great effect in the state and possibly great influence elsewhere. It is recommended there that for every student attending a local public junior college or the first two years at the state university and the state teachers colleges, "the state should pay $100 toward the cost, $50 to be charged back to the county of domicile, these two amounts to be used to provide a minimum program. . . . The cost of extending the program above this minimum should be paid by the district in which the junior college is located. In cases where the district provides the junior-college plant, for each student domiciled outside the district, in which the junior college or lower division is located, an additional $60 should be paid by the county of domicile on account of rental charges. When a student attends the lower division of the University of California or of a teachers college, the $60 rental charge should be paid by the county of domicile to the state."

A study of this plan reveals that it is actually statewide in character, that it places the support of the lower divisions of the state institutions and the local junior colleges on an equal basis relative to state and local support respectively, and that the larger proportion of this financial support, both for local junior colleges and the lower divisions of the state institutions, comes from the local county and district units in which the students reside.

Naturally state money should not be



available for local junior colleges unless the work performed in them is of approved quality. The state should therefore outline a plan for the location of junior colleges in centers where they are accessible to the largest possible number of people but in units sufficiently large to be administered economically.

There is much evidence at hand showing that where localities have been permitted unlimited freedom in establishing local junior colleges they are likely to be set up in small centers where there is neither sufficient population nor taxable wealth to warrant such an action. In fact, the unwise enthusiasm of local junior college promoters has done much to call the whole movement into question among traditional college administrators. Instruction, equipment, and administration in junior colleges should be adequate and comparable in quality with what is found in other higher institutions. Qualified students should be able to transfer freely and easily to the upper divisions or the professional schools of the state institutions. Such conditions are not possible unless the state can and does set standards which will insure them.

Naturally the question arises as to the best means of administering a statewide system of junior colleges. If the premise is granted that junior colleges are essentially a part of the secondary-school system, it would naturally follow that this authority should be lodged in the state department of education. On the other hand, in every state save California, there are many more students enroled in the freshman and sophomore years of the state institutions than there are in local public junior colleges. With the exception of the teachers colleges and normal schools, these institutions are seldom administered by the state department of education. Ultimately it may prove possible to have a single administrative system for all levels of a state's educational facilities but so much centralization of administration in education is not likely to occur immediately. Hence it seems clear that while the administration of junior-college standards and statewide planning for junior colleges are properly functions for a state department of education, they should at least be undertaken in thoro cooperation with representatives of the state institutions and carried out by staff members who are entirely competent to handle the situation. In fact, it may be desirable, as was recently suggested in the California survey, to establish a State Council for Educational Planning and Coordination composed in part of representatives from the fields of higher education and from elementary and secondary education respectively.

The state institutions of higher education and in fact most of the privately controled institutions in a given state will be greatly affected by the establishment of a statewide system of junior colleges. A larger and larger proportion of freshmen and sophomores will complete this portion of their educational program in the local junior colleges rather than go away from home to attend colleges elsewhere. This situation will at last enable the state universities to concentrate their efforts more largely on upper division, graduate, and professional work. State teachers colleges and privately controled colleges may also find it desirable to emphasize upper division and Master's degree work more than at present. Such changes, I believe, will ultimately be very beneficial to individual universities and colleges.

The other implications of a statewide system of public junior colleges are apparent. In most instances, a much larger proportion of the people of a state will have the opportunity to secure at least two years additional education at smaller personal cost than is now the case. Cities in which state institutions are located will no longer enjoy unfair advantages in securing junior-college education without local taxation as against other communities of equal size which now support local junior colleges in addition to the state institutions. The burden of taxation for the support of all junior-college education whether given in the state institutions or in local junior colleges will be distributed equitably between the state on the one hand and the community in which the student resides. The present difficulties in adjusting relations between the high schools and the college will be simplified and perhaps eliminated. Finally, there are great possibilities in economizing the time of students and the expense to the public by reorganizing the whole area of secondary education, including the junior-college field, so as to reduce the number of years devoted to it from fourteen to thirteen or even to twelve. Indeed all of these possibilities should produce economies for the individual student and the taxpayer while improving the quality of work accomplished in secondary and higher education.—**George F. Zook,** president, University of Akron, Ohio.

The Five Functions of the Junior College

THE COMMISSION of Seven of the Carnegie Foundation for the Advancement of Teaching, in its report on "State Higher Education in California," June 1932, includes this statement:

The Commission recommends that it be the policy of the State Board of Education to recognize that the system of junior-college education may properly include groups of functions or services, five in number, as follows:

[1] **Curriculum for social intelligence**—A curriculum devised to give the student about to complete his general education a unitary conception of our developing civilization. This curriculum should be provided in all institutions offering education on a junior-college level. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization.

[2] **Specialized vocational curriculums**—A group of specialized vocational curriculums more advanced than those offered in the high school, aimed to care for the needs of those registrants who will probably soon terminate their schooling to enter the occupations.

[3] **Preprofessional curriculums**—A group of preprofessional courses, preparatory to university professional courses, the nature of which is legitimately determined by professional-school requirements of the university. Such a group of courses properly parallels work given in the lower division of the university, tho more flexibility and experimentation should be encouraged than is now the case.

[4] **Preacademic curriculums**—A group of curriculums preparatory to university concentration in one or more of a group of arts, sciences, and literatures, provided by the senior colleges to give an advanced education in some phase of civilization for avocational or civic purposes, or provided as preprofessional preparation for advanced work leading to a professional career of scholarship in research or teaching.

[5] **Adult education**—The function of adult education may well be associated with the junior college as a supplementary service. It concerns not the regular fulltime student body but the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their selfeducation with the stimulus, direction, and aid which the presentday organization of adult or extension education provides. Junior colleges are local or community institutions and may well be cultural community centers.

The Conference on the Crisis in Education

FACTORY, farm, school, and home united in defense of childhood at the *Citizens Conference on the Crisis in Education* held in Washington, January 5-6, upon the invitation of President Hoover. An assembly of nearly seventy delegates and experts drawn from five important fields of American life resolved that "educational services should be accorded a high degree of priority in determining the purposes and services which shall be supported by the states during a depression."

Members of the assembly represented the American Farm Bureau Federation, the American Federation of Labor, the National Grange, the National Association of Manufacturers, the American Council on Education, and the country at large. Wellknown leaders of American education who took part in the discussions of the conference were: Dean Charles H. Judd, President Robert Maynard Hutchins, and Dean Beardsley Ruml of the University of Chicago; Mrs. Hugh Bradford, president, National Congress of Parents and Teachers; President Lotus D. Coffman, University of Minnesota; Professor Harley L. Lutz, Princeton; Dr. John H. MacCracken and Dr. Charles R. Mann, American Council on Education; Dr. Paul R. Mort, Teachers College, Columbia University; President Joseph Rosier, National Education Association; President John J. Tigert, University of Florida; Frank Cody, superintendent of schools, Detroit, and David E. Weglein, superintendent of schools, Baltimore.

Honorable Ray Lyman Wilbur, Secretary of the Interior, presided over the sessions, sharing the chairmanship with United States Commissioner of Education William John Cooper.

A few delegates who came with the expectation of urging retrenchment in education were surprised to learn that already the school budgets of the nation had suffered heavy reductions and that more than 2500 schools were closed, altogether depriving children of educational opportunity. These facts on the current situation in education were presented to the *Citizens Conference* by the Research Division of the National Education Association and by the U. S. Office of Education.

President Hoover opened the conference with a strong appeal for maintaining the day-to-day care and instruction of our children. His brief address follows:

Our nation faces the acute responsibility of providing a right-of-way for the American child. In spite of our economic, social, and governmental difficulties, our future citizens must be built up now. We may delay other problems but we cannot delay the day-to-day care and instruction of our children.

This Conference is unusual, in that it invites the cooperation of men of widely different points of view in the consideration of our school and tax system from the standpoint of maintaining the welfare of the children of today.

Our governmental forces have grown unevenly and along with our astounding national development. We are now forced to make decisions on the merits of the various expenditures. But in the rigid governmental economies that are requisite everywhere, we must not encroach upon the schools or reduce the opportunity of the child thru the school to develop adequate citizenship. There is no safety for our republic without the education of our youth. That is the first charge upon all citizens and local governments.

I have confidence that with adequate reduction of expenditures there can be ample amounts obtained from reasonable taxation to keep our school system intact and functioning satisfactorily. Those in charge of the schools must be willing to face conditions as they are, to cooperate in discarding all unnecessary expenditure, to analyze all procedures, and to carry forward on a solid basis of economy. But the schools must be carried on.

I wish to thank you for giving of your time and coming here to Washington for this meeting. I trust that out of it will come recommendations that will be of national significance. Above all, may I ask that thruout your deliberations you bear in mind that the proper care and training of our children is more important than any other process that is carried on by our government. If we are to continue to educate our children, we must keep and sustain our teachers and our schools.

Following a discussion of the general purpose of the conference, a representative from each of the constituent groups described the situation from his point of view.

Dean Judd, speaking for the American Council, called the attention of the delegates to the fact that many school innovations had been brought about by social pressure and not by over-ambitious members of the educational profession. He was seconded in this viewpoint by President Joseph Rosier of the National Education Association and Editor Joy Elmer Morgan of THE JOURNAL of the National Education Association. Dean Judd enumerated some of the substantial achievements of the American schools during the last century. He called attention to the fact that the average citizen of the United States in 1840 had, thruout his entire lifetime, only 208 days of schooling. In 1870, the average number of days of schooling had reached 582; while at present the average citizen enjoys more than 1400 days, or nearly eight years, of systematic school training. To this general elevation of the intellectual level of America, Dean Judd attributed much of the nation's scientific and professional achievements.

Secretary Frank Morrison of the American Federation of Labor outlined labor's emergency education program:

The American Federation of Labor believes our public-school system is a national institution of permanent importance in achieving those purposes for which it is organized. The whole of national progress is conditioned by the intellectual and moral development of its citizens. Development of each succeeding generation must take precedence over other responsibilities. While this emergency calls for economies everywhere and retrenchments in many fields, we must guard against retrenchment which reduces the educational opportunities of children. . . . Salary cuts, employment of teachers with lower standards, curtailment of the school year, or unduly increasing the standard teacher load are incompatible with this social policy. . . . Services essential to social progress must not fluctuate with the business cycles but must be assured a permanent basis. Provisions to meet the depression needs must be borne by the federal government. . . . We urge that the Reconstruction Finance Corporation be empowered to make loans at a low rate to states for educational purposes. . . . The loan would provide a tax moratorium for our own citizens.

Charles E. Hearst, president of the American Farm Bureau Federation, presented the suggestions of that organization for maintaining educational opportunity during the emergency in the following points:

[1] Reevaluation of the entire educational system in order to determine what things are fundamental and what are not.

[2] Elimination of waste due to political interference with the machinery of education.

[3] Readjustment of the tax burden on the more equitable basis of ability to pay, rather than on the possession of tangible property.

[4] Provision of state and federal appropriations for the maintenance of elementary education.

[5] Curtailment of building programs in preference to reducing the educational facilities of the schools.

[6] The consolidation of schools wherever such a program would result in economy and greater efficiency.

Albert S. Goss, chairman of the executive committee of the National Grange,

cited extravagance in road building that should be eliminated, the saving being applied to school funds. Neither of the national farm organizations limited its proposals to the immediate restoration of progress in the public schools. They advocated the enactment of a national policy that would raise price levels of agricultural commodities. They proposed a broadening of the tax bases, so that a larger percentage of the citizenship could contribute in proportion to income to the support of other public services as well as education. They asserted the necessity of stabilizing the value of the dollar at a fair level in order to improve general economic conditions.

Howell Cheney of Cheney Brothers, South Manchester, Connecticut, spoke for the National Association of Manufacturers. While Mr. Cheney felt that further reduction in school support was inevitable, he expressed a hope that retrenchments would be made in the same spirit in which the wisest father proceeds to accommodate the services of the home to the demands of a reduced income.

The resolutions of the conference were formulated in six committees.

Dr. A. B. Hall of the Brookings Institution, Washington, D. C., was chairman of the committee on the relation of expenditures for education to expenditures for other public services. Resolutions and proposals of this committee as amended and adopted were:

Be it Resolved, That educational service should be accorded a high degree of priority in determining the purposes and services which shall be supported by the states during a depression.

[1] The major wastes in education should be eliminated thru the elimination of control and interference by politicians, of political appointments, and of political corruption.

[2] Local governments and local school districts should be reorganized and consolidated.

[3] Administrative control of the schools must be centralized in the superintendent.

[4] State administrative organization of education must be reorganized thru the creation of a nonpolitical and professional agency for the administration of the educational policies of the state.

[5] The state must assume the responsibility within its means of assuring adequate public education to all local communities, irrespective of their financial condition.

[6] We urge the Congress to provide for federal assistance thru emergency loans for a limited period to such states as may make an adequate showing of their inability to maintain reasonable standards of support for public-school education.

[7] All governments, local, state, and national, must direct attention to the immediate reformation of the system of taxation.

[8] Immediate efforts should be made thru the raising of the general level of commodity prices, the correction of serious economic maladjustments, and otherwise, to increase the volume of income and purchasing power, and thus to provide the moneys necessary for a proper educational program. If this is not done, widespread injury will result, not only to the cause of education, but to the value of all obligations, public and private.

A ninth resolution urged another conference to deal with the problem of increasing the level of national income and purchasing power.

The committee on organization and operation of instruction, of which Superintendent Frank Cody of Detroit was chairman, recommended: That the school year not be shortened; that the teaching load not be increased beyond the ability of the teacher to offer a reasonable standard of instruction; that the size of classes in special subjects such as art, music, and domestic arts be made as large as that of the average academic class; that all other possible economies be made before a readjustment of teachers' salaries be effected.

A committee on buildings, of which Superintendent David E. Weglein of Baltimore was chairman, urged the full utilization of existing buildings and cautious extension of plant during the crisis. However, the committee pointed out the possible savings that could be effected by constructing additional buildings while the cost of materials is at a minimum.

A committee on free schooling at higher levels, under the chairmanship of President Edward C. Elliott of Purdue University, stated that the effective, economical, and nonpolitical operation and adaptation of the plan of popular education, at all levels, from the elementary schools thru the universities, are fundamental obligations of the American state.

Among the statements of a committee on the relations of schools and other social agencies, headed by Edward E. Hunt, of the Research Commission on Social Trends, New York City, was a recommendation that "there should be set up in every locality, councils to mobilize and clarify public opinion in order to deal more generously and wisely with the present crisis in education."

A committee on legislation led by E. J. Howenstine, president, Association of Boards of Education in Ohio, urged lawmaking bodies to give priority to legislation which alleviates conditions in communities now required to make injurious curtailments in their school programs.

When the death of Expresident Coolidge was announced at the end of the session on January 5, the conference stood in silent tribute to his memory. A special committee under the chairmanship of Joseph Rosier later brought in a resolution of tribute and appreciation which was unanimously adopted.

The conference closed with a challenge from Secretary Wilbur in these words:

We have all met here to discuss a very practical question, a question that is going to be decided in a thousand or more places, by schoolboards, by legislatures, perhaps by Congress, by superintendents of schools, and the decisions made by all of those individuals are going to determine in a large measure just what will happen to this generation of American children.

The likelihood of suddenly coming out to clear skies is not very great. We have to think, it seems to me, in terms of an emergency that will last over the decisions of this year. So that I ask you as you go back to your various communities and to your responsibilities to bear in mind that you came here for just one purpose and that was to see what could be done under our American system to be sure that our boys and girls of this particular period are not robbed of their birthright in education. That is what this is all about and I brought up a proposition here that I thought highways less important than schools. I still think so. You didn't think that was worthwhile doing anything about, but you have your responsibility of proposing something just as practical as that, and to see that whatever is practical in the resolutions that are proposed gets into the hands of the people that make the decisions.

If you are going to pay school teachers, you have got to get the money to pay them, and that money now is going to be sought for from a dozen sources. So that we must take an aggressive attitude for the schools if we are going to see our children thru. This is not a matter of passing resolutions. It is a matter of fighting, and there is no better thing to fight for than the American school child, and I want to leave with you, as you go, that challenge. Fight thru for these American school children. Fight the highways, fight the politicians, fight all the groups—it's worthwhile.

The report of this conference, like that of the National Advisory Committee on Education which was submitted October 1931, and the report of the Committee on School Costs of the Department of Superintendence of the National Education Association presented February 1932, marks a significant milestone in educational progress. The complete report of the Citizens Conference may be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C.

Gradation of Geographic Materials

THREE CRITERIA must be taken into consideration in grading geographic materials, if children are going to be led to an understanding of the interrelationships between man and his natural environment. These criteria are: [1] the degree of complexity of the geographic relationship involved; [2] the relative difficulty of the facts and ideas required to understand these relationships, [3] the functional value of the material.

Some relationships are much simpler than others as they show a direct relationship between a human item and the immediate natural environment. For instance, in the Amazon region, in the Congo, and in the Sahara, the activities of the people—their food, clothing, shelter, and work—are directly related to the immediate natural environment. This type of relationship may be termed a *one-step* relationship idea. The consideration of relative difficulty also requires that these relationships be based on natural and cultural items which can be presented concretely. Items concerning food, clothing, types of homes, building materials, means of travel, are concrete things, and clear mental images can be built up by the use of pictures and from the child's own experiences. In every region there are a few such simple types of relationships but the difficulty is that in most regions the few simple relationships observable are inadequate to give an idea of the outstanding adjustments man has made to the environment in that region. Nevertheless, there are a few regions where ideas of outstanding adjustments may be understood in terms of one-step relationships. Such regions, then, must be selected as units for initial work in geography. However, before a final selection of units is made the functional value must be taken into consideration. From the viewpoint of functional value, an initial world concept should be developed early because such a concept is fundamental to later geographic understandings. This involves the selection of representative units from the low latitudes, the middle latitudes, and the high latitudes to enable the children to understand that temperature and other changes are gradual as one moves either north or south from the equator. Furthermore, units should be from both the northern and southern hemispheres, so that the children will realize that life differs as the natural environment changes in response to the location of the region in respect to sun position.

These basic considerations, then, imply: *first,* that a series of units should be selected for initial geographic work which involves as far as is possible, simple one-step relationships based upon natural and cultural items which can be presented concretely; *secondly,* that this series of units should be selected as far as is practicable, from the low latitudes, the middle latitudes, the high latitudes, and from both the northern and southern hemispheres.

Units of the above type may be designated as of *level-one* difficulty. The following statement is an illustration of a major understanding of level-one difficulty:

> Building houses of tree branches, leaves and bark, with steeply sloping roofs; traveling much by water, using log boats; trapping and spearing fish; hunting wild animals; farming in small cleared patches by simple hoe methods, raising manioc chiefly; gathering and trading wild rubber and nuts; and other of man's activities in the Amazon Region are related to a natural environment in which a great deal of rain, many large streams, much low swampy land, many troublesome insects, thick forests, many fish, some wild animals, and the fact that the noon sun is never very far from overhead and consequently it is always hot, are important factors.

To reach such a major understanding many carefully selected details must be presented and much concrete material used. The facts, concepts, ideas, both natural and cultural, must be carefully selected and presented vividly. Pictures, sketches, the map, the globe, as well as reading material should be used. In order to secure a wellrounded initial world concept, eight or ten such units illustrating the simple direct relation of human activities to various types of natural environment at different distances from the equator are necessary in level one.

In *level two,* the major understandings developed may involve more complex relationships but with as few added difficulties as possible. In selecting units the complexity of relationships, the number of ideas, and the variety and complexity of each idea involved in a concept, must be kept in mind. Consequently "human use" regions within a country is the next type of unit in order of difficulty, as a "human use" region may be understood in terms of a group of relationships less numerous than those involved in a country understanding and of a degree of complexity nearest that of the simple relationships of level-one type. In developing an understanding of a "human use" region, a new factor is introduced, namely density and distribution of population in relation to natural environment. This is a more difficult idea than merely that of a kind of food or kind of work.

Functioning value must be taken into consideration and this would imply that the "human use" regions in the United States and Canada would constitute the units of level two. In arranging the order of the "human use" regions, relative difficulty must continue to be kept in mind; consequently the units selected for study *first* in level two should be those in which the distribution of types of work and the distribution of population are most directly dependent upon the immediate environment, and go from those regions to others where the activities of the people or population pattern are more complex.

The following is an example of a major understanding of the simpler type in level two:

> In various localities of the plateau states where large mineral deposits exist, mining is the chief work; in fertile valleys where water for irrigation is available, farming communities have grown up; in drier sections ranching is carried on; regions having unusual natural beauty have attracted thousands of tourists and the care of these tourists provides work for many people; at mountain gateways, in rich mineral regions, in irrigated valleys, a few cities have grown up where goods are exchanged. These various work areas are widely separated by areas of arid, semiarid, or mountainous land very sparsely settled.

In the above, the reader should note that the natural and cultural items are still mainly those which may be presented concretely but they are *two-step* relationships. For instance, the distribution of population is related to the kinds of work and the kinds of work are related to the natural environment. In later units as in the northeastern states, there are to be found *three-step* relationships as the density and distribution of population are related to manufacturing and trade; these activities, in turn, are related to agriculture and other work producing the raw materials for manufacturing; and, finally, all three of these are related to the natural conditions favorable for trade, for manufacturing,

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RETTING FLAX IN BELGIUM—the level land, the stream, the trees, all suggest the rainfall and other conditions necessary for growing flax.

and for the activities on which they are based.

In level two, the children add to their initial world concept a new phase, namely the idea of the world as being made up of many "human use" regions some of which he has studied and each of which differs from the others in the *chief* things men do in it, in part, because of differences in natural environment.

Next are introduced those regions of the world wherein the major understandings involve relationships, ideas, and concepts of *level-three* type. By this time the children should have gained the ability to recognize and to think in terms of more complex relationships. They should be able to use geographic tools with considerable facility and be able to apply to new situations the concepts, ideas, and relationships already gained.

At this level the political unit is used as the organizing center. Each major understanding of level-three type is similar to the "climax" understanding gained near the close of level two and is based on the understanding of a group of "human use" regions. Such a major understanding is more difficult than the level-two type as it involves the weaving together of all the human use regions within a political region to reach a major understanding of a country. Therefore, level three has to do with a selected group of countries, with the "human use" regions which those countries contain, and with the ways in which the people in those countries have adjusted their activities to the natural environment.

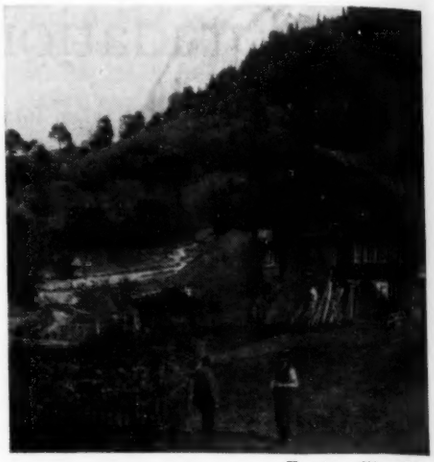
Several new elements are introduced and emphasized at this level. As these are abstract human elements, they increase the order of difficulty as they involve two- and three-step relationships.

An example of such an element is density of population. It is not only of a somewhat abstract nature, but also an intermediate step is necessary in tracing relationships between density of population and the natural environment, as density of population is related to various kinds of work, each of which in turn is related to factors and conditions in the natural environment. A beginning of this idea has been developed with the units on the manufacturing regions of the United States in the latter part of level two. This item is introduced by means of very concrete terms which can be graphed, namely number of people per square mile. Thruout level three this item is stressed.

Other more abstract human items introduced and stressed are the relative importance of a specific country among other countries and also a consideration of the characteristics of the people themselves. The introduction of the latter is for the purpose of developing a realization that the relative importance of a country depends in part upon the intelligence and industry of the people themselves, that is, how the people take advantage of the opportunities offered by the natural environment. For example, the children should be led to see how the intelligence and industry of such people as the Norwegians, the Swiss, and the Danish have overcome many disadvantages of the natural environment. Still another new element of an abstract nature introduced at this level is standard of living.

In the light of the above considerations major understandings of two types of regions are developed in this third level:

[1] Regions where the work activities are complex and where what the people do and the way they live depend to some degree upon natural and cultural factors outside their immediate natural environment, [2] regions where such abstractions as low standard of living, religious ideas, and other more abstract human characteristics affect the people and their activities, and consequently affect the way the people make use of their natural environment. Germany, Denmark, France, and other western European countries are examples of the first type of region; Japan and China are examples of the second type. For instance, in the case of China, a real understanding of the outstanding adjustments which the Chinese have made to their natural environment is impossible or at least incomplete unless the effects of the low standard of living and of ancestor worship are considered. These cultural factors have qualified the ways in which the Chinese have adjusted their activities to the conditions of the natural environment.



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A SWISS MOUNTAIN SCENE—the forests in the background are the source of timber; the open grassy plots are the mountain pastures.

Functional value also must be considered in the selection of the units which can be used to develop the types of relationships comprehensible at this level. Evidence seems to point to the fact that the study of Europe should follow that of the United States and Canada. Europe is our most important customer and also the one from whom we buy the most. Furthermore, our cultural relationships as well as economic are strongly bound up with those of Europe. Asiatic countries, especially Japan and China, seem to be of next importance to citizens of the United States.

At the end of level three the children have added a second phase to their initial world concept. The "filling in" of the initial world concept has been continued by gaining a knowledge of the adjustments man is making to his environment in the various countries of Europe and Asia and possibly other continents. They now come to think of the world in terms of its "country" pattern as well as in terms of latitude and human use pattern. A further expansion and deepening of the world concept will take place as other levels of geographic instruction are developed in the junior and senior high school.

References — *Thirty-second Yearbook of the National Society for the Study of Education.* See the chapters on curriculum, in which will be found illustrations of major understandings of each level and suggested programs of units. Public School Publishing Company. Bloomington, Ill.—**Zoe A. Thralls,** assistant professor of geography, University of Pittsburgh.

How Human the School Is!

THE FIRST-GRADE TEACHER entered the principal's room with a worried expression on her face, and a note in her hand.

"Mr. Gardner, you remember Lillie Smith whom I had the nurse bathe yesterday? This note came just now and I'd like to have you answer it, please." The principal sighed and reached for the note. He knew what it would contain. It was a little more peppery than usual.

Mrs. Dyne: Lillie came home this noon telling me you was complaining about her again I would like to know what a person is to do to pleas you. I have given her a bath and changed her under clothes and yet you complane I don't think you have the right to take a child and give them a bath and I don't want it to happen again with my child. If that is what I send them at school for I keep them at home. I am allso going to look into this and see what rights a teacher has.

The day had started. For the next forty-five minutes the principal would be busy dictating notes to parents regarding their children's difficulties. So he placed the Smith note in a basket with others, and began his task. What would he say to Mrs. Brown in answer to her note?

Miss Twelvetrees: Mary Jane simply *cannot* take a shower bath after gym. We cannot afford doctor bills and for physical reasons it is impossible for her ever to take baths.

The principal smiled and wondered if the story about "Willie not being a rose, and the teacher being hired to learn him, not to smell him" would apply to Mary Jane in the eighth grade.

A rap at the door announced a sullen-faced boy who said quickly, "Mr. Gardner, may I see you a moment?"

"Surely, Harold, what seems to be the trouble?"

A slow red mounted in the boy's face. "Mother said I had to bring you this note and ask you to please put a stop to this girl pestering me," and laying the note on the desk, he quickly vanished.

"Did you ever see the like?" chuckled Mr. Gardner. "It is a questionnaire."

Dear Mr. & Mrs. Harvey: Will you please ans. these 6 question unknow to your son, Harold. As it is important for me to know these question as to file him in my citizen list

[1] What is his nationality?
[2] What is his character?
[3] Is he truthful?
[4] Is he eligible?
[5] What is his elevation of rank?
[6] Is he dependable?

THE new school teacher in a rural town gave a boy a question in compound proportion for home-work one evening. It included the circumstance of "men working ten hours a day to complete a certain task." The next morning the teacher, in looking over the exercises, found this boy's sum wholly unattempted. Calling him to her she asked why he had not tried to do the sum. The boy, after considerable fumbling around in his pockets, brought forth a note from his father and handed it to her. Unfolding it the teacher read: "Miss, — I refuse to let my boy do this sum you give him, as it looks to me to be a slur at eight-hour system enny sum not more than eight hours he is welcom to do but not more."—From *The Kablegram.*

"I think we had best turn this over to the Dean of Girls."

A large girl came into the office and stood awkwardly at ease. "Miss Hughes said I should bring this to you, Mr. Gardner," and she began to cry. After awhile her sobs subsided. The principal read the note.

Miss Hughes is our arithmetic teacher She'll explain to you once and no more,

If you don't understand and ask her Agin it just seems to make her sore.

Something must have gone wrong in Her life, she never seemes happy, but sad.

We'd like to help her get rid of the blues, So she'd explain again and be glad.—Your respectfully Miss Mary Curtis

"Why did you write this, Mary?" he queried. "Don't you think it is the least bit impertinent?"

"No, sir. I did not mean it that way. We just felt sorry for her."

"Then, I think I would take a moment after school to explain it to her. I'm sure that Miss Hughes will be only too glad to accept an explanation," and with a nod dismissed the girl.

A cheerful teacher appeared at the door with an "I have a note you'll want to see. Last week Lena was tempted and took one of my fine handkerchiefs and a little change from my desk. See what came to me in the morning's mail."

Dear Miss Stowell: I regret to say that I am obliged to return the handkerchief and 30c, which I have taken without your permission, a week ago, today.

I am disposed to be very lenient with you, and I find it necessary to appologize to you for being so rude, in taking the "kerchief" and alabieing so, and being so diverse than I am.

I want to ask you a favor, Of course, I assume you will not be eager to oblige me, but for all I assure you that on Monday morning I shall return the money and donate some also, and the kerchief.

I thank you for attending to the matter and making right things come out, for I know I have done some thing extremely wrong. I'll earn the money Saturday.

If you find it necessary to see me today notify me and I shall come. Please destroy this and please do not talk about this. * * *

The principal turned his attention to a sheaf of trampled papers found and brought to him by one of the janitors. As he looked thru the papers for a clue to the owner's identity, the following sentences of a typed sheet caught his attention.

I think our LOVE is drifting sweetest, as we are always so far apart. Please tell me if you like some other kid better if you do well—— but I hope & pray you do not. all my family make fun of me, as they call me crazy but i hope I cann laugh at then as i leed you to the alter. I can picture my beautiful ESTHER all dressed in white like an ANGEL FROM Heav'n above like an FAIRY dancing like a butterfly or as a spottles LILY.

I can picture you in a white gingham dress in our little bungalow with our two children, Esther Jr. helping you set the table and Bob Jr. playing with his toys while I rock Shirley Ann [our own shirley Ann] the baby of our little Family.

This is my dream Esther if it could only come true, do you like this dream, or do dote on a life of dancing, clubs, big cars & etc.?

Of course you would have your own car to take Esther, Bob, & Baby Shirley for an afternoon ride.

Well I will close now and go to bed now to dream of my lifelong dream. Hoping to hear from you & also hoping to receive a portrait of you Very Soon I remain as ever your truly devoted lover & hope to be husband some day. Robert Barrington

P. S. Please write soon dear Angel Face.

The principal drew a deep breath and sat lost in thought. This was by far the most serious problem of his day's work. What to do! Should he turn the matter over to the Dean? Should he ignore the letter? The emotions of adolescent pupils are dangerous to meddle with, and yet, did her parents know that she was carrying on a correspondence of this type? Ought they to know it?

He reached for a folder and placed the letter inside and slipped it into a filing cabinet. Just what his action on the morrow would be, he did not know, but he was sure whatever he did, that he was treading on dangerous ground.—**Josef Cauffman,** principal, Junior High School, Dowagiac, Michigan.

Looking Ahead in Education

PUBLIC EDUCATION in the future undoubtedly will strive for much the same objectives as at its best it seeks today. It will continue its efforts to equip children for useful and happy living. It will endeavor to teach children to read intelligently, compute accurately, write legibly, and spell correctly. There probably will be little significant change in the subjects offered, but there will be continued experimentation and improvement in the technic of teaching, in the correlation of interests, and in the methods of evaluating results. There will be a continued and increased emphasis on the development of desirable attitudes of mind, capacities, habits, and ideals. The school will continue to be the chief agency for the Americanization of the foreign-born. It will be, as in the past, the nation's most potent influence in the development of punctuality, cleanliness, courtesy, and obedience.

Education in the future will bear a very direct relation to the education of today. Real progress will not be made by rejecting too readily the accumulated experience of the past. New theories of education will be tried and generally adopted only as experience proves their genuine worth. I do not believe we are going to throw away the textbooks, destroy the desks, burn up the courses of study, or embark upon any such educational harakiri as sometimes has been predicted in the name of progress. Organization and system will be just as necessary in the future administration of public education as they are in the present successful management of any other enterprise. I do not look for the general adoption of an educational theory which presumes that every child will study only those things to which he is temporarily attracted. I do not expect to see general approval of an educational theory which fails to teach a child the distinction between work and play or which endeavors to inculcate the principles of worthy citizenship and sound character by allowing pupils to do just as they please. I hope that education in the future will pay less attention to the preparation for examinations and give greater emphasis to teaching children how to study. I hope to see less subservience in our secondary-school procedures to college entrance requirements, and greater attention to individual tastes and aptitudes. I believe there will be continued and enlarged attention to the subnormal, defective, stammering, anemic, truant, and delinquent, and I sincerely hope that there will be a much greater concern than we have at present for the normal and the supernormal. There probably will be continued and improved service for the safeguarding of health, continued and increased attention to the needs of individual pupils, enlarged and much more intelligent attention to the teaching of citizenship, reaffirmation of our fundamental obligation to develop character, with special emphasis on the inculcation of habits of honesty, thrift, industry, and fidelity in the discharge of responsibility. I hope for the development of a better understanding of the theory of representative government and of the obligations of each individual citizen toward its maintenance. Better preparation for leisure time unquestionably will receive increased attention.

Public education just now is far more in need of an honest, nonpolitical, commonsense recognition of its fundamental administrative necessities than it is of any new educational philosophy. There are at least five fundamental necessities, either today or in the future, for the successful operation of any public school:

The first is and will be a place in which adequately to house the children who desire to attend. The second, a force of properly trained and adequately paid teachers. The third, a definite understanding of the objectives sought. The fourth, sufficient funds with which to operate the system. The fifth, a wise and responsible leadership.

Real progress will not be made by heaping additional responsibilities upon the public schools before these fundamental prerequisites are secured.—Radio address by **E. C. Hartwell,** superintendent of schools, Buffalo, N. Y. [This may be reprinted in your local paper.]

Highland Park Saves Its Schools

PERHAPS no city in the United States has had a more unique problem in school financing than Highland Park [Michigan] during the last four years. Here is the picture in a few sentences.

In 1928-29 the Ford Motor Company transferred its place of business from Highland Park to Fordson and with this transfer went seventy-three millions of assessed valuation or over six hundred thousand dollars in school revenue. In the years 1930-31 and 1931-32 an additional loss of over twenty millions in valuation was encountered, with an accompanying loss of two hundred and sixty-five thousand dollars in school revenue. In this short space of four years the school district of Highland Park has been called upon to make adjustments to the extent of nearly one million dollars in school revenue. Such a loss in school tax revenue approximately equals the entire school tax revenue of such comparable Michigan cities as Lansing, Battle Creek, and Muskegon.

What can a school district, called upon to make such enormous adjustments in four years, do and still preserve the services, morale, and efficiency of the system at somewhere around par? The answer takes this form:

46% of the job was accomplished by raising the tax rate from $8.40 per thousand to $11.40 per thousand.

14% of the delinquency was overcome by increased state funds.

35% of the loss was recouped by increased teaching load and other economies.

4½% of the decreased revenue was adjusted by decreasing salaries.

During all this time practically all the services of the system have been kept intact, from demonstration nursery school thru junior college. The morale of the teachers is exhibited by the recent vote of the teachers to accept further voluntary cuts in salary for the coming year and to take whatever reasonable adjustments seem necessary.

Thus in four years has a school district gradually and without revolution adjusted its school services and administration to an unusual loss in school revenue, losses that would have completely wiped out the tax revenue of many comparable cities in Michigan. Practically all of its varied and essential services remain. Teachers in Highland Park have contributed their share to the solution of this unusual financial problem.—Superintendent **I. M. Allen** in *The Teachers' Bulletin,* Highland Park, Michigan.

A Program of Art Education

A SENSE OF BEAUTY is as necessary to good citizenship as a sense of morality. The average person is continually confronted with the problem of creating an environment conducive to esthetic, economic, and emotional satisfaction. Man is essentially a spiritual being, revealing strong impulses to escape from the tyranny of eating and sleeping, and the monotony produced by the demands of a machine age. Modern methods of mass production and labor-saving machinery give to the average working man precious leisure hours that must be put to profitable, wholesome use or else prove burdensome to him. What to do with leisure time becomes a problem that education must help solve. For emotional and creative outlet man turns ever to the arts as a means of selfexpression. It is not strange that art in presentday civilization becomes so interwoven with the fabric of life that it greets us at every turn—in industry, in commerce, and in community and home life.

Art expression has been looked upon, for the most part, as a response to some creative impulse. The title of "artist" has been confined to the painter of pictures; we have been loath to grant the title to the musician, the poet, and the actor, who have always had an equal right to it. Certainly the craftsman who adds the element of beauty to that of utility deserves to be included under the category of "artist." And who will deny that the architect is the supreme artist, the coordinator of building construction with sculpture, mural painting, mosaic, stained glass, and many other arts and crafts?

Art may be divided into two classes—the art of form, and the art of necessity; yet where shall be drawn the line of demarcation? Shall we say that the modern automobile, with its stream lines and glorified radiator cap, is merely a work of necessity inasmuch as it provides a rapid means of transportation? Or is not the automobile at the same time a work of art? May not the same be said of our homes and the man-made things we use in our homes? May not a radio set be looked upon as a thing of beauty as well as of utility? But there are forms of art which, strictly speaking, have no utilitarian value. A bronze statue can add nothing to bodily comfort unless it be melted and cast over again into pipe fittings or screws, nor can an etching be of use—unless it be to hide a bad spot on the wall. It is this aspect of art as having no material value that has led so many to regard it as a sort of trimming to life, a fad to be dallied with when the claims of work, food, shelter, and recreation have been satisfied.

NOT by its conquests doth a nation live, But by its art—the art that gives its soul Embodiment: Today who knows of Troy Except thru Homer's song? Of Egypt's past Did not her sand-swept tombs and temples breathe Her somber mystic faith? Not Salamis, The Parthenon is Greece or even this—The sculptured head that gives, as naught else does, A god's serenity or, yet again, All girlhood's loveliness. And not by popes Or kings—forgot—the Gothic age survives. It lives in Chartres or in some primitive That paints the Adoration of the Child. . . . These have not died whose souls live with us yet. ¶ Art thou, my country, satisfied to have some delver in the coming sands of time Find some strange twisted skyscraper and say, "These people knew the early use of steel." Content with that! Where speaks thine own great soul, The liberty of man? Ere thou shalt change—And all life holds within its glowing veins The seed of change—will art not give thy soul embodiment? Will it leave that to die?—Morris Gray, president, Museum of Fine Arts, Boston.

Before the advent of machinery and modern factory methods with its consequent mass production of goods, art entered more fully into the life of the people. Even common kitchen utensils had fine form and color. At the Cleveland Museum of Art are exhibited some common tools that were used by everyday workmen about four hundred years ago—"when knights were bold and barons held their sway"—and we might safely say—when art, too, held its sway. Even hammers, pliers, planes, and anvils were works of art, each possessing beautiful form, fine proportions, and interesting decoration. Carving and etching—even on pliers, planes, and blacksmith's anvils—were beautiful, appropriate, and in good taste. Judging from what has come down to us, it seems that everybody, no matter what his station in life, exercised good taste in the choice of things he made and used. There was then no distinction between artist and craftsman; artists were craftsmen and craftsmen, artists. Michelangelo was as much an architect as he was a painter; Leonardo da Vinci was as good an engineer as he was an artist; Cellini, an armorer as well as an engraver. Today we have a situation which separates into a distinct class a small body of artists and designers from a large body of utilizers or consumers. Some who sense the importance of art and try to understand, look at fine buildings, sculpture, and paintings without knowing how to appreciate them. Without the fundamentals necessary for enjoyment and appreciation they get little or no esthetic and emotional reaction. They do not get pleasure from what they see, because they cannot appreciate a work of art in the manner that one enjoys the smell of flowers or the taste of food. The one kind of enjoyment is intellectual and esthetic; the other, physical and sensual. Yet art does not appeal to the eye alone. The mind must be prepared beforehand, for it is the eye and mind working together that makes esthetic enjoyment possible.

Let us put it this way—we live in two worlds at the same time: a physical, material world in which we eat, sleep, work, dodge traffic, and make merry; and a spiritual world—created by men and women of imagination, poets, writers, musicians, and artists—which we enter only when we have the key to unlock its door. We must be able to tune in on this wonder land or the voices of the air reach us not. It is in this spiritual realm that we spend most of our leisure hours. Here we see the skies of this wondrous world thru Turner, Vermeer, and Renoir; the shady nooks and little pools thru Inness and Corot; its rivers and streams thru Vincent, Homer, and Metcalf; and its immortal emperors and kings thru Van Dyck, Holbein, and Velasquez. We can see its people live again in eternal youth in the paintings of Raphael and Reynolds; we catch a glimpse of peasant life thru the genius of Mauve, Breton, and Millet. Here, then, is training for worthy use of leisure time. With the modern world clamoring for a six-hour day and a five-day week, it becomes increasingly necessary for

New words, new forms, designs, colors, and activities stir the imagination of the child

boys and girls, the men and women of tomorrow, to learn how to use wisely and worthily this ever-increasing measure of leisure time.

Elihu Root has said, "The greatest happiness in life comes from things not material. It does not come from eating and drinking and wearing fine clothes. It comes from the elevation of character, from the love of beauty gratified, from the many influences that ennoble mankind. I think that we have no higher duty than to promote the opening to Americans of every opportunity to secure these means of happiness."

Childish realism is vivid

Drawing as formerly taught in our schools had little educational value. Strictly speaking, it was not art work at all but another kind of "writing" exercise—merely drill work! At best it aimed at careful observation and skilful recording of facts, with undue emphasis upon technical ability that was needed only by the talented few. Today the art program, in which freehand drawing rightfully plays only a minor part, is tied up with the regular school curriculum, correlating and integrating with the social studies, the language work, health, and humane education. It no longer stands out as a subject separated from the regular life of the school and the child. It becomes a means by which the other studies are effectively motivated and vitalized. It offers opportunity for self-expression and selfrealization.

Art, as taught in the progressive schools of the country, is not *drawing;* not any more than composing a fine letter or writing a poem is merely a matter of handwriting or grammar. Art education is a practical subject aiming to ground every child in the fundamentals necessary to appreciate and enjoy art and to use the principles of art—good spacing, fine proportion, appropriate design, harmonious color—in the everyday needs of modern life. Art as taught in the modern school contributes to presentday objectives of education—worthy home membership, enriched living, community art consciousness, cultured citizenship, mutual welfare, wholesome use of leisure, refined taste, and intelligent utilization of the products of art and industry. The whole aim is that of developing appreciative, beauty-loving, discriminating consumers.

To this end there has been set up in several of our states a supervisory service in the field of art education that has been made available to every town and city upon demand. Massachusetts, Connecticut, New York, Pennsylvania, and Delaware now have wellestablished art departments; other states will undoubtedly follow suit. Vermont, North Carolina, Michigan, Indiana, Missouri, Kansas, and California have at various times issued state courses of study in art. In Connecticut the state office of art education is prepared to render any supervisory service that a town may require: for example, making an art survey of a local school system; guiding curriculum building; helping organize effective illustrative material; aiding in the securing of capable teachers, adequate supplies, and suitable equipment; improving prevailing teaching and supervisory methods; leading teachers institutes and conferences; interpreting the art program to parent-teacher associations; circulating art exhibits; circulating illustrated lantern slide talks and motion picture films on art; and publishing periodic art education bulletins. There are nominal charges for the transportation of films, slides, and exhibits; otherwise everything is offered on its own merit without charge, coercion, or pressure of any kind.

For the teacher in service, who has not the opportunity to acquire the art training that the normal school of today offers there are provided university extension courses, consisting of thirty semester hours, which are scheduled in any town where twenty-five or more teachers make application for one. Courses for elementary-school teachers are also conducted at the state summer normal school operated in connection with Yale University at New Haven.

In conformity with the aim of the state board of education to be of greatest service to the teachers of Connecticut and in order to keep abreast of rapidly changing conceptions of education for more effective living, a committee was recently appointed to revise the state monograph on art education, issued about five years ago. One committee has organized a course for Connecticut normal schools; another has revised the course of study for elementary schools; and a third is outlining courses for junior and senior high schools. It is not intended that the work of the committees be used as a syllabus to be followed slavishly by the teachers of the state. Such a document would be contrary to the principles of modern educational philosophy. Instead, it is planned that the revised monograph be used as a guide in local curriculum building. It will be presented, therefore, not as a prescribed course of study, but rather as a program of art education addressed to schoolboards, superintendents of schools, art supervisors, and course-of-study committees which may need a guide for local curriculum revision. [*A Program of Art Education for Connecticut*, 1932, published by State Board of Education, Hartford.]

Professor Whitford of the University of Chicago in his recent book, *An Introduction to Art Education*, specifically mentions Connecticut, Massachusetts, Pennsylvania, and New York. "These states lead all of the others in organized art education and the educational value of their school art work," says Professor Whitford. "And they will continue to lead, until other states provide equal or better opportunities for the systematic development of this department of education." This would seem to indicate that these four states have had the vision and the courage to pioneer in a movement that is today getting hearty support in every progressive community in the country. It is difficult to change the tastes and habits of a people already grown up but it is relatively easy to inculcate desirable traits in the boys and girls who are to become the discriminating art consumers of the future. And it is necessary that this country have many high-grade consumers. Our prosperity depends in a measure upon our ability to develop a public taste that will demand the best that it can afford.

Let us agree that *it is not our main purpose to produce artists,* important as that may be. We are not teaching art for the sake of the *few* but for the benefit of the *many*. We are not teaching *free-hand drawing* as such, so let us not call it that, but we are teaching art, art expression, and art appreciation that will develop an art consciousness in the community, that will develop a sympathetic understanding of creative effort, that will function in everyday living. Then will art cease to serve as a mere background to life, and be acknowledged as a necessary integral part of education, worthy of a prominent place in the curriculum of every school, college, and university. —**Joseph Wiseltier,** state supervisor of art education for Connecticut, Hartford.

A teddy bear from Connecticut

Painting scenery for the class play gives experience in color, design, and technic

Education: A Panoramic Canvas

HAVE you ever visited an art gallery and examined a Frans Hals or Redfield painting close up? Redfield's landscapes at a distance of two feet look like chicken tracks in a February thaw. Hals' swipes of paint look like absent-minded attempts to clean a dirty brush.

But step back to the other side of the room and those chicken tracks and paint swats turn into a winter landscape so authentic that you can almost hear the wind rattling the branches; the Dutch market woman becomes so real that you can almost smell her fish.

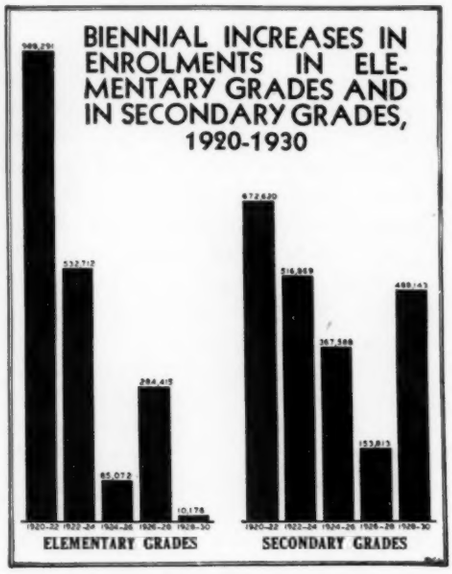
The view most of us have of education is also close up. You cannot stand off and admire the view of your favorite "grindstone" when your nose is hard against it. But as you start the year 1933 perhaps it would be well to pause, step back, and view the picture of American education. Like one of those war paintings, it requires a panoramic canvas and many painters. One studio commissioned to help us see American education as a whole is the federal Office of Education. The following strokes block in the outline of the picture presented in greater detail by the Biennial Survey of Education which the Office makes every two years.

So vital is knowledge to modern living that one of every four Americans daily seeks in school the speed and efficiency in learning which instruction under educated teachers insures.

We are proud of raising an army of four million men in 1917. An army seven and a half times that size enters our school doors every morning with less fuss than it takes to bring together a football crowd to a big game. When this army moves to the schoolroom, it leaves behind only six of every one hundred children six to thirteen years of age. More than half the boys and girls of high-school age join the procession every schoolday morning. Colleges and universities alone enrol more than half as many students as the number of persons in the American Expeditionary Forces during the World War.

Only when we think back on the tremendous national effort, the Liberty Loan drives, the food-conservation work, and the heavy costs, for an army of four million soldiers do we fully comprehend the smoothness, efficiency, and economy with which our seven-times-larger school army moves into action.

One year and a half of war cost us



more than twenty-two billions of dollars; our larger student army costs only three billions annually.

We actually instruct the public institution section of our student army numbering more than 23,500,000 boys and girls, at the modest cost of $14,700,000 per school day. This is about sixty-two cents per child. If we count only the current or running expenses of the schools, it is only fifty-one cents per pupil per day.

An amount equal to the cost of a battleship would provide approximately one year's instruction of 178 days [average for United States] for all the children enroled in the schools of Maine, Wyoming, and Vermont.

An army is divided into corps, regiments, battalions and companies, and squads for ease in handling. Our vast educational services are also divided—so minutely divided that we find it difficult to view the parts as composing a mass movement toward the single objective, knowledge.

There are 130,000 independent school systems in the United States. There are 247,000 schoolhouses. Of these, 29,930 are partially or entirely devoted to high schools. There are 1450 colleges and universities.

The school systems vary in size from New York City with 1,134,000 pupils to a few in some western states with one child apiece.

The schoolhouses vary from large, splendid, stately, and useful buildings housing 10,000 pupils to sorry, rotting shacks. Altho the one-room school for seven or eight classes is giving way in favor of consolidated schools at the rate of 2300 per year, there are still 148,000 one-room schools in the United States.

Important changes have taken place in the Army of Education in the last decade:

Enrolment in the high-school department has increased 99.9 percent. The number of additional recruits equals the population of Chicago.

102 of every 1000 adults are high-school graduates.
23 of every 1000 adults are college graduates.
2 college students grow where one grew in 1920.

Elementary-school enrolments have turned the corner and are headed down.

What of the leaders of this vast army—the teachers? There is one teacher to every twenty-nine students. Twenty-one of every 1000 gainfully employed persons are thus engaged in passing on the torch of civilization by teaching.

Soldiers Field, Chicago, seats about 100,000. It would take ten capacity attendance football games in Soldiers Field to enable each teacher to view one game.

Four of every five teachers are women, but the percent of men is increasing.

These facts are culled from the statistical chapters of the Biennial Survey of Education in the United States published by the Office of Education. Chapters available cover:

Statistical Summary of Education
Statistics of State School Systems
Statistics of City School Systems
Statistics of Universities, Colleges, and Professional Schools
Statistics of Teachers Colleges and Normal Schools
Statistics of Public High Schools
Statistics of Private High Schools and Academies

For information on how to obtain them, write the Office of Education, Department of the Interior, Washington, D. C.—**William Dow Boutwell,** editor-in-chief, Office of Education, Department of the Interior, Washington, D. C. [Take this page to your local editor with the request that he reprint it.]

Figures Don't Lie

FIGURES don't lie. "But," remarks the cynic, "liars can figure." So most of us are caught between doubt and belief when confronted by row upon row of statistics. The existing figures on crime are both useful and useless—teachers should endeavor to distinguish between the two kinds.

Isolated facts have little significance—Before discussing the existing crime data we may well consider a commonplace example. Suppose that a teacher should say: "My class is very bad; I had to send five boys to the office today." What does her statement tell us?

Actually the teacher's remark tells us very little. Citing the number "five" may be somewhat misleading because of its apparent exactness. In this case what the teacher did not tell us is of greatest importance. She did not say that her class contained fifty pupils; that forty of the class were boys and ten were girls; that one boy was sent to the office for a serious offense, while the other four merely whispered; that the principal had asked her to eliminate all who committed even minor infractions; that she taught in a school where problem cases were excessive in number; and that, anyway, on this particular day she felt like annihilating her own grandmother.

In other words, even the simplest statistics have to be interpreted and utilized in terms of many other facts. A single figure alone means very little. A hundred other items—often not reported—tell us a great deal more than the facts which are cited so casually in the ordinary activities of life.

Crime statistics are incomplete, inexact, and often misleading. Yet popular speakers, newspapers, and even authorities overawe us constantly with numerical nonsense. We jump at conclusions which are wholly unjustified. We propose remedies based upon superficial symptoms. Some of these futile, and often dangerous, gestures could be avoided if crime data were viewed critically.

What is a crime?—When crime conditions are discussed it is well for us to consider what constitutes a crime. Our tendency is to assume that a crime must be a heinous offense such as murder, robbery, or assault. Actually a crime is the commission or omission of an act which organized society has forbidden or required by law. As we know from daily experience there are hundreds of relatively minor misdeeds which anyone may commit accidentally and without malicious intent. For example, driving an automobile at twenty-five miles an hour in a twenty-mile zone may lead to arrest, a fine, or even imprisonment. Loud talking or exuberant laughter may lead to temporary detention in the city jail. It is important, therefore, to realize that crimes vary from simple and accidental misconduct to deeds of great violence and brutality. Yet statistics as to the extent of crime are often misleading because the true nature of the various types of misconduct is buried in general figures.

THIS is the first of a series of articles designed to encourage further study of the problems of adult crime and juvenile delinquency—a subject of immediate concern to both parents and teachers. Additional facts and suggestions which will help in the observation and study of local conditions may be found in the Sept. 1932 NEA *Research Bulletin* on "Crime Prevention Through Education;" the reports of the Wickersham Commission on Law Observance and Enforcement [Superintendent of Documents, Washington, D. C.]; of the White House Conference on Child Health and Protection [Century Co., 353 Fourth Ave., New York]; and of the President's Research Committee on Social Trends [McGraw-Hill Book Co., 370 Seventh Ave., New York].

How is the extent of crime estimated?—There are several ways to estimate the extent of crime. The best figure would be an exact accounting of law violations. That is, the speeder, the bread thief, the perjured witness, the kidnapper, the murderer—all of these and many more, whether caught or not, should be included in a record of lawbreaking. No such statistics exist today because many crimes are never detected or reported.

Another representation of crime is the record of offenses known to the police. This figure would include all misdeeds discovered by or reported to the police whether the criminals were caught or not. Statistics on the number of "crimes known to the police" are neither complete nor uniform on a national basis. The Bureau of Investigation, United States Department of Justice, has obtained the cooperation of about one-third of the cities with a population of over 2500 in collecting data on seven major offenses. Even these figures, which represent commendable progress in record-keeping, are admittedly imperfect.

Discussions of crime sometimes center around the reported number of arrests. As compiled at the present time such data are not accurate. One cannot tell from police records in many cities whether the persons listed were arrested on suspicion, arrested and prosecuted, or merely summoned to appear in court.

Court statistics are sometimes used to represent the extent of illegal conduct. Close examinations of such records lead to misgivings because of variations in the types of offenses included and differences in the methods of tabulating the data.

A common refuge of pseudo-statistical criminologists is the record of commitments to prisons. Obviously, these data are incomplete because they do not include those who committed crimes, but escaped detection; those arrested, but not convicted; and those convicted, but placed on probation. Comparisons between states and cities are of doubtful value because of differences in the laws in various political areas. A felony in one political area may be considered a misdemeanor in neighboring states.

The figures most frequently cited about crime are those on the number of prisoners. The weakness of such data is shown in part by the remark of George Bernard Shaw: "The thief who is in prison is not necessarily more dishonest than his fellows at large, but mostly one who, thru ignorance and stupidity, steals in a way that is not customary. He snatches a loaf from the baker's counter and is promptly run into gaol. Another man snatches bread from the tables of hundreds . . . and he is run into Parliament." Comparisons then between states are of doubtful value because: [1] The police and judicial units of some states are more effective than in others; [2] in one state a particular type of prisoner is sent to a state prison while in another state he is sent to local jails; [3] some states have effective probation and parole systems which materially reduce the number of persons in prison; and [4] temporary forces such as newspaper publicity or reform movements may increase the severity of courts, suspend the parole practises, and otherwise affect the number of prisoners.

To believe or not to believe—Many readers will doubtless conclude that statistics of crime are valueless. Reasonable doubt is certainly a wholesome reaction. The glib talk about "crime waves" should lead one to question:

What are the facts? What do the facts include and exclude? Who compiled the data? What conclusions are justified?

On the other hand, complete rejection of existing statistics of crime is not advisable. Many existing records are significant within limits. These data are the best estimates of conditions, and each year shows improvement thru the efforts of police associations and various bureaus of the state and national governments. Certainly, it is clear that crime exists in dangerous and challenging amounts.

How the teacher may use and improve statistics—In the first place, the teacher should have some familiarity with the important reports of the Wickersham Commission, the Bureau of Prisons, the Bureau of the Census, and the Department of Justice. The publications of these reliable sources may be obtained from the Superintendent of Documents, Washington, D. C. Data for states should be obtainable from similar bureaus of the state governments.

Teachers may make these sources known to local newspaper editors, speakers, and others who have made misleading generalizations. Citizens generally should know that there are no complete reports as to the extent of crime among adults. There are no nationwide figures on the number of juvenile delinquents. The Children's Bureau *estimated* that in 1928 there were about 200,000 children who were officially delinquent each year. No one knows whether this figure is increasing or decreasing.

Whether crime and delinquency are increasing or decreasing is of secondary importance. The facts are that there is more maladjustment than our nation can afford. Teachers should assist in creating an intelligent public opinion to support the social workers, police, educators, religious groups, and other persons who are working actively to *prevent* crime.

Many times the juvenile courts are handicapped in dealing with the delinquent child because school records are incomplete. It may seem to be a tedious task for a teacher to keep exact records on the attendance, intelligence, achievement, and behavior of pupils. Yet these records are invaluable to the principal, visiting teacher, and attendance officer who seek to *prevent* misbehavior. School records are useful to the judge and probation officer in deciding how best to deal with the child before the juvenile court.

A teacher who is interested in the district about her school will be glad to cooperate with her principal in developing a "spot map" of delinquency. One needs only to paste an enlarged map of the district on a piece of wallboard and obtain glass-headed pins of various colors. By consulting the records then of the police and attendance departments one may locate the areas with various amounts and types of delinquency. Often such maps point out the need for police supervision, Boy Scout troops, playgrounds, or other activities which supplement and improve the school's own efforts.

Crime statistics are estimates of deeplying social maladjustments. As clues to complex conditions they must be assembled carefully, examined critically, and interpreted cautiously. A few figures may conceal more than they reveal. Often the facts not reported are more important than those which are given. The sweeping generalizations made today as to the failure of the home, the church, and the school cannot be proved or disproved by existing statistics. Teachers should be among those who are not easily stampeded by a phalanx of numerical nonsense.—**Frank W. Hubbard,** associate director of research, National Education Association.

Why Teach Homemaking?

WHY, with our crowded curriculum, teach home economics in the high school when girls can see and take part in sewing, cooking, and housekeeping at home every day?" was a question recently asked a teacher by the principal of a large city school. One would think that such a question would not be asked in this day, but it is, and furthermore there is considerable opposition in many places to giving time to home economics or homemaking education.

The teacher replied that we teach biology while we see examples of biological processes going on all around us and we teach English and reading in spite of the fact that boys and girls hear our language spoken daily and the printed word is to be found at every turn. We need to teach homemaking for the same reasons that we teach other subjects.

This question and its answer led me to take stock of the effects of home economics teaching or lack of it among my young married friends:

Imogene elected a classical course and was rated high as a university student. She now has four children. In giving them an intellectual background, she is par excellence as a mother. In child feeding she is a failure. Her children show signs of deficient nourishment. Socially, they are none too welladjusted.

Helen and Maude each have four children. They took home economics in college, but before the subjectmatter had been as welldeveloped as it has been in the last ten years. They have done well with the nutrition of their children and clothe them attractively and sensibly. They seem, however, to lack the proper foundation for helping the children become welladjusted in life and they are not the intellectual stimulus to their children that Imogene is.

Agnes has three children. She is younger than the others and majored in home economics after child development and psychology had been injected into home economics courses. Socially, her children are comfortable to meet. They are wellpoised, interesting, and happy. They are wellnourished, wellclothed, and have intellectual interests.

Dora is a contemporary of Agnes. She specialized in botany. She has three children. People say Dora has been most unfortunate in having so much sickness and other troubles in her little family. She dislikes to cook and keep house; she is not interested in the managerial phases of homemaking. She does not realize when her children are not thriving. She goes in for fads, and seems to lack background for evaluating the information she gleans from lectures and publications.

I used to be pessimistic about the results of home economics training but as I now see the progress that has been and is being made in developing it as a valuable study, I feel more strongly that it should be included in the education of every girl. Even the fifteen percent who may not marry and establish homes will have use for it in keeping themselves and those they live with in better condition than they could otherwise.—**Edith L. Allen.**

Unemployment and the Thirty-Hour Week

ONE of the major problems in the United States today is unemployment. If this problem could be solved it would contribute toward the solution of many other economic problems. Several proposals have been advanced for dealing with the unemployment situation. Among these are:

[1] **The raising of private and public relief funds** to care directly for the unemployed until they can obtain work. This plan has little support except as an immediate relief project. While it is generally agreed that those who are hungry and cold should be cared for, it is felt that they must be given an opportunity to support themselves.

[2] **The share-work movement,** which would have the employed share their work with the unemployed. This suggestion is criticized by those who believe that it would place the burden of supporting the unemployed upon those who have jobs rather than upon public and private relief funds supported in part by taxation. It should be distinguished from the movement for shorter working hours.

[3] **A public works program** designed to provide buildings, harbors, and other types of construction. The theory is that local, state, and national governments should so plan their public works that they can reduce such activity during periods of excessive industrial expansion and increase it during periods of economic depression as a means of stabilizing the demand for labor and materials.

[4] **A program of unemployment insurance** to protect those whose work is taken from them thru no fault of their own. This plan has many advocates among leaders both in industry and government, but it has been developed in such a small proportion of industry as to be of little use in the present unemployment crisis. Unemployment insurance, as developed in the United States, provides no protection to workers who are engaged in casual labor.

[5] **A shorter working week and day,** which, if generally accepted, would tend to spread the available work among a larger number of people. Labor groups advocating shorter working hours, however, do not favor any reduction in the weekly wage. They maintain that merely to spread the same work and the same wages among a larger number of people would be of little assistance except as an emergency relief measure, because it would not increase purchasing power.

AS THE JOURNAL goes to press, word comes that Senator Black of Alabama has just introduced S. 5267, a Bill in Congress which reads, in part, as follows:

To prevent interstate commerce in certain commodities and articles produced or manufactured in industrial activities in which persons are employed more than five days per week or six hours per day.

***Be it enacted by the Senate and House of Representatives of the United State of America in Congress assembled,* That no article or commodity shall be shipped, transported, or delivered in interstate or foreign commerce, which was produced or manufactured in any mine, quarry, mill, cannery, workshop, factory, or manufacturing establishment situated in the United States, in which any person was employed or permitted to work more than five days in any week or more than six hours in any day: *Provided,* That this section shall not apply to commodities or articles produced or manufactured before the enactment of this Act.**

It is generally recognized that shorter working hours must follow the introduction of labor-saving machinery. The American Federation of Labor has stated that "in the present emergency, the work week can be no longer than thirty hours if all are to have work," while in prosperous times "the work week should be no longer than five days of eight hours; *it probably should be shorter.*" A few of the reasons why this step is important are outlined below:

[A] *Millions of persons who wish to return to work cannot do so until the shorter week is adopted*—It is true that there are several million unemployed due directly to the economic crisis of the past few years. However, a large number no longer have work because of the replacement of human labor by machinery.

[B] *Provided wage levels were maintained, the shorter week would improve the economic situation*—Several million unemployed men would be given jobs. They would then be spenders rather than objects of charity. With more workers having incomes there would be a greater demand for the products of farm and factory, and business in general would soon take a new lease on life.

[C] *The shorter week would contribute to the physical wellbeing of the worker*—With an increasing percentage of people engaged in sedentary occupations the opportunity for out-of-door exercise and recreation is increasingly necessary. On the other hand, paradoxical as it may seem, there is need, on the part of another large group, for more time in which to relax and rest because of the tensity and speed of modern industry and life.

[D] *The shorter week would contribute to the cultural wellbeing of the worker*—It requires time to develop an interest in systematic reading, in art, and in hobbies which contribute to the cultural side of the worker's personality. The culture of the people in a democracy can be raised only as the masses have leisure.

A paradox that hurts—Since 1920 the producing power per man has increased several times as fast as during the preceding twenty years, *but the working time per individual has been lowered very little.* Is it surprising that the specter of unemployment stalks the country?

WHAT YOUR SCHOOL CAN DO—Have this subject discussed in classes, assemblies, clubs, school papers, and parent-teacher associations. Study the problem in your community. Are there some workers whose hours are too long? How many are unemployed? Would those who have jobs be willing to divide time with those less fortunate? What community projects might be started to provide work for the unemployed? How can the standard of living be raised? Do your school grounds need beautification? Does your community have a park? Problems of this type furnish excellent topics for themes, debates, editorials, and discussion groups. Let every school build its work more and more about the pressing social problems of the day.

Kate Brown

She was one of those homely, gangling girls with modesty and brains, whom boys ignore. So, at the earliest possible age, she began to teach school. This highly respectable, worthy occupation was approved by her parents. It offered remuneration and a chance to escape the narrow confines of her home community, so she considered herself fortunate—as indeed she was.

She began in a rural school three miles from home. The work was not unpleasant, except for the arduousness of disciplining a group of boys, to whom her seriousness and her patient efforts to make gentlemen of them were a joke.

She was ambitious. She spent her summers in college, preparing for greater things. She was earnest and thoro in her search for knowledge. She crammed her mind with facts. She desired, some day, to be considered an authority.

Her peculiarities of physique and the plainess of her face were unrelieved by any artifice. She was an honest girl. She was sensitive. She knew that she was ugly. At times this knowledge depressed her, for she loved beauty in all things. She yearned for slim, supple grace, alluring curves, soft dimpled hands. Her own body was over-tall, awkward, angular. Her hands were firm, capable, huge—like those of any working woman. Even her name, Kate Brown, had no claim to distinction. She admired beautiful gowns but she had been taught to abhor extravagance—and she believed the two inseparable. Above all, she envied other women with poise—that subtle something which she knew she lacked—that gift of being mistress of any situation.

She studied to improve herself. She spent hours poring over articles on beauty culture and doing physical exercises. She took lessons in swimming and dancing. She had her teeth straightened. She began to spend more money for clothing and to buy from reputable shops, where much attention was paid to type.

Outwardly she became conventionalized. But by the time she had learned to dress well, to stand erect, to walk easily, and to coil her hair low, she was thirty years old. She had taught school for twelve years. And with every year she was becoming more dissatisfied.

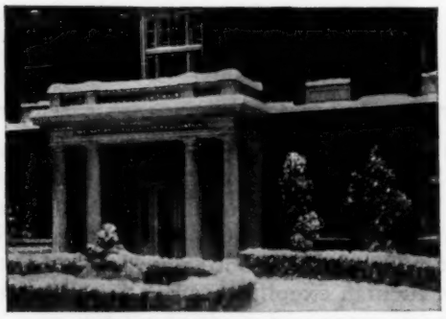
She had mastered the mechanics of her trade. Technically, she was a successful teacher. Her salary had increased; she was now teaching in a city high school. Yet she felt that, for her, there was no future in her profession. Her youthful ambitions had been realized and her success was hollow—an endless, monotonous grind. She saw other women who had taught longer than she and for the most part she did not envy or admire them. She decided that she was a misfit and she determined to quit teaching.

Then, one day, she stood before a great piece of architecture. The simple, strong, clearcut beauty of the building fascinated her—as any sort of beauty always did. Carved on the marble keystone of an arch she read these words: *Real beauty must be structural.* And she heard a stranger speak a sentence to his friend—a sentence she never forgot. "I'd rather have a child of mine appreciate a building like this than have him President," he said. "Too many schools are teaching facts instead of ideals—books instead of *boys!*"

He did not notice Kate. But Kate went away thoughtful. Beauty must be structural. Not in the trimmings, then, but in the strong design. Not in the size of the edifice, but in the quality of the timbers—the ideals of the builder. A cottage or a skyscraper—each might be beautiful. Yes, lives were like that. To the making of lives there was no end—no lack of variety, no montony of pattern. And her work was with *lives!*

She went back to her schoolroom and began to teach that building. She pushed into the background of her mind all the methods and cold facts that she had studied patient years to learn. They were good—but now she would *live!* Now she would teach the thing she herself enjoyed—she would teach *beauty.*

She studied her pupils. She taught them nature as she herself loved it. She brought to them the things she found worthwhile—in books, in manners, in people, in life. She told them her own feelings about music, art, drama—even tho she felt sure it was "over their heads." And she had the surprise of her whole teaching experience—for the pupils responded. They were interested, enthusiastic, lovable.



NEA headquarters in winter

Her work became vital—absorbing. She found herself living before these children as tho they were her own, interested in their smallest confidences, as tho they were her own, seeing in their growing characters the reflection of her own influence. She no longer had any great desire to be considered an authority. She was too busy; such fame was too cold. And she forgot that she was ugly. * * * * * * *

The other day the school where Kate teaches dedicated a mural painting. Kate was asked to preside at a dinner given in honor of the artist. She wore a simple white dress of clinging, dull-finished material. The usual coil of heavy hair—white now—crowned her stately head. A flush of pleasure spread a youthful glow over her serene face. Her dark eyes shone. When she took her place, the whole room burst into spontaneous applause.

"Who is she?" asked a visitor, a plain little school ma'am, of the heavy, stylishly gowned woman next to her.

"That is Kate Brown, our best teacher. What do you think of her?"

The plain girl sighed. "She's wonderful. Such a physique, such poise, such a strong face! Of course a person like her can be a success! The students would love to look at her."

"Yes," rejoined the other, enviously, "they do. She can do anything with them. And yet I cannot tell you where her great power lies. She certainly was never a handsome person!"

"Well—I did not think of that. Of course I have never seen her before, but she impresses me. I shall not forget her. Let us ask Herr Mann's opinion."

She turned to the artist, who smiled. "I could not help overhearing," he said. "You have judged her right. She is strong, human, natural—a superb character. I would call her a truly *beautiful* woman."—**Lois Adams Byers,** Ashland, Ohio. [Are you helping your community to appreciate its good teachers?]

Interpreting the Schools to the Students

TODAY'S PUPILS are tomorrow's voting citizens. If every graduate can leave his institution with a profound appreciation of the significance of education in a democracy, of the opportunities which it offers the individual to attain the highest achievements of which he is capable, retrenchment agencies in the future will find recruiting membership difficult work.

The pupils are closer to the work of the schools than any other citizens except the teachers themselves. They have an opportunity to study educational needs, aims, and achievements at first hand. They may appraise the results of education measured in the enrichment of their own lives and in the progress of their own communities.

Many schools offer definite instructional units designed to build in students that bulwark of appreciation upon which rest the foundations of future school support. These units are sometimes taught in social science courses or constitute the principal objective of well-planned extracurriculum activities. They include the history and objectives of education, a knowledge of prominent educational leaders in the past and present, the cost of education and reasons for its increase, the purposes of new courses of study and teaching methods.

The time has come for schools systematically to teach their own contributions to human progress. The National Education Association is encouraging efforts to do this, in three nationwide projects: [1] high-school cartoon project; [2] high-school editorial project; [3] high-school printing project.

The Division of Publications announces the third editorial project in which all high schools of the United States publishing school papers may participate. Write to the Division of Publications of the National Education Association for complete information and enrolment forms.

Illustrations of outstanding work in the high-school editorial project are presented below. Students who write such editorials recognize the value of their schools and will champion generous support for them thruout their lives. Hundreds of such editorials were submitted in last year's high-school editorial project.

WHAT EDUCATION DOES FOR THE INDIVIDUAL

When gold is mined from the earth, it is far from being a precious metal. This crude ore must go thru an intricate procedure, must be beaten and mixed with a sturdy metal for durability, before it emerges as the gleaming substance that we know—gold! This process produces for us that shimmering substance which has, since its discovery, captured the fancy and awakened the desires of man.

The human mind may be compared to this precious metal, with little incongruity. In its unformed, untrained state, it is but a crude, unfinished product, useful, perhaps, and showing possibilities, but as yet undeveloped. Gold goes thru its own unique process. Education is the process which enhances the value of the mind.

Perhaps the most important endowment of the human mind is the gift of appreciation. William Lyon Phelps says that appreciation is one of the richest gifts of mankind. It is that pearl of great price, the bestowing of which alone would establish the value of education. A great painting, a beautiful sunset might stir the heart of a peasant, yet it would take the soul of an educated man to appreciate it. The possession of this gift means happiness and contentment. It brings us a little nearer Heaven.

Education brings the desire for more education. The educated man never stops learning. He is constantly sitting at the feet of some great thinker or philosopher. This constant absorbing of ideas cannot help but result in the emanation of good.

Then there is the purely material value of education. The rough diamond has no place in modern society. His popularity vanished with the fading of the frontier. Education, that is refinement, has become "the immediate jewel of our souls." The demand today, in all fields, is for educated and welltrained men.

Thus we see that education is the refinement of man. It is the process which makes him a valuable member of society. The educated man possesses the key to those magic realms which Ruskin calls "King's Treasuries."—*The Easterner,* Eastern High School, Washington, D. C.

IS IT ECONOMY?

As states all over the nation are confronted with the problem of having deficits in their budgets, frantic efforts have been made by many short-sighted political students to put the brunt of the burden on the school. In some cases the salaries of already underpaid teachers have been cut; school terms have been shortened; and the personnels of schools have been reduced.

When it is realized by the legislators and the general public that the school is the most important public institution in a democratic government and its teachers the most important servants, then will the teaching profession be enhanced by men and women whose interest in their calling will no longer be diminished by popular attitudes and wretchedly low pay.

Why are teachers still held by popular opinion as unimportant, impractical characters who occupy their positions only because they lack ability to put their theories into everyday practise? Is it not because the teaching profession has always been underpaid and therefore has not been able to compete in economic attractiveness with other professions? If these conditions continue to prevail the result must be a material lowering of the teachers' standards.

In every school there is a group of students unable to follow the course of study set for the average child. In the modern schools of America slim budgets have made extra vocational courses an impossibility. This turns those unconforming students into society with the possibility of their becoming criminals.

George Washington once uttered in behalf of education these words which should be a source of enlightenment to those advocates of decreased educational facilities: "In a country like this where every man may reap his own harvest, which by proper attention will afford him much more than is necessary for his own consumption, if there cannot be money found for education there is something amiss in the ruling political power."

America is known as having one of the best educational systems in the world. The United States has been regarded with admiration and praised by other nations because of its enthusiastic support of all types of educational advantages.

America at the present time, however, is below other nations in the financial support of its schools. If this continues, will other nations still respect us as an educational center or will we soon be regarded as individuals whose only ambition is to make and spend money?

It is indeed fortunate that the United States has a group of educational leaders who realize what neglecting schools will eventually lead to. These leaders are coming to the front and defending education as never before.—*The Beacon,* Newport News High School, Newport News, Va., Charlotte Thompson, adviser.

IF THE establishment of your school depended upon what you have done to help parents and citizens appreciate its importance to them, the child, and the community, would that school be in existence today? When the economic forces in your community collapse, are schools put along with food, clothing, and shelter as primary necessities? If not, there is still work to be done in interpreting the schools to the public. Now is the time, also, to begin teaching the history and purposes of the schools to pupils of all ages. This teaching of the children in the schools will be immediately reflected in the conversations and attitudes of their homes and will help to prepare for the tasks of citizenship in the new age.

Making the Graduation Season Count

ONLY in the past few years has there been a consistent effort on the part of educators to interpret the schools to the people. The present depression is having many ill effects upon education in the United States, but there is one contribution which it is making. It has caused educators to realize, as never before, the imperative necessity of continuing programs of public relations. A school program may succeed in times of prosperity without the wholehearted support of the people—but in times of adversity it is soon in difficulty without such support. In general, the school system which keeps its patrons enlightened in good times is the last to be adversely affected in bad times. Never before in the history of American education has there been such a concerted effort to give the people the facts about the schools. Every legitimate means of interpretation is being pressed into use. One agency for this purpose, which was very little used until the past few years, is the graduation or promotion program.

In the recent National Survey of Secondary Education, it was found that high-school graduation programs ranked third in popularity as an instrument for interpreting the schools. This development has come about for two reasons: [1] A movement was started some years ago by THE JOURNAL of the National Education Association for the vitalization of the high-school program. Emphasis was laid upon the fact that this program should center about the graduates, that it should be planned, developed, and staged by them. [2] Along with the development of this idea has come the increased emphasis on school interpretation as described above. School officials in rapidly increasing numbers have come to realize the inherent power of the graduation program for this purpose and are making use of it.

This page gives the salient points of a number of such programs which were held during the graduation season in the spring of 1932. There has been no attempt to describe the whole of these programs. Only those phases which were distinctly useful in interpreting the school are discussed. Scores of other programs equally good might have been included. For summaries of other such programs, write the Division of Publications of the NEA.

Sioux Falls, South Dakota—This program was devoted almost entirely to student numbers, consisting of musical selections and talks on the following topics:

Girls' Vocational Work in Our High School
Boys' Vocational Work in Our High School
Art in the High School
Training Secretaries in Our High School
Girls' Physical Education in Our High School
Cooperative Control in the Modern High School

Mr. S. B. Nissen, secretary of the South Dakota Education Association, witnessed this program and writes concerning it:

> You will note the program was one of the new type. I am glad to testify to its exceptional effectiveness for I sat thru the two hours thrilled by students' addresses and music. I heard many remarks, all favorable, expressed by parents and taxpayers. These might be summarized by one parent's statement: "Why, after hearing those students tell about their high school, I wanted to go to that school myself." The program was the finest type of educational interpretation one could wish for.

Mt. Sterling, Illinois—The theme of this program was "The Place of the High School in a Modern Community." These topics were discussed by the students:

Importance of High Schools in a Democracy
Our High-School Curriculum and the Needs of the Community
What is Acquired in a High-School Education?
Our Commercial Department
School is Life

Superintendent O. L. Dittmer writes:

> For the past two years we have tried out the vitalized commencement idea at Mt. Sterling High School. The idea has worked better than we expected it to and has met with the united approval of the community. . . . We have a typical rural community with an enrolment of 140. In getting up the program I find it to be good business policy to see that all parts of the community are represented on the program.

Shullsburg, Wisconsin—This program was built about the theme "Our School." The school glee club, boys' quartette, and orchestra furnished music between talks by students on these topics:

Our Aims
Our Equipment
Our Program of Studies
Our Athletics
Our School Paper
Our Needs
Our Alumni

Supervising Principal E. A. Deneen writes: "This program was well received. I believe it was the best program that I have ever had for commencement."

Northampton, Pennsylvania—The purpose of this program, according to Superintendent G. A. Eichler, was stated as follows:

> Demonstrations of school work have been given before but so far as we know there has been no attempt to correlate the various departments such as we have done in a number of instances, as you will note in scenes four, six, and seven. We attempted to show in a natural setting the work of the various departments. Our stenographers were reporters on board ship instead of merely commercial demonstrators.

Part I of this program consisted of seven scenes. *Scene one* entitled, "The Naturalization of Tony Fortuna," was sponsored by the social studies group. *Scene two* consisted of a demonstration by the physical education department. *Scene three* was a chalk talk, by a student, which dealt with the study of art. *Scene four* was staged as on board the S. S. Franco-Germania and was played by students of the French, German, commercial, and home economics departments. In *scene five* the chemistry and physics departments demonstrated the practical utility of these subjects to the students. The Waltz of the Flowers, done by the girls' chorus, exemplified the work in music, for *scene six. Scene seven* consisted of demonstrations by the English, home economics, and manual training departments.

Part II of this program consisted of the other important features of a graduation program such as the presentation of diplomas.

Planning your program—In preparing for the graduation season, it is well to plan early, to set up definite and worthwhile objectives for the program to achieve, to correlate the work of preparation with the regular school work, to sponsor the kind of program which requires student participation, and to keep uppermost in mind that this occasion is one of the very best in the school year for interpreting the work of the schools to the patrons. This type of program not only keeps the student as the center of attention on this occasion, but also provides the highest type of interpretation. If parents and patrons can see in the graduation program some of the splendid results which are being accomplished by the schools, they will be convinced more quickly of their worth than in any other way—**L. W. A.**

Points of Contact Between Home and School

THE SCHOOLS are now threatened so seriously that unless every teacher assumes his share of the responsibility for interpreting school service to parents, citizens, and taxpayers, the children are certain to suffer.

Three effective ways of interpreting schools are: *First,* to visit the homes of pupils, to inquire about their needs, to express an interest in their progress and the formation of their character; *second,* to send regularly to parents along with report cards simple messages giving information or inspiration; *third,* to take active part in parent-teacher meetings which are a most important phase of adult education.

Sometimes teachers feel that their load is already too heavy, which is generally true, but the most important tasks must be put first and no teacher can afford to see the school closed or the rights of the child destroyed unnecessarily.

THE JOURNAL of the National Education Association is serving as a clearing-house by which the best ideas on interpreting the schools are gathered from all over the country and made available to the profession as a whole. The material which appears in THE JOURNAL may be adapted or duplicated by local schools in any way that best meets their situation. Many members follow the practise of passing on their JOURNALS to influential citizens—to editors, ministers, schoolboard members. Others arrange to have certain articles or editorials from THE JOURNAL reprinted in the local papers.

Still others duplicate leaflets, such as the one shown below, in their print shops and send them to all homes. Others order the inexpensive *Dollar Packet for Educational Interpretation,* which is made up to meet the needs of each school ordering it. The reader sends one dollar indicating the number of homes which he desires to reach and a packet of leaflets is made up which gives him far more than a dollar value. If there are few homes, several different leaflets will be included; if there is a large number of homes, fewer leaflets will be sent but a larger quantity of each. This is a personal service to Association members. Ideas contained in these leaflets are gathered from many sources. They have been tried and found effective.

Leaders in parent-teacher work are invited to try this plan of uniting the efforts of home and school. English classes in teachers colleges and high schools are invited to undertake the development of copy for such leaflets and to send it to the editor of THE JOURNAL.

Teachers are invited to send samples of materials which they are using to make parents conscious of the personal interest which each teacher feels in the individual welfare of each child. The worst years are probably ahead for the schools. They need the understanding and active support of every parent if they are not to suffer irreparable loss. To interpret the school to parents and citizens is as much a part of the teacher's work as the instruction of the children.

Cut on this line

SEND $1 to the Division of Publications, National Education Association, for a supply of this leaflet and of the leaflet, *Good Schools in Bad Times* [See January Journal], plus an assortment of other leaflets and material to help you interpret your school to parents and citizens.
ASK for the *Dollar Packet for Educational Interpretation,* and indicate the number of homes you wish to reach.
ADDRESS 1201 16th St., N.W., Washington, D. C.

YOU can interrupt the improving of a road and ten years later go on with it about where you left off, but if you interrupt decent care for children and ten years later begin again to feel responsible for them, you can by no means begin where you left off. You find them irreparably grown up, and grown up wrong—enemies and liabilities of their community rather than friends and assets.—Dorothy Canfield Fisher.

Fold away from this line

This Year or NEVER!

A Message to Parents . . .

Roads or bridges can be built tomorrow but the education of children cannot be postponed. Your child cannot grow up twice. Your child's school is your ally. Every day it does something for your child. Let us cherish and improve our schools. ▲ ▲ ▲

The Faculty and School Finance

IN THIS nationwide crisis, the school people must give the public definite understandable information about their schools along at least seven different lines, all of which relate directly or indirectly to the cost of education. We have been so busy developing a profession during the past quarter of a century, that we have not told the supporting public, in terms the average taxpayer can understand, what the modern school does for the modern child, or why it is necessary for the modern school to render a great many more services for the child than did the old-time school for this child's father and mother."—From "Interpretation of Education to the Public" by Jule B. Warren in *The North Carolina Teacher*.

For vitalized group study and faculty meetings, discussion might center on ways of interpreting to the public the cost of education. Faculties who make use of the excellent suggestions on the reverse side of this page in regard to visiting homes, will find that information as to school costs will be a necessary part of their preparation. Jule B. Warren, secretary of the North Carolina Education Association, says that it is necessary for school people to answer seven questions about education. These are:

[1] Why have school costs increased so materially during the past thirty years? [2] Why have teaching methods changed? [3] What is the value of an education? [4] Why the frills and furbelows? [5] How can costs be cut? [6] What part of public money do the schools get? [7] Where is the money coming from?

Some points which Mr. Warren names under each of the above seven questions, and which will be answered with different facts in different schools, are:

[1] The increase in number of days taught; increased enrolment and attendance; cost of these in presentday money values; enrichment of the elementary curriculum; greater cost for high-school education where increased enrolment has been greatest; better prepared teachers, with evidence supporting the economy of welltrained and better paid teachers. [2] The fundamentals of three R's broadened to include health, worthy home life, citizenship, vocations, wise use of leisure, character. [3] There are only three factors in the ability of a people to produce wealth or economic values—natural resources, racial heritages, and training of a people—only the last one, represented by education, can be changed. Massachusetts, poor in natural resources but with great wealth, can be compared to Mexico, rich in natural resources but her people poor. [4] The socalled frills—health, vocations, leisure-time activities, and the like—often are the most practical courses in the school. [5] The waste of repeaters, of too small administrative units, and the like. [Have the rates for monopolistic utilities, whose charges for telephone, gas, power, and similar services are, in effect, taxes, been reduced in proportion to reductions demanded for schools?] [6] Compare with cost of local government, roads, war, and the like. [7] Only a state legislature can answer this question finally but an informed public can help a legislature answer it intelligently. The need of tax revision in your state, the proportion of taxes borne by the property and by intangible wealth are points to be considered. North Carolina has changed the basis of school support from property to indirect sources of revenue and more than doubled the state money for schools coming from indirect sources of taxation.

School finance is a vital problem of today. Recent NEA publications on this subject include Research Bulletins, studies in state educational administration, and other material. Write to the Association for a complete list of publications on school finance.

This Year or Never!

YOU as an adult can postpone plans, readjust to a changed economy, but in the education of children it is a matter of this year or never. The education that is denied to childhood today is irretrievably lost. . . . We cannot say to a child: "Next year we shall see about improving your instruction in health. Next year we shall provide a new course in citizenship which fits you for society's pressing problems. We shall buy you some fine new library books, new maps, new laboratory apparatus, next year. Next year we shall furnish you a wonderful textbook in geography, or history, or arithmetic." For that child, this year's schooling is at least a twelfth, perhaps an eighth, a half—yes, even all—of his remaining education. It is this year or never. Many things for which we spend public money may be postponed—roads, bridges, new pavements, new lights—but not the education of youth. Are you helping people to see this? The fine educational opportunities enjoyed by children today have not come about by accident. Are we to allow them to be dissipated at the first financial exigency?

—From *The Illinois Teacher*

THE TRUTH will save the schools if that truth can be presented clearly and in the right spirit.

THE TEACHER can do more than anyone else to help parents and citizens understand their schools. Let the work of interpretation go on thruout the year that informed parents may demand and support worthy opportunities for their children.

How America Pays for Its Failure to Plan

IN PART I *of the Report of the Ohio Commission on Unemployment Insurance [prepared under the chairmanship of William M. Leiserson and dated October 26, 1932] is a realistic description of what failure to plan is doing to our human resources. The following are quotations from that report:*

WE HAVE INQUIRED, and to some extent we have found out, what has happened as a result of the lack of insurance to the American home, to children, to family life, to individual character, to private charities, to public treasuries, to the taxpayers, and to the landlords, grocers, butchers, and other tradesmen, who have in large part had to bear the load of relief as destitution increased and public, as well as private, relief funds became inadequate. Without insurance, what has happened?

[1] **To the American home**—In Cleveland 7000 court orders were issued evicting families from their homes in 1930. The next year the number of evictions exceeded 9000. In 1932 the number of Cleveland families that will thus have the roof taken from over their heads will be greater still, for during the first five months of this year there were 4970 evictions.

In Cincinnati 1100 families were evicted in 1930, 1250 in 1931, and then the rate jumped rapidly so that in the first six months of 1932 more than 3100 were made homeless.

In Columbus the first years of the depression saw 1950 families turned out into the streets; in 1931, 3700; five months of 1932 showed 1855, a rate which, if kept up, will mean the eviction of almost 4500 families by the end of the year . . .

Do we need to describe the effect on men, women, and children when household goods and all that goes to make up family life are thus turned out on the streets?

[2] **To home owners and landlords**—But a description of the hapless condition of those unable to pay rent does not complete the picture of what happens to the American home when the breadwinner is unemployed and uninsured. Home-owning families are no less unfortunate when unemployment stops their income and no insurance fund is available to pay living expenses, taxes, or instalments on mortgages. Sheriffs' sales in thirty-two counties of the state, for which we have records, show that property owners, like renters, are having their homes taken away from them in great and increasing numbers. Sheriffs' sales in these thirty-two counties mounting to 5269 in 1930 increased to 5937 in 1931, and the first six months of 1932 jumped to a rate that promises to make the figure in excess of 7300 by the end of the year.

[3] **To family life**—The Cuyahoga County Joint Relief Committee, in its brief to the Reconstruction Finance Corporation appealing for federal funds to help meet the mounting tide of destitution, estimates that in December 1932, 34,775 families will be dependent on the relief agencies for support. This, on the basis of an average of only four to a family, amounts to 15 percent of the families in Cleveland.

[4] **To the children**—The same committee reports a "rapid increase of dependent children under county care in foster homes . . . directly due to the depression . . . The number of such children now [September 1932] under care is double the number under care two years ago." Before the depression in 1929, dependent children in foster homes under care of Cuyahoga County numbered less than a thousand. By the end of 1930 the number was 1108. From January 1931, on, such children broken from their parents increased every single month, and the total in July 1932, was 1737.

Children who are taken from their families and placed in foster homes may be better off than those who are with their families when unemployment stops the bread-winners' income. Judge Hoffman, with his long background of experience in the Juvenile Court of Cincinnati, testified at one of our public hearings:

> The conditions that exist in the home in which there are evictions are such as to twist the personality so that the child probably will not succeed thereafter in life . . .
>
> I understand that last month there were 720 evictions in the city of Cincinnati. In other words, there were 720 homes that were broken up, 720 instances in which the property of the parties was thrown into the backyard or into the street. Unquestionably the children can't understand such a process . . . A conflict arises in the child's mind.
>
> . . . We are today producing problem children more rapidly than they can be taken care of by the character-building and the curative agencies of the community . . .
>
> The evils of the depression are not only of this day but of the generation that is to come. The rent will be paid in the broken and the ruined lives of a multitude of children of both this and the succeeding generation.
>
> We cannot hope to cultivate or to conserve a citizenship that is sound, so long as children must be thrown from their homes into the street, and mothers must go to the schools and tell their children that there is no home and there will be no dinner.

In the effects of lack of protection against unemployment on older children, we have new and graver problems. From a *Memorandum on the Transient Boy,* prepared in the spring of 1932 by the United States Children's Bureau for the National Association of Travelers' Aid Societies, we quote the following:

> The traditional single transient of earlier years was the seasonal laborer . . . the hobo, and the occasional runaway boy . . . Today young men and boys who would normally be at work or in school predominate.
>
> In Kansas City in May the railroad men emphatically stated that a conservative estimate of the men and boys riding the freights thru that city at that time was 1500 per day. In general the estimates as to what proportion of these freight riders are under twenty-one clustered in the neighborhood of 20 to 25 percent . . .
>
> Some actual sample counts of hitch-hiking boys under twenty-one entering that state [California] during April and May . . . averaged about 150 per week at each of three points.
>
> Most of the communities thru which this hungry, tired, and dirty horde passes are no longer able to meet the needs of their own unemployed adequately . . . Therefore in city after city the transient boy finds that if he pauses to seek food or to rest, he can remain but twenty-four hours. The local agency charged with service to transients will usually give him lodging for one night and two meals. Then he must "move on." In the urban centers the time limit is sometimes a little longer . . . The universality of the policy of keeping these wanderers moving stands out conspicuously. Shelter facilities range all the way from a basement jail devoid of sanitary arrangements or from permission to sleep in the sand house on railroad property, where the warmed sand lends some degree of comfort on a frosty night, up to a well-regulated lodging house, with beds equipped with fresh linen, and with bathing arrangements and a place to launder soiled clothing.
>
> But even if relief is adequate, the problem will not be solved. The morale of energetic boys sinks to a low ebb during long periods of enforced idleness.

[5] **To individual and family responsibility**—It is impossible to provide by individual effort enough funds to protect families when mass production is the characteristic form of industry, and when operations are so irregular that the minimum percentage of unemployment in most prosperous years is 5 percent, and the average in good and bad years is more than 10 percent.

Department of Superintendence Meets

Superintendent Milton C. Potter, Milwaukee, president, Department of Superintendence of the National Education Association

Nature's own beauty in Minneapolis

TENTATIVE PROGRAM for Minneapolis meeting, February 25-March 2, 1933. Convention theme—New Frontiers for American Life

Saturday, February 25, 4:00 P.M.

Review of the exhibits by officers of the Department of Superintendence and the NEA

Sunday, February 26, 4:00 P.M.

Vesper Service

Education for New Spiritual Frontiers

Presiding—Milton C. Potter, president of the Department of Superintendence

Greetings to the convention visitors—Lotus D. Coffman, president, University of Minnesota.

Concert—St. Olaf's Choir.

Monday, February 27, 8:45 A.M.

The Challenge of the New Frontier

The Relation of the Present Economic Crisis to the Future of Democracy—Harley D. Lutz, professor of Industrial Finance, Princeton University

The Imminence of Social Change, the Impact of Technology on a Price System of Production—Howard Scott, consultant engineer, directing Energy Survey of America, and director of Technocracy, New York City

The Educational Implications of Modern Technology—Jesse H. Newlon, Lincoln School, Teachers College, Columbia University

Education for a Changing World—Glenn Frank, president, University of Wisconsin, Madison

Monday, February 27, 2:00 P.M.

An Educational Philosophy for Our Advancing Frontiers

General Session, A

Presiding—Edwin C. Broome, vicepresident, Department of Superintendence

The Need for a Modernized Teaching Philosophy—F. L. Redefer, executive secretary, Progressive Education Association, Washington, D. C.

Modern Theories of Education and Practical Considerations—William C. Bagley, Teachers College, Columbia University

Our Educational Frontier—Boyd H. Bode, chairman of the Department of Principles of Education, Ohio State University

Major Issues with Reference to Proposed Reforms—Frank N. Freeman, professor of Education, University of Chicago

General Session, B

The Training of Teachers for the New Order

Presiding—Joseph Rosier, president, National Education Association

Redirection of Teacher Education toward New Frontiers—H. A. Brown, president, American Association of Teachers Colleges

Our Public-School Crisis and Teacher Training—Paul Stetson, superintendent of schools, Indianapolis

Necessary Differences in Teacher Specifications for the Old and New Frontiers—Fred M. Hunter, chancellor, University of Denver

How the University School of Education Views the Teacher Problem—Paul C. Packer, president, National Society of College Teachers of Education

Monday, February 27, 7:45 P.M.

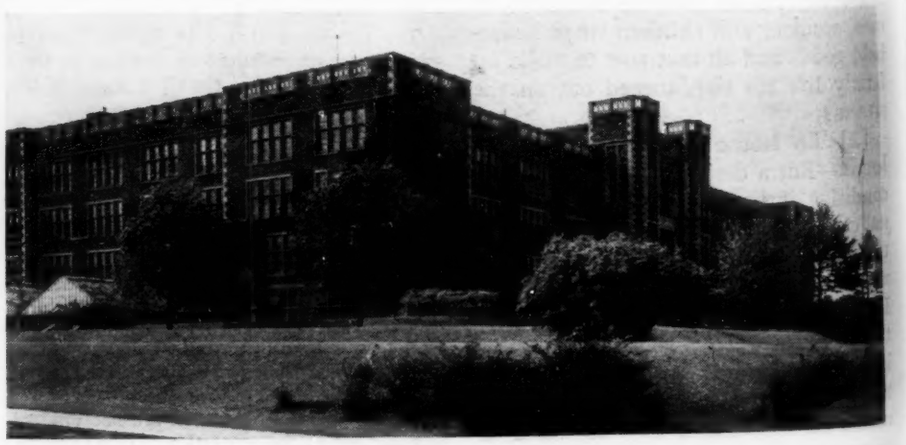
Educational Frontiers from an International Viewpoint

Educational Frontiers of the New World—Harry Charlesworth, general secretary, British Columbia Teachers' Association, Vancouver, B. C.

New Educational Problems of the Antipodes—R. S. Wallace, vicechancellor of Sydney University, Sydney, Australia

Conflicting Governmental Philosophies—Lotus D. Coffman, president of University of Minnesota

Representative Governments Face the New Frontier—David Lawrence, newspaper correspondent, and editor, *The United States Daily*, Washington, D. C.



Central High School, Minneapolis

In Twin Cities of the Old Northwest

Tuesday, February 28, 8:45 A.M.

Educational Leadership for the New Frontiers

Presentation of the Yearbook on Educational Leadership—A. J. Stoddard, superintendent of schools, Providence, R. I., and chairman, 1933 Yearbook Commission

Appraisal of the Yearbook—Herbert S. Weet, superintendent of schools, Rochester, N. Y.

Leadership from the Standpoint of the Layman—Louis Brownlow, director, Public Administration Clearing House, Chicago

Professional Leadership in Education—William John Cooper, United States Commissioner of Education, Washington, D. C.

Tuesday, February 28, 2:00 P.M.

Discussion Groups

Tuesday, February 28, 7:45 P.M.

The Administration of Education on the New Frontiers

Educational Economies and Frontier Needs—George D. Strayer, Teachers College, Columbia University

Independence in School Government a Frontier Necessity—E. P. Cubberley, dean, School of Education, Leland Stanford University, and pioneer in educational administration

Capitalizing the Frontier Crises—Edward C. Elliott, president, Purdue University

Wednesday, March 1, 8:45 A.M.

The Improvement of Instructional Materials for the New Frontier

The Scientific Development and Evaluation of Textbook Materials—B. R. Buckingham, Harvard University

Current Issues Relating to the Curriculum and Instructional Materials—A. L. Threlkeld, superintendent of schools, Denver

Freedom from Red Tape and Statistics—A Frontier Blessing—Ernest C. Hartwell, superintendent of schools, Buffalo

The Scientific Development and Evaluation of the Curriculum—Charles H. Judd, dean, School of Education, University of Chicago

Wednesday, March 1, 2:00 P.M.

Discussion Groups

Wednesday, March 1, 8:00 P.M.

Presiding—Florence Hale, vicepresident, National Education Association

Concert—Minneapolis Symphony Orchestra

Thursday, March 2, 8:45 A.M.

New Educational Frontiers beyond the Common Schools

Secondary Area—Thomas H. Briggs, Teachers College, Columbia University

Beyond Secondary Education, What?—George Carrothers, University of Michigan

University Area—Robert M. Hutchins, president, University of Chicago

Thursday, March 2, 1:45 P.M.

The New Frontiers of Extension Education

Dangers in the New Leisure Area—Dorothy Enderis, director, Extension Department, Milwaukee Public Schools

Interprofessional Frontiers—Dr. Charles H. Mayo, Rochester, Minnesota

New Problems in Adult Education—Ray Fife, state supervisor of Agricultural Education, Columbus, Ohio

The Importance of Extension Education in Maintaining an Educated Citizenry—William J. Bogan, superintendent of schools, Chicago

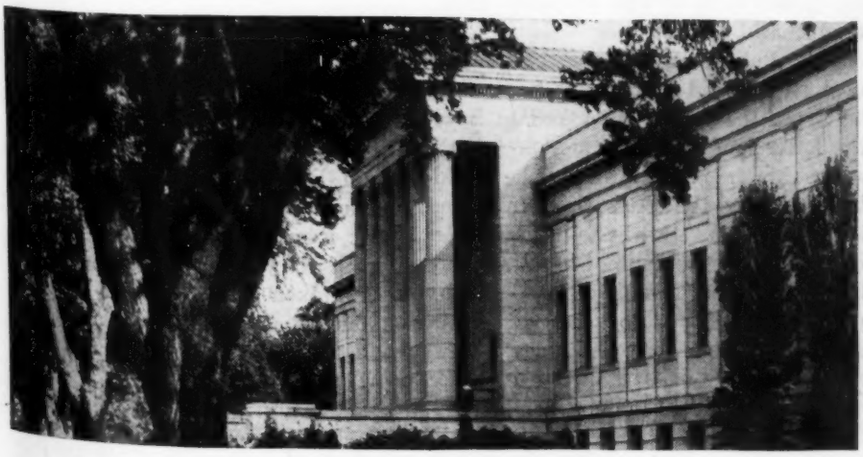
IMPORTANT—Special railroad rates to Minneapolis and St. Paul, one and one-half fare for the round trip. Identification certificates furnished to members of the NEA on request. Write J. W. Crabtree, secretary, 1201 Sixteenth Street, N. W., Washington, D. C., or your state director, or your state secretary. If you neglect to get in advance your identification certificate and purchase a round trip ticket, no adjustment of fare can be made after arrival at the Twin Cities. Sale begins in central territory February 19, final return limit thirty days from date of sale. Validation at regular ticket offices in Minneapolis and St. Paul.

Sleeping room reservations are handled thru the hotel committee, C. H. Chadbourn, chairman, Hotel Vendome, Minneapolis.

Convention headquarters, registration, postoffice, exhibits, and general sessions will be located in the Minneapolis Auditorium.

Superintendent Carroll R. Reed, Minneapolis, host to the sixty-third annual Convention of the Department of Superintendence

A wellknown landmark in Minneapolis



Minneapolis Institute of Arts

NOTES and ANNOUNCEMENTS

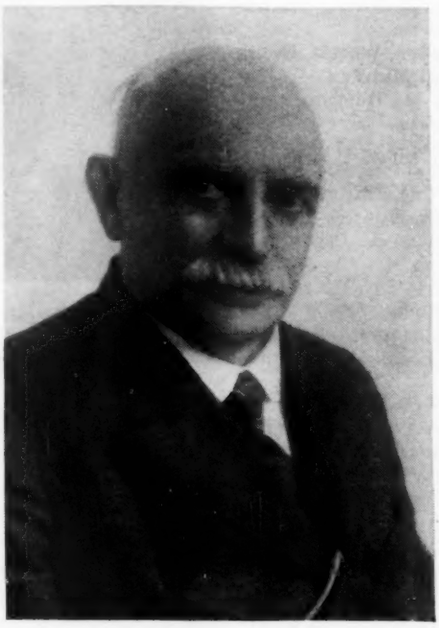
THE PROGRAM of blind tax reduction which is being sponsored by certain banking and financial interests will merely prolong and deepen the depression. Having mismanaged finance and industry, having themselves collected "fabulous taxes" in the shape of excess profits, watered stock, and worthless securities, these interests would lay the blame on government. In order to escape reasonable taxes, they would close down the public services of education, health, and government to a point which would make economic recovery all the more difficult. If there was ever a time when selfish business needed to be saved from its own folly, that time is now.

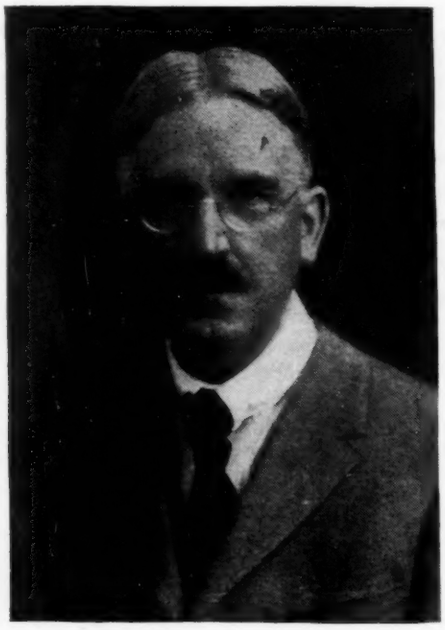
When you see magazine advertisements or newspaper statements which seek to cripple government and public services, write to those who sponsor such projects, telling them in terms of your experience what it means to childhood.

Bob, the letter-writer—Last summer while we were attending the NEA convention at Atlantic City, we received a letter from Bob, our third grader, who lives at our house at night and meal times. Bob and Bill, his older brother, were staying with their grandmother at New Market, Virginia. They were promised as a "bribe," that if they would stay there peacefully, their cousin Mary would take them to see the three caverns in that vicinity. Lo! on the third day at Atlantic City we got a letter addressed as follows:

Mr. L. W. Reese, Any A. Headquarters, Atlanta City. And the message was even more graphic!

Daddy give this to Mother. I diddent get to go to the caves. I toled you I wouldnt get to go. Send your adderress and hotle. With love Bob Reese.





AT THE *Atlantic City convention John Dewey [right] and A. E. Winship [left] were made honorary presidents of the National Education Association for life. This is the first time this honor has been bestowed. Dr. Dewey is the world's best-known educational philosopher, and Dr. Winship for half a century has been the inspiring circuit rider of American education. The Association honors itself in recognizing the remarkable and long-sustained services of these two great social pioneers.*

And on the back of the letter we found:

Send this letter Back Because I might have to send it Back to you.

Let the old-fashioned English purist pick Bob's letter to pieces. But after they have done their best, let's ask them to write a letter more effective and to the point, even to the economy angle, than small Bob's letter.

Here Bob was free to use the creative urge and he did so. No one knew that he wrote the letter. He asked to have the letter handed to his mother [that's smart thinking]. Then for fear he would have to write the letter all over again, he asked us to return it so he could use it again if the trip had not been made to the caves. Then, lovable, little, old Bob, you did not forget to send your love despite the high state of dudgeon you were in.

We are not afraid of Bob when he goes to face the world. Why, he's facing it all the time, for he is doing his own thinking—rather logically, too, don't you think?—L. W. Reese, editor, *The High School Teacher.*

I have this minute returned from attending the special session of the New York State Legislature, held this week in Albany. As you have undoubtedly learned from the newspapers, we succeeded in maintaining several important points:

[1] Full state control of education

[2] Continued state support of education

[3] A temporary cut of a graded type, rather than a permanent cut

[4] A comparatively low percentage of deduction for the great body of teachers

[5] Full protection of all pension rights and privileges, based on present schedules.

The members of the State Legislature gave us assurance of their friendly attitude toward the schools and of their firm desire to continue state control at all times. They assured us also that there will be a complete investigation of the financial system in the city of New York, as well as an effort to improve that system.

You may be interested to know that when I spoke in the assembly hall, before the combined judiciary committees of the House and of the Senate, I said that I spoke as state director of the National Education Association, and announced that the NEA watches with great interest the promotion of education in every state, and looks upon any action taken by the state of New York, as one of great influence thruout the country—Frederick Houk Law, state NEA director for New York.

Education advances—The Mexican Chamber of Deputies while cutting the budgets of all [*Cont. on page* A-18]

Master Builders of Our Profession

CIVILIZATION rests upon dedicated lives, lives which acknowledge obligation not to themselves or to other single persons but to the community, to science, to art, to a cause.—George Herbert Palmer.

THE NUMBER of life members enroled in the National Education Association on January 1 was 5065. Life membership is a growing measure of professional advance and of individual devotion to the great cause of education. The following life members have been reported since the list was published in the January JOURNAL.

CALIFORNIA—Mrs. Annie R. Babcock, John B. Monlux.
COLORADO—Ray E. Redmond.
CONNECTICUT—Walter C. Hoag.
IOWA—Jessie M. Parker.
MASSACHUSETTS—Mary L. Guyton, F. J. Toupence.
MICHIGAN—A. W. Thompson.
MISSOURI—Ellis B. Babbit.
NEW JERSEY—Milton R. Weaver.
NEW MEXICO—Mrs. Jennie Bennett.
NEW YORK—C. A. Duvall, Anna G. Gross.
NORTH CAROLINA—P. O. Purser.
OHIO—Mary R. Barnette.
PHILIPPINE ISLANDS—Esteban P. Beloncio.
TEXAS—Harold Brenholtz.

Completed Enrolment

THE FOLLOWING schools have maintained their 100 percent enrolment in the National Education Association for 10 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 January JOURNAL.

Fifteen Years

COLORADO—*Pueblo, District Number 20*, Danforth.
NEW JERSEY—*Morris County, Morris Township*, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street.

Fourteen Years

COLORADO—*Denver*, Perry.
GEORGIA—*Americus*, Americus High.
MISSOURI—*Sedalia*, Horace Mann, Mark Twain.
OHIO—*Elyria*, Elyria Public Schools, Allen, Ely, Franklin, Garford, Gates, Gates School for Crippled Children, Hamilton, High, Jefferson Junior High, McKinley, Opportunity, Roosevelt, Washington.

Thirteen Years

CALIFORNIA—*Berkeley*, Le Conte.
ILLINOIS—*Decatur*, Roach; *Moline*, Lincoln, Willard.
MAINE—*Lewiston*, Dingley Normal Training.
MISSOURI—*Saint Joseph*, Saint Joseph Public Schools, Bartlett High, Benton Junior-Senior High, Blair, Bliss Junior High, Central High, Douglass, Thomas A. Edison, Eugene Field, Floyd, Hall, Hosea, Humboldt, Hyde, Junior College, Lafayette Junior-Senior High, Lincoln, Charles A. Lindbergh, Longfellow, McKinley, Musser, Neely, Noyes, John J. Pershing, Robidoux Junior High, Sherwood, South Park, Washington, Webster, Whittier, Young; *Sedalia*, Sedalia Public Schools, Broadway, Jefferson, Horace Mann, Smith Cotton High, Mark Twain, Washington, Whittier.
NEBRASKA—*Lincoln*, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard.

Twelve Years

CALIFORNIA—*Berkeley*, Hillside; *South Pasadena*, Marengo Avenue.
ILLINOIS—*Maywood*, Washington; *Moline*, Logan.
LOUISIANA—*Grand Cane*, Grand Cane High.
NEBRASKA—*Lincoln*, Belmont, Elliott, Hartley, Normal, Park, Randolph, Saratoga.
OHIO—*Lorain*, Brownell, Harrison, Lowell.

Eleven Years

CALIFORNIA—*Berkeley*, Washington; *San Francisco*, Kate Kennedy; *Santa Ana*, Roosevelt.
COLORADO—*Boulder*, University Hill.
ILLINOIS—*Moline*, Central Junior High, John Deere Junior High, Garfield, Grennell, Washington.
INDIANA—*Wabash*, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—*Burlington*, Burlington Public Schools, Corse, Grimes, Lincoln, North Hill, Oak Street, Perkins, Prospect Hill, Salter, Saunderson, Senior High, Sunnyside, Washington.
NEW JERSEY—*Kearny*, Franklin, Nathan Hale; *Long Branch*, North Long Branch.
OHIO—*Lorain*, Hawthorne, Whittier.

Ten Years

ARIZONA—*Phoenix*, Wilson.
CALIFORNIA—*Berkeley*, University; *Los Angeles*, Cahuenga, Melrose Avenue; *Santa Monica*, Grant, Jefferson, Roosevelt.
COLORADO—*Boulder*, Whittier.
ILLINOIS—*Decatur*, Roosevelt Junior High; *Maywood*, Irving; *Moline*, Ericsson, High, Irving, McKinley, Roosevelt.
INDIANA—*Fort Wayne*, Washington.
NEBRASKA—*Lincoln*, Lake View, Prescott.
OHIO—*Lorain*, Irving, Longfellow; *Youngstown*, Harding.
PENNSYLVANIA—*Berlin*, Berlin Public Schools; *Erie*, Burns.
VIRGINIA—*Winchester*, Winchester Public Schools, Elementary, High, Primary.

Builders of Our Profession

WAS IT FOR weaklings that our sires
Built house and temple, hewed the wood,
And drew the water? Are we men,
Or schoolboys whining 'neath the rod?

The pioneers, the fathers, smile
Disdainfully on craven sons.
Have we forgotten what *they* fought?
Stand up, and fight! The coward runs.

Hardship? We know its shadow mere.
They knew its body and its blow.
Are all the builders gone? Be men!
Hew the hard wood, make straight the row!

—Harry Torsey Baker, associate professor of English, Goucher College, Baltimore.

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

Ten Years or More

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

Nine Years

ARKANSAS—*Fort Smith*, Fort Smith Public Schools, Administration Building, Belle Grove, Belle Point, Duval, Howard, Junior High, Lincoln, Mill Creek, Parker, Peabody, Albert Pike, Rogers, Senior High, South Fort Smith, Spradling, Trusty, Washington.
CALIFORNIA—*South Pasadena*, Lincoln Park.
COLORADO—*Denver*, Bromwell, Ebert, Fairmont, Globeville, Montclair, Steele, Stevens, Thatcher, Twenty-fourth Street, Wyatt, Wyman.
IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside.
ILLINOIS—*Elmhurst*, Lincoln, Roosevelt; *Moline*, Moline Public Schools, William Carr, Central Junior High, John Deere Junior High, Ericsson, Garfield, Grant, Grennell, High, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Washington, Willard; *Rockford*, Kent; *Rock Island*, Edison, Grant, Hawthorne, Irving.
INDIANA—*Fort Wayne*, Forest Park, Hamilton.
KANSAS—*Hutchinson*, Avenue "A", Fourth Avenue.
MASSACHUSETTS—*Belmont*, W. L. Chenery; *Brookline*, Lawrence; *Melrose*, Roosevelt; *Swampscott*, Clarke.
MICHIGAN—*Grand Rapids*, Coit, Dickinson.
MINNESOTA—*Minneapolis*, Longfellow, Thomas Lowry.
NEBRASKA—*Lincoln*, Lincoln Public Schools, Bancroft, Belmont, Bethany, Capitol, Clinton, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson High, Lake View, Lincoln High, Normal, Park, Randolph, Riley, Prescott, Saratoga, Sheridan, Special Teachers and Supervisors, Twenty-sixth and "O" Streets Junior High, Van Fleet, Whittier Junior High, Willard; *Omaha*, Belvedere, Howard Kennedy.
NEW JERSEY—*Middlesex County, Raritan Township*, Stelton; *Neptune*, Ridge Avenue; *Ocean Grove*, Grammar.
NEW MEXICO—*Albuquerque*, Fourth Ward.
OHIO—*Columbus*, Fairwood; *Cuyahoga County*, Beechwood, Bratenahl, Brecksville, Brooklyn Village, Chagrin Falls Elementary, Chagrin Falls High, Fairview High, Independence, North Royalton, Olmsted Falls, Orange, Solon, Valley View; *Lorain*, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, Irving, Hawthorne, Longfellow, Lowell, Oakwood, Senior High, Special Teachers and Supervisors, Whittier.
PENNSYLVANIA—*Chester*, Morton; *Pottstown*, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Jackson, Junior High, Lincoln, New Grade, New Madison, Old Madison, Richards, Senior High, Union, Van Buskirk.
VIRGINIA—*Lynchburg*, Ruffner.
WEST VIRGINIA—*Charleston*, Kanawha, Lincoln.

Eight Years

ALABAMA—*Birmingham*, Jackson.
ARIZONA—*Gilbert*, Gilbert Public Schools; *Winslow*, Winslow Public Schools, Coopertown, High, South Side, West Washington.
CALIFORNIA—*Davis*, Joint Grammar, Joint Union High; *Hermosa Beach*, Hermosa Beach Public Schools, North Grade, Ocean View, Pier Avenue, Prospect Avenue, South Grade; *Los Angeles*, Amelia Street, Commonwealth Avenue, Dahlia Heights, Garvanza, Lockwood Street, Loreto Street, Reseda, Rowan Avenue, Thirty-sixth Street, Van Ness Avenue; *Monrovia*, Mayflower; *Pasadena*, John Muir Technical High; *Santa Monica*, Franklin.
COLORADO—*Denver*, Alameda, Cole Junior High.
IDAHO—*Idaho Falls*, Idaho Falls Public Schools, Central, Eagle Rock, Eastside, Emerson Elementary, Emerson Primary, Junior High, Senior High, Riverside.
ILLINOIS—*Evanston*, Dewey, Orrington; *Rock Island*, Franklin Junior High Lincoln; *Cicero*, Sherlock.
INDIANA—*South Bend*, Boys Vocational.
KENTUCKY—*Louisville*, John B. McFerran, George D. Prentice.
MAINE—*Presque Isle*, Aroostook State Normal.
MASSACHUSETTS—*Lynn*, Coburn Street; *Malden*, Judson.
MICHIGAN—*Bay City*, Wenona; *Grand Rapids*, Auxiliary, Straight Street.
MINNESOTA—*Minneapolis*, George Bancroft, Madison, Whitney.
MISSOURI—*Kansas City*, Leeds.
NEW JERSEY—*Camden*, C. K. Evered, Northeast; *Long Branch*, Garfield; *Lyndhurst*, Columbus; *Middlesex County, Raritan Township*, Sand Hills.
NEW YORK—*Oneida*, North Broad Street.
OHIO—*Lima*, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; *Lorain County*, Avon Lake Village; *Mansfield*, Senior High.
PENNSYLVANIA—*Abington*, Park, Roslyn; *Berks County*, Berks County Public Schools, Albany Township, Alsace Township, Amity Township, Bally Borough, Bechtelsville Borough, Bethel Township, Birdsboro Borough, Boyertown Borough, Brecknock Township, Caernarvon Township, Colebrookdale Township, Cumru Township, District Township, Douglass Township, Earl Township, Exeter Township, Fleetwood Borough, Greenwich Township, Hamburg Borough, Heidelburg Township, Hereford Township, Jefferson Township, Kutztown Borough, Longswamp Township, Lower Alsace Township, Lower Heidelberg Township, Maidencreek Township, Marion Township, Max-

atawny Township, Mohnton Borough, Mount Penn Borough, North Heidelberg Township, Oley Township, Ontelaunee Township, Penn Township, Perry Township, Pike Township, Richmond Township, Robeson Township, Robesonia Borough, Rockland Township, Ruscombmanor Township, Shillington Borough, Sinking Spring Borough, Spring Township, Strausstown Borough, Topton Borough, Tulpehocken Township, Union Township, Upper Bern Township, Upper Tulpehocken Township, Washington Township, Wernersville Borough, West Leesport Borough, West Reading Borough, Windsor Township, Womelsdorf Borough, Wyomissing Borough, Wyomissing Hills Borough; *Chester*, Graham, Howell, Larkin, Martin, Thurlow; *Indiana*, State Teachers College; *Warren*, Jefferson.

TEXAS—*Dallas*, Sam Houston, Obadiah Knight, Vickery Place.

WEST VIRGINIA—*Charleston*, Thomas Jefferson Junior High; *Clarksburg*, Linden.

WISCONSIN—*Kenosha*, Frank; *Madison*, Lapham.

WYOMING—*Casper*, Junior High.

Seven Years

CALIFORNIA—*Dinuba*, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington; *Hawthorne*, Eucalyptus, Fifth Avenue, York Avenue; *Los Angeles*, Brooklyn Avenue, Clifford Street, Soto Street Elementary; *Santa Monica*, Madison.

COLORADO—*Denver*, Asbury, Byers Junior High, University Park.

FLORIDA—*Dade County*, Buena Vista Elementary.

HAWAII—*Mana, Kauai*, Mana.

ILLINOIS—*Decatur*, French, Garfield, Johns Hill Junior High, Oakland, Oglesby, Riverside, Ullrich, Warren; *Elmhurst*, Hawthorne; *Maywood*, Garfield; *Cicero*, Burnham, Wilson.

INDIANA—*Fort Wayne*, Rudisill.

KANSAS—*Norton*, Norton Public Schools.

KENTUCKY—*Louisville*, Hazelwood.

MASSACHUSETTS—*Plymouth*, Knapp.

MICHIGAN—*Albion*, Albion Public Schools, Austin, Dalrymple, Gardner Grade, Junior High, Michigan Avenue Senior High, West Ward; *Detroit*, Coolidge; *Saginaw*, Salina.

MINNESOTA—*Minneapolis*, Miles Standish, Willard.

NEW JERSEY—*Carney's Point*, John J. Pershing, *Dunellen*, Lincoln, Whittier; *Passaic*, Lafayette Number 5; *Trenton*, Peabody; *West Deptford Township*, West Deptford Township Public Schools, Colonial Manor, Mantua Grove, Mantua Terrace, Red Bank, Thorofare, Thorofare (Colored), Verga.

NEW MEXICO—*Roswell*, Missouri Avenue.

OHIO—*Arlington*, Arlington District Public Schools; *Ashtabula*, Division Street; *Columbus*, Northwood; *Lima*, Lima Public Schools, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, South High, Washington, Whittier; *Mansfield*, Newman; *Maumee*, Union Grades.

PENNSYLVANIA—*Braddock*, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; *Chester*, Gartside, Powell, Booker T. Washington; *Clairton*, Clairton Public Schools, Fifth Street, Fifth Street Junior High, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Street Junior High, Walnut Street; *Delaware County*, Delaware County Public Schools, Aldan Borough, Aston Township, Bethel Township, Chester Township, Collingdale Borough, Colwyn Borough, Concord Township, Darby Township, East Lansdowne Borough, Eddystone Borough, Edgemont Township, Folcroft Borough, Glen-nor High, Glenolden Borough, Lower Chichester Township, Marcus Hook Borough, Marple-Newtown Joint Elementary, Marple-Newtown Joint High, Marple Township, Media Borough, Middletown Township, Morton Borough, Nether Providence Township, Newtown Township, Norwood Borough, Parkside Borough, Prospect Park Borough, Ridley Park Borough, Ridley Township, Rutledge Borough, Sharon Hill Borough, Springfield Township, Swarthmore Borough, Thornbury Township, Tinicum Township, Trainer Borough, Upland Borough, Upper Chichester Township, Upper Providence Township, Yeadon Borough; *Pittsburgh*, Sunnyside.

RHODE ISLAND—*Westerly*, Bradford.

SOUTH DAKOTA—*Wakonda*, Independent consolidated.

TEXAS—*Dallas*, Mirabeau Lamar; *Houston*, Crockett.

VERMONT—*Johnson*, Johnson High.

VIRGINIA—*Norfolk*, Ocean View.

WASHINGTON—*Centralia*, Centralia Public Schools, Edison, High, Lincoln, Logan, Oakview, Roosevelt-Jefferson, Washington.

WEST VIRGINIA—*Charleston*, Fernbank, Glenwood, Mercer, Tiskelwah, Watts.

Six Years

CALIFORNIA—*Beardsley*, Beardsley; *Inglewood*, Center Avenue; *Los Angeles*, Forty-ninth Street, Ivanhoe, Los Feliz; *San Diego*, Central, Ocean View; *Santa Paula*, Briggs.

COLORADO—*Denver*, Adams Street, Baker Junior High, Bryant-Webster, Evans, Grant Junior High, Lake Junior High, Stedman, Teller; *Laird*, Laird Combined Schools.

HAWAII—*Maunaloa, Molokai*, Maunaloa.

ILLINOIS—*Decatur*, Centennial, Durfee, Grant, Lincoln, Pugh, Washington; *Evanston*, Larimer.

KANSAS—*Lawrence*, Lincoln, Quincy.

MAINE—*Bath*, North Grammar; *Machias*, Washington State Normal.

MASSACHUSETTS—*Pittsfield*, Briggs.

MICHIGAN—*Saginaw*, Crary-Lincoln.

MINNESOTA—*Minneapolis*, Audubon, Cooper, Pierce.

NEW JERSEY—*Lyndhurst*, Washington; *Morris County*, Boonton Township.

NEW YORK—*Kenmore*, Junior High, Kenmore High.

OHIO—*Cleveland*, Chesterfield, Collinwood High, Case Woodland; *Columbus*, Champion Avenue Junior High.

PENNSYLVANIA—*Montgomery County*, North Wales Borough.

SOUTH DAKOTA—*Doland*, Doland Public Schools, Grammar, High.

TENNESSEE—*Knoxville*, Lincoln Park.

TEXAS—*Dallas*, Leila P. Cowart.

VIRGINIA—*Newport News*, High.

WEST VIRGINIA—*Bluefield*, Beaver High.

WISCONSIN—*Whitefish Bay, Milwaukee*, Whitefish Bay Public Schools, Henry Clay, Cumberland, Richards.

Five Years

ALASKA—*Skagway*, Skagway.

ARIZONA—*Casa Grande*, Union High; *Tolleson*, Union High.

CALIFORNIA—*Hayward*, Tennyson; *Los Angeles*, Hoover Street, Nevin Avenue, Santa Barbara Avenue, Twenty-eighth Street; *Pasadena*, James A. Garfield; *San Francisco*, San Miguel; *San Pedro*, Barton Hill; *Santa Ana*, Edison; *Santa Monica*, Lincoln Junior High, McKinley, Washington; *West Whittier District*, West Whittier.

COLORADO—*Colorado Springs*, Cheyenne Mountain; *Denver*, Cheltenham, Colfax, Sherman, Smiley Junior High.

ILLINOIS—*Decatur*, Oak Grove, Senior High; *Evanston*, Foster; *Mascoutah*, Grade; *Rock Island*, Frances Willard.

INDIANA—*Fort Wayne*, Bloomingdale; *Terre Haute*, Sandison.

KANSAS—*Lawrence*, Pinckney.

NEBRASKA—*Omaha*, Corrigan.

NEW JERSEY—*Trenton*, Skelton, Joseph Wood.

NEW YORK—*Yonkers*, Public Number 6.

OHIO—*Ashtabula*, Station Street; *Cleveland*, West Technical High; *Lake County, Willoughby District*, Willoughby District Public Schools, Browning, Lincoln, Memorial Junior High, Union High; *Marion County*, Montgomery Rural Schools; *Steubenville*, Jefferson; *West Carrollton*, Exempted Village School.

OREGON—*Coos County*, District Number 3, District Number 28, District Number 46, District Number 65, District Number 83.

PENNSYLVANIA—*Dauphin County*, Hummelstown Borough, Royalton Borough; *Montgomery County*, Hatfield Borough and Township; *Reading*, Perkiomen Avenue; *Williamsport*, Daniel Webster.

TENNESSEE—*Hamilton County*, Amnicola, Apison, Bakewell, Birchwood, Bonny Oaks, Chickamauga, East Dale, Fairmount, Fairview, Friendship, Ganns, Gold Point, Harrison, Lookout Mountain, Lupton City, Meadowview, Miller's Grove, Mowbray, New Providence, Ooltewah, John A. Patten, Pineville, Sale Creek, Salem, Shade Grove, Snow Hill, Tyner Elementary, Tyner Junior-Senior High, West View.

TEXAS—*Dallas*, Cockrell Hill.

WEST VIRGINIA—*Charleston*, Lincoln Junior High.

WYOMING—*Casper*, Willard.

Four Years

ARIZONA—*Phoenix*, Junior College, Union High.

CALIFORNIA—*Burbank*, Roosevelt; *Coronado*, Grammar; *Los Angeles*, Bandini Street, One Hundred Ninth Street; *Monrovia*, Ivy Avenue; *San Diego*, Franklin, Garfield, Andrew Jackson; *San Diego County*, Otay; *San Francisco*, Commodore Stockton; *South Pasadena*, Las Flores.

COLORADO—*Denver*, Beach Court, McKinley, Dora M. Moore, Smedley, Swansea.

GEORGIA—*Atlanta*, S. N. Inman, Opportunity.

HAWAII—*Eleele, Kauai*, Eleele; *Hanamaulu*, Hanamaulu; *Kapaa*, Olohena; *Kaunakakai, Molokai*, Kaunakakai; *Kealia, Kauai*, Anahola; *Kilauea*, Kilauea, Koolau; *Lihue*, Kauai High, Lihue; *Makaweli*, Makaweli; *Waimea*, Waimea Intermediate.

ILLINOIS—*DeKalb*, Township High; *Elmhurst*, Elmhurst Public Schools, Hawthorne, Lincoln, Roosevelt, Washington; *Maywood*, Roosevelt; *Rockford*, Kishwaukee.

KANSAS—*Lawrence*, Junior High.

MASSACHUSETTS—*Brookline*, Longwood; *Everett*, Hale; *Whitman*, Dyer.

MICHIGAN—*Grand Rapids*, East Leonard; *Lansing*, West Junior High.

MINNESOTA—*Minneapolis*, Garfield, McKinley, Pillsbury.

MISSISSIPPI—*Yazoo City*, Yazoo City Public Schools, Grade, Junior High, Senior High.

NEBRASKA—*Lincoln*, College View High, College View South.

NEW JERSEY—*Dunellen*, Roosevelt Junior High; *Summit*, Senior High.

NORTH DAKOTA—*Fargo*, McKinley.

OHIO—*Canton*, Henry S. Martin; *Columbus*, Linden; *Elyria*, Edison; *Kent*, Central, Junior High, South; *Lorain County*, East Carlisle Rural, Lake Avenue (Elyria Township), Grafton Township, Grafton Village, Penfield Township, Ridgeville Township, South Amherst Village, Vincent.

OKLAHOMA—*Tulsa*, Burroughs, Franklin.

OREGON—*Coos County*, District Number 8, District Number 11.

PENNSYLVANIA—*Chester*, Patterson, Watts; *Hanover*, Eichelberger, Hanover Street, High Street, Junior High; *Lewistown*, Junior High; *Williamsport*, Benjamin Franklin, Andrew Jackson, George Washington.

TENNESSEE—*Hamilton County*, Red Bank Elementary.

TEXAS—*Houston*, Berry.

VERMONT—*Brattleboro*, Academy.

WASHINGTON—*Bellingham*, Columbia.

WEST VIRGINIA—*Charleston*, Chamberlain Grade, Chamberlain Junior High.

Three Years

ARIZONA—*Ajo*, Ajo Public Schools.

CALIFORNIA—*Burbank*, George Washington; *Claremont*, High; *La Jolla*, Elementary; *Los Angeles*, Eagle Rock, Graham Street, Normandie Avenue, Robert Louis Stevenson Junior High, Toland Way, Yorkdale; *Palos Verdes Estates*, Malago Cove; *San Diego County*, Lakeside; *Santa Ana*, Delhi, Franklin; *Siskiyou District*, Fort Jones High, Mount Shasta High; *West Whittier District*, Guirado.

COLORADO—*Denver*, Ashley, Ellsworth, Fairview, Garden Place, Garfield, Lawrence Street.

CONNECTICUT—*East Hartford*, Woodland.

FLORIDA—*Dade County*, Opa Locka Elementary.

GEORGIA—*Fulton County*, Lena H. Cox, R. L. Hope.

HAWAII—*Haena, Kauai*, Haena; *Hanalei*, Hanalei; *Lihue*, Huleia.

ILLINOIS—*Elmhurst*, New Field; *Evanston*, Miller; *Lake Forest*, Lake Forest Public Schools, Everett, Gorton, Halsey; *Rock Island*, Denkmann; *Cicero*, Cicero, Goodwin.

[*Continued on page* A-23]

The Journal of the National Education Association

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

President, JOSEPH ROSIER — *Secretary*, J. W. CRABTREE

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

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

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

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

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

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[*Continued from page* 68] other departments 10 percent has increased the allowance to the department of public education by $5,000,000. This is not a princely sum as government expenses go, but at a time of universal retrenchment it is not to be shunned. It will go far in a country like Mexico where the task is to introduce the most elementary education.—From *Cleveland Plain Dealer*.

To American citizens—[History and civics teachers take special note]—The Fathers of our country blazed the trail 150 years ago for a democracy to be founded upon a *perfectly new kind* of universal public-school education:

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Adams: *"for civic and moral duties"*
Madison and Monroe: *"for government"*
Jefferson: *"to know what is going on, and to make, each, his part go on right"*

But the school teachers fell into the old rut of European standards, syntax, cube root, and other frills, and the democracy planned for by the Fathers *has not yet been tried*.

Ask your boys and girls what they are going to do about it? Are not the public schools *perpetuating the very bulwark* of bad government when they graduate young citizens helpless to cope with the politicians?—*Selected*.

"German Youth Goes Walking," published in the March 1932 JOURNAL, was written by Max Zimple, principal of the Hufnagel-Mittelschule in Frankfurt am Main, Germany, who will be remembered by American teachers in connection with greetings brought from the German Teachers Association to the NEA convention in Minneapolis in 1928. After teaching in the Moorhead, Minnesota, State Teachers College in 1930, Mr. Zimple returned to Germany and recently wrote to Association headquarters, in part, as follows:

I found such confusion and political unrest, that I completely lost sight of American affairs. In quick succession, we experienced a rapid breakdown of our educational achievements. All classes of teachers lost more than a third of their salaries; the size of the classes was enlarged to fifty-five for high schools and to sixty for elementary schools; the retiring age for teachers was fixed at sixty-two years instead of sixty-five in order to give a chance to the twenty thousand fully trained younger teachers who were waiting ten years and longer to find a position; the weekly number of teaching hours was increased from twenty-four for women and twenty-six for men to thirty and thirty-two respectively; fees were increased; the number of scholarships reduced; and hundreds of schools were completely closed.

In these months it was a comfort to me to see the German youth not losing courage. We have the wonderful German youth movement which teaches our boys and girls to seek their happiness in hard work during week days and joyful wandering thru God's free nature on holidays, preferring simplicity to luxury, and purity to debauchery.

Max Zimple received a number of letters from American teachers, asking if they could join the German wandering associations, make use of the youth-hostels, and thus enjoy an inexpensive hiking tour thru the Fatherland. This could not be arranged in time for 1932 and, since Mr. Zimple may be on a lecture tour in the United States in 1933, preparations are being made to lead a party of American teachers on a hiking trip thru Germany in 1934, under his personal guidance.

School legislation—During the coming sessions of state legislatures, the Research Division of the National Education Association will be glad to receive and answer any inquiries concerning present practises and approved policies in state school legislation and state school administration. Much published material is also available on such topics as state school finance, teacher retirement, free textbook legislation, and other subjects of [*Continued on page* A-20]

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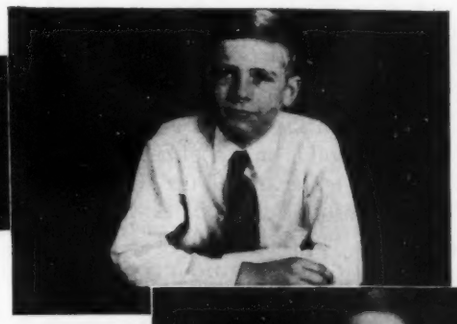

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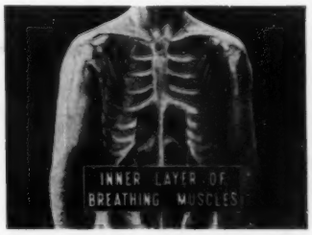

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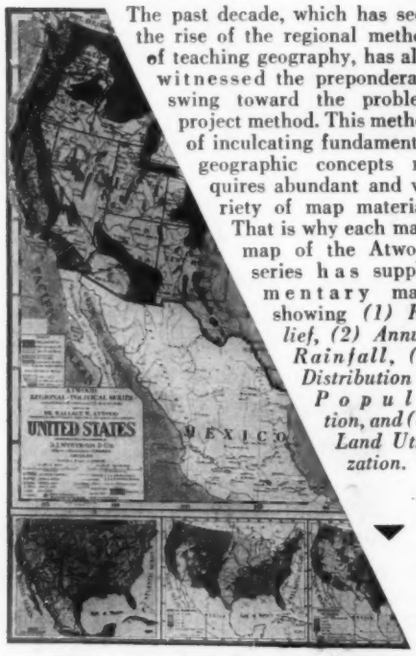

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[*Continued from page* A-18] statewide scope. The Research Division has prepared a four-page list of material available in recent publications of the NEA on the subject of school legislation. This guide on school legislation can be secured by writing to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

The radio programs sponsored by the NEA provide an excellent opportunity to interpret the schools to the public. The series known as "Our American Schools," directed by Vicepresident Florence Hale, has been planned weeks ahead. Members may greatly increase the effectiveness of this series by calling it to the attention of local radio editors, and by posting on local school bulletin boards a schedule of the programs. It may be announced in school assemblies, at parent-teacher meetings, and other community gatherings. Write to the Division of Publications, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., for releases which may be used for these purposes.

The Dublin conference of the WFEA—Dublin and all Ireland will provide a hearty welcome to those who attend the Fifth Biennial Conference of the World Federation of Education Associations to be held in Dublin July 29 to August 4, 1933. An excellent program is being planned by President Paul Monroe.

The main purpose of the World Federation of Education Associations is the cultivation and development of international understanding and goodwill thru education. The Dublin Conference will be a great international educational gathering and as such it will afford opportunities for the teachers of America to meet the teachers from other countries.

Nowhere in the world is there presented, within so limited a space, such a wonderful variety of scenery as in Ireland. Dublin itself is noted for its many interesting buildings and its historical background.

Secretary J. W. Crabtree has sent this timely message to the teachers of the nation:

The time has come when teamwork is necessary to check the wave of hysteria sweeping the nation, putting health work, kindergartens, and other important activities out of the schools, increasing the teacher-load beyond the point of endurance, shortening the school year, making unnecessary cuts in salaries, and even closing the schools in great areas of the country. The need for the organized assistance of classroom teachers was never greater than at this moment. Will not the teachers of your school join at once, if you have not already done so, with the state and national associations in a program to acquaint the parents and other citizens with

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the achievements, purposes, and needs of the schools?

We realize, of course, that where funds are absolutely lacking we must all make the best of it. Salary cuts and other reductions must be accepted in the right spirit where funds are not available, but hysteria promoted by wild-eyed reductionists, thoroly organized and well-financed, strikes hard at school efficiency everywhere. It often closes schools and cuts deeper into the budget than is warranted by conditions. At Worcester, Massachusetts, where a thirty percent cut was demanded, the superintendent and teachers organized to get the press and the public to investigate carefully as to the real necessity for such a reduction. The result was that only slight economies were called for, and the thirty percent cut was not made. A like situation and a like effort in Baltimore saved the schools.

We have other examples of this kind. Are we not ready to show this same solidarity of organization of effort in every community? It is not only what you do or what I do individually that counts. The extreme emergency requires what we can all do working together to meet the present terrific onslaught.

Universities hard-pressed—In the 1933 legislatures the state universities and teachers colleges will find difficulty in securing adequate appropriations to maintain their work. Public-school leaders should stand solidly behind these fundamental institutions in their efforts to maintain services which are important to the entire population of the state.

Parent-teacher associations during this critical period for education and for the nation have performed an invaluable service. They have stood by the schools faithfully and intelligently. These state and local parent-teacher associations are banded together in one great organization—the National Congress of Parents and Teachers. It is a tower of strength in the educational field because it consists of an effectively organized group of more than a million and a half of the people whose children are in school and who are therefore vitally interested in education. I urge the support of the state and national Congress because the local parent-teacher associations are in a large measure dependent upon these agencies for an adequate and stimulating program that will keep our citizens informed as to the needs of the school child of today. During the past few years the Congress has developed such a program. It would be a calamity for it to suffer any membership loss at this time. The greater demands of the present require increased support. Principals and teachers can do a great service by urging local officers to make full payment of state and national dues. Let us support the parent-teacher movement—local, state, and national. It is our best hope for effective support of public education.—**Joseph Rosier,** president, National Education Association.

The most universal ambition of the average American parent, man and woman, has been that his boy and girl should have a better chance in life than the father and mother had. This desire, which has been the source of infinite self-sacrifice, inheres in our social system with its belief in the possibilities of the common man. It can only be carried into effect thru ever-renewed improvement of our educational system.

Great as have been the changes in our educational system in the last hundred years, and especially in the last thirty, they are, nevertheless, slight in comparison with those which must be undertaken in the next generation. How can education stand still when society itself is rapidly changing under our very eyes? The sense of unsolved social problems is all about us. There are problems of crime, of regard for law, of capital, of labor, of unemployment, of stability and security, of family life, of war and peace, of international relations and cooperation—all on a larger scale than the world has ever seen before. [*Continued on page* A-22]

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[*Continued from page* A-21] Anticipation of continued and large-scale changes in education is, then, not so much a prophecy as it is a warning. Unless education prepares future citizens to deal effectively with these great questions, our civilization may collapse. It cannot give this preparation unless it itself undergoes great transformations.—John Dewey, in *School Management*.

The workman and his tools—The old saying that you can judge a workman by his tools applies as much to teachers and learners as to mechanics. It is foolish economy further to reduce expenditures for textbooks and supplies which have already been slashed to a point below which efficient service cannot be given to the children.

Dates to be remembered—

February 23-25—Annual meeting of the National Vocational Guidance Association at the Hotel Nicollet, Minneapolis. For further information, write Miss Frances Cummings, educational secretary, National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York City.

February 25-March 2—Annual convention of the Department of Superintendence of the NEA, at Minneapolis.

March 2-4—Annual conference in Chicago of the Progressive Education Association. Information may be secured either from Carleton Washburne, superintendent of schools, Winnetka, Illinois, who is chairman of the conference, or from Frederick L. Redefer, executive secretary of the Progressive Education Association, 716 Jackson Place, Washington, D. C.

April 14—Pan American Day. Material for programs may be secured from the Pan American Union, Washington, D. C.

A big question—How much of your teaching is being undone by forces outside the school? What are these forces? What can you do to correct them?

School Masters' Rotary Club luncheon, Wednesday, 12:30 noon, will be held March 1, 1933, with the Minneapolis, Minnesota, Rotary Club, at the Nicollet Hotel. Principal speaker, Floyd B. Olson, governor of Minnesota. Frank Ballou, superintendent of schools, Washington, D. C., is president. S. T. Neveln, superintendent of schools, Austin, Minnesota, is secretary-treasurer. Price of luncheon, 75¢. Make reservation by sending a check to the secretary. Tickets will be mailed. Tickets may also be secured at registration headquarters.

"The woman who changed the mind of a nation"—During February when we celebrate the birthdays of Washington and Lincoln, let us call attention in the schools to the birthday on February 15 of a third great emancipator, Susan B. Anthony, pioneer in securing legal equality for women.

Vitalized commencements—Schools which are planning to vitalize their commencements, as suggested in the article "Making the Graduation Season Count," [page 62] can secure a list of references and JOURNAL reprints on the subject by writing to the Division of Publications, NEA.

Do we want federal control of the schools by commercial interests?—It appears that the New York bankers operating thru the banks in the smaller cities and towns are attempting to force unnecessary reduction of school budgets. Local school leaders may wish to caution their banking friends about this matter and to remind them that these are the same New York bankers who forced them to buy worthless foreign securities.

You can set for yourself higher standards than anyone else would dare to set for you.

Homer W. Anderson, newly elected superintendent of the Omaha, Nebraska, schools, assumed his duties in that city January 1. Superintendent Anderson leaves the position of deputy superintendent of the Denver Public Schools to come to Omaha. He succeeds the late J. M. Beveridge.

Necrology—Robert C. Cole, author and educator, and professor of sec-

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ondary education at the University of North Dakota; **E. E. Bass,** superintendent of Greenville, Mississippi, schools for forty-nine years.

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

First, "What Are We To Do With Our Lives?", editorial; *tied for second,* "Lizzie Moore Forgotten" by J. W. Crabtree, and "Robert" by Bessie Cunningham; *fourth,* "The Choice of Tycho Brahe" by Benjamin Cardozo; *fifth,* "Personal Growth; Some Positive Aspects" by Frederick L. Patry.

The Bulletin of the Department of Elementary School Principals became the *National Elementary Principal* with the October 1932 number. Under its new cover, the publication will be issued as a magazine instead of a bulletin and will appear four times yearly. The February issue carries the program of the Department at the Minneapolis meeting, prepared under the direction of President Elizabeth McCormick, who has chosen for the theme of the program a single word—"Forward." Speakers include:

Miss Bess Goodykoontz, assistant commissioner of education, U. S. Dept. of Interior, Washington, D. C.; Ross N. Young, principal, Marshall High School, Minneapolis; William C. Knoelk, assistant superintendent of schools, Milwaukee; and Aaron Kline, principal, Pullman School, Chicago.

Dr. Charles H. Judd, University of Chicago, will be the principal speaker at the banquet of the Department which will be given at the Minneapolis Institute of Art, Tuesday, February 28, 6:00 P. M. All school principals are invited to the breakfasts which will be held at the Nicollet Hotel, Monday and Tuesday, February 27 and 28, 7:30 A. M. The Department will have discussion meetings on the afternoons of February 27 and March 1.

[*Continued from page* 70]

INDIANA—*South Bend,* Kaley.
IOWA—*Sioux City,* East High.
MAINE—*Rockland,* McLain.
MINNESOTA—*Minneapolis,* Greeley, Portland, Ross.
MONTANA—*Great Falls,* S. D. Largent.
NEVADA—*White Pine County,* County High Number 2.
NEW JERSEY—*Bergenfield,* Franklin, Jefferson; *Bridgeton,* Junior High; *Morris County,* Alfred Vail (Morris Township); *Trenton,* Mott.
NEW YORK—*Andover,* High; *Callicoon,* High; *Clinton,* Clinton Central.
NORTH CAROLINA—*Albemarle,* Endy High.
NORTH DAKOTA—*Fargo,* Horace Mann, Roosevelt Junior High; *Kenmare,* Kenmare Public Schools.
OHIO—*Cincinnati,* Columbian; *Findlay,* Liberty Township; *Youngstown,* Hillman.
OKLAHOMA—*Tulsa,* Irving, Sidney Lanier, Riverview.
OREGON—*Coos County,* District Number 22; *Rainier,* Grade.
PENNSYLVANIA—*Ambridge,* First Ward, Second Ward; *Berwick,* Fairview, Fourteenth Street; *California,* State Teachers College; *Centre County,* Burnside Township, Centre Hall Borough, Half Moon Township, Howard Borough, Liberty Township, Marion Township, Milesburg Borough, Rush Township, Snow Shoe Borough, Spring Township, Taylor Township, Unionville Borough, Walker Township; *Cheltenham Township,* Edge Hill, Glenside, Heller, LaMott, Benjamin R. Myers, Rowland, Shoemaker, Thomas Williams Junior High, Wyncote; *Dauphin County,* Berrysburg Borough, Conewago Township, Dauphin Borough, Derry Township, Elizabethville Borough, Gratz Borough, Halifax Borough, Halifax Township, Jackson Township, Jefferson Township,

[*Continued on page* A-25]

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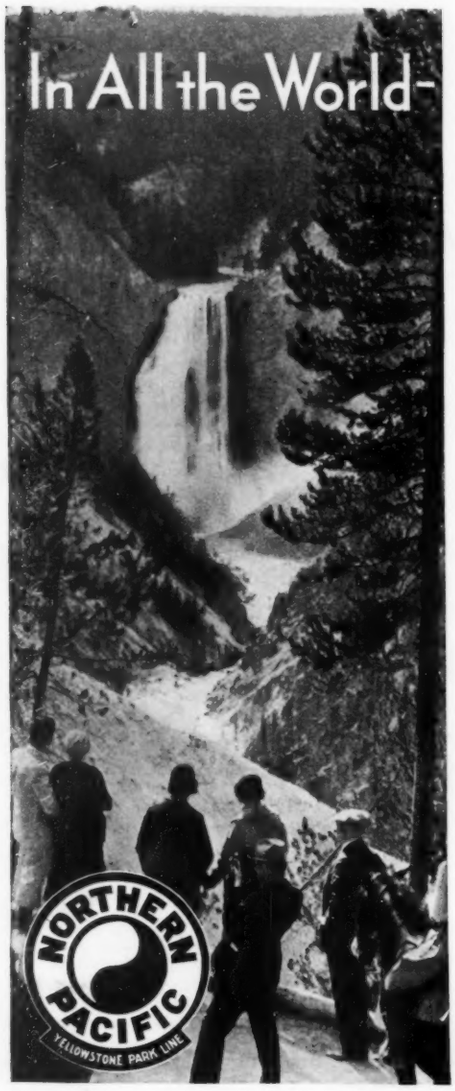

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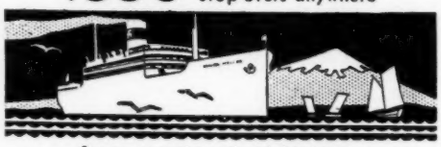

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[Continued from page A-23]

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NEW JERSEY—*Bordentown*, Bordentown Public Schools, High, Public No. 1, Public No. 2, Public No. 3; *Camden*, Central; *Gloucester City*, Gloucester City Public Schools, Junior-Senior High, Ridgeway; *Rumson*, Public Schools; *Trenton*, Parker.

NEW YORK—*Auburn*, James Street; *Irondequoit*, Laureiton; *Kenmore*, Special Teachers and Supervisors; *Port Chester*, Park Avenue; *Van Hornesville*, Central.

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[*The remainder of the schools on the current list will appear in the March* JOURNAL.]

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