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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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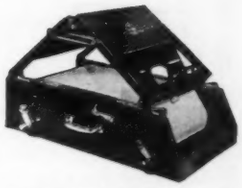

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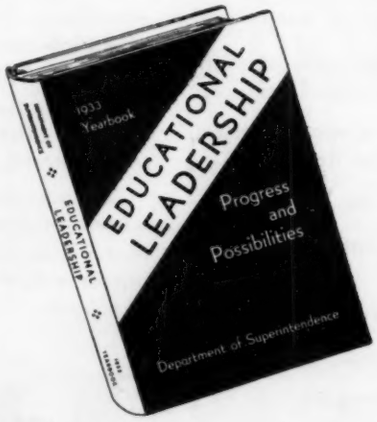

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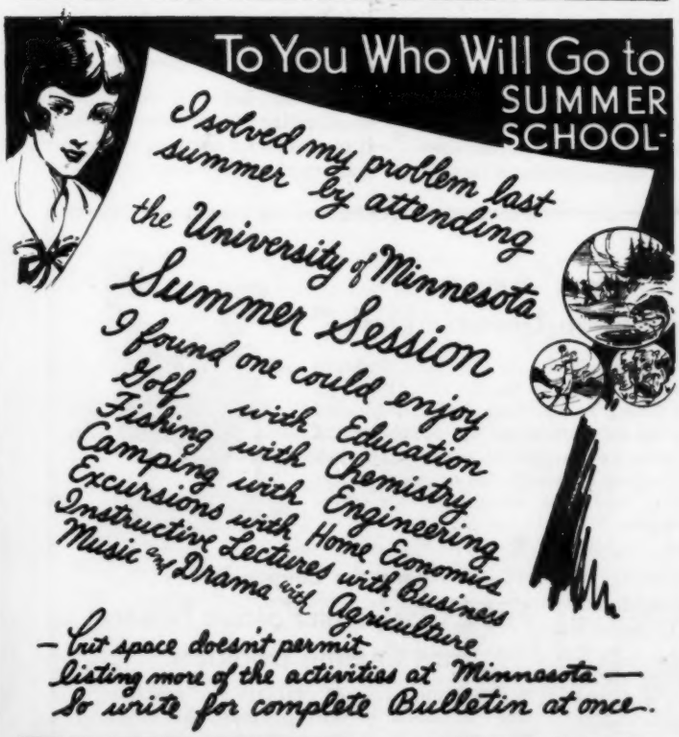

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An earlier editorial pointed out that this is no ordinary depression, but a great transition from one era of human life to another. The present crisis is the first shock of this great transition. A financial upheaval which can cut the national income in half within three years is no small affair. But the psychological shock is even more severe. It is everywhere. People in no real immediate danger are in despair. From this point things may move in either of two ways—toward the painful road of violence, revolution, destruction, and rebuilding, or toward the commonsense road of patient readjustment thru political and social reform. Whether America ultimately shall take the path of reform or of revolution depends in the last analysis upon the schools, upon the ability of the lower schools to guide and stabilize the neighborhood and the community; upon the ability of the higher schools to lead and enlighten the nation.

There are signs of violence today on the part of people who a few years ago would have abhorred such action. The revolutionary mood is apparent among those who have had livelihood, homes, or farms taken from them. This mood is intensified by the presence of extravagance, luxury, and display among the rich. Despair is deepened by the fact that no visible relief, alternative, or outlet is in sight. At this point the present period contrasts most strikingly with the terrible crisis of 1837. There was then the promise of great development to the West and of much-needed new industries. Widespread unemployment had not yet become chronic as it has been during the past decade. Another factor in the present situation is a degree of unwillingness—greater than existed in 1837 or in other crises—to charge up as an act of God what is so obviously the product of human greed, stupidity, and planlessness.

It is the high privilege of the teachers of America to turn the minds of the people away from violence, whether the revolutionary ideas originate among the greedy who talk about the failure of democratic government, which they have always sought to weaken and undermine, or whether these ideas are born of injustice, want, and despair among the poor. The teacher is the savior of the people. He has seen the success of democracy in the common school and has faith in democratic principles. He knows that the breakdowns in American life have occurred in industry and finance which are least democratic and that its highest success has been at those points where the worthy ideals and aspirations of the common people have had free play. The teacher being neither rich nor poor occupies a middle ground. He is the employee and the servant of the entire people, in a position to insist that on the part of both rich and poor there shall be justice and understanding.

Teachers are alarmed by pressing financial problems and uncertainties. Their natural concern for loved ones and for their own security is heightened by their daily contact with the vicissitudes which the present crisis has brought to childhood and home life. Theirs is a double burden and how gladly and heroically they have shouldered up to the task! There is no more inspiring chapter in the annals of the Republic than the way the teachers of America have set their hearts to serve and protect the children in the face of insuperable difficulties and disasters to themselves. The profession will emerge from these trying years with a new leadership seasoned by its hard experiences and sustained by a larger purpose and a wider vision.

In spite of evidences of the revolutionary mood here and there, the most striking feature of this crisis is not the occasional violence on the part of the dispossessed and the needy. On the contrary, it is the remarkable patience and orderliness of the population as a whole in the face of personal disaster and uncertainty. This is a fine tribute to the intelligence and rightmindedness of the people and reflects the results of a high level of schooling.

Just as the schools have laid the foundations during the past generation they will push civic intelligence to still higher levels during the present crisis.

It is in times like this that a new leadership is born. Young men and women learn firsthand the facts of political, industrial, and social life in the hard school of their personal experience. They ask why? who? how? because they perceive that they and their dear ones have a stake in the larger world which formerly seemed remote.

Americans today are studying politics and economics as they did in the days of the Boston Tea Party. They are getting ready to throw off a new kind of tyranny—that of the "Wall Street Power Trust" oligarchy. They may be fooled for a time, only to turn with all the more certainty and conviction in the end. The people have the ballot, and democracy will win in spite of the undemocratic forces that seek to corrupt, to weaken, and to discredit a form of government that has brought more advance to the human race in shorter time than any other type.

There are today nationwide, highly organized, well-financed attacks on the schools by greedy interests. These attacks have been supported by certain newspapers and periodicals. The following statements are taken from an editorial in a periodical of national circulation:

> But then [in 1914] the pedagogs began to fall upon the taxpayer in real earnest, and presently they had him down and were turning his pockets inside out. By 1920 they were taking a billion of his money; by 1926 they had advanced to two billions; and now they are somewhere between three and four billions. . . .
>
> What do we get for all that money? We get a great array of expensive buildings, a huge horde of expensive quacks, and an immeasurable ocean of buncombe. . . .
>
> The notion that they have done and are doing any ponderable good is mainly a delusion. What they have actually done is a lot of harm. They have taken the care and upbringing of children out of the hands of the parents, where it belongs, and thrown it upon a gang of irresponsible and unintelligent quacks. . . .

Men of Athens, I would persuade you, old and young alike, not to take thought for your person or your properties, but first and chiefly to care about the greatest improvement of your souls.—Socrates.

In all ages pedagogs have been the bitterest enemies of all genuine intellectual enterprise, and in no age have they warred upon it more violently or to sadder effect than in our own.

In the light of the devotion, the sacrifice, and the sustained service of teachers, such statements are more than silly. They border on the criminal. Have not teachers worked at pitiful salaries to improve education during a period when schools have expanded so rapidly as to make adequate service impossible? Have not teachers given up their summers and their savings to improve their own education? Have they not carried on in spite of powerful forces which weaken young life? The teacher can stand on his record.

Unwarranted criticisms cannot survive the light of day. If teachers will do their part to interpret the services of the schools, an informed people can be counted upon to stand by the children. A few facts will convince any intelligent person that considering the quality of the service which the schools now give to approximately one-fourth of the population, they are relatively inexpensive. They tax us much less than we are taxed by our vices, our indulgences, our luxuries, and our extravagances. The average family spends more than five times as much annually on its automobile as it does to educate one of its children. It should be made plain to those who are concerned about property and prosperity that their own selfinterest demands the highest quality of educational service from the kindergarten thru the university. The only way to create employment for persons now out of work is to raise the standard of living. It can be raised only by arousing worthy aspirations, training new skills, and enriching character. The school helps at all these points.

Certain banking and industrial forces now seek to coerce local, state, and national governments to balance in twelve months budgets which should be balanced over a period of several years. If these men really understood the longtime effects of paralyzing school opportunity, they would not cut from under themselves the main hope of stability and security. The critics of the school can be met with a frank and full presentation of facts. The schools have nothing to lose and everything to gain from the truth. There are few institutions in modern life that are so constantly under the eye of the public. The people know something about the schools because every day their children are in them. Rightminded men and women are ready to rally to the support of an institution which plainly guarantees their safety, helps to raise the standard of living and to restore prosperity. If some of the misguided forces which now seek to cripple schools understood the facts, they would increase educational service during this crisis.

THE FOLLOWING books and reports will be helpful to those who wish to study the effects of the present crisis on the schools and on American life.

[1] *Recent Social Trends in the United States,* Report of the President's Research Committee. McGraw Hill Book Co. N. Y. 2v. $10.

[2] Editorials, *Journal of the NEA:* "The Bicentennial Bill of Rights," May 1932, p141; "What Are We to Do With Our Lives?" December 1932, p277; "The End of an Epoch," January 1933, p1; "The Great Transition," February 1933, p39.

[3] *Report of the Citizens Conference on the Crisis in Education.* The American Council on Education, 744 Jackson Place, Washington, D. C. 1933. 25¢.

[4] *Report of the Committee on School Costs.* Department of Superintendence of the NEA, Washington, D. C. 1932. 25¢.

[5] *Research Bulletins of the NEA:* "Facts on School Costs," November 1932; "Investing in Public Education," September 1930; "The Outlook for Rural Education," September 1931. National Education Association, Washington, D. C. Single copies 25¢.

[6] *Childhood and the Depression.* National Education Association, Wash., D. C. 1931. 25¢.

[7] *America's Opportunity. How We Lost It and How We May Regain It* by James Truslow Adams. Charles Scribner's Sons, N. Y. 1932. 25¢.

The need for public service today is greater than ever. Teachers feel this need and are familiar with the extra demands made upon them. The teachers who are most valuable are those who have essentially the spirit and point of view of the social worker. There needs to be taught to the children and thruout the community a few homely truths such as

The advantages of simpler living

The importance of fine homelife

The value of lifelong improvement of the mind

The dependence of stable government upon individual responsibility and informed civic righteousness

The need for outdoor recreation to offset the sedentary character of modern life

The central place of fine spiritual character as the foundation of right human relations

These are all things within the ordinary range of commonsense and personal observation. The best teachers are already working along these lines. The ones who are not willing to assume their share of community and professional leadership do not long remain in the profession.

The adaptation of the school to community needs does not imply radical changes which are not justified by experience. The public is in no mood today for what it considers extreme ideas in education. It is opposed to visionaries and to superficial progressivism. The public wants fundamental results in terms of personal fitness, vocational competence, civic responsibility, wholesome cultural interests, and dependable character. Commonsense must be applied to the school curriculum. There are many ways of introducing new ideas and a new spirit into the school. Every teacher, parent, and young person needs to understand the nature of the present crisis—to ask and to answer so far as possible the question: What is the character of this age and what can I do to prepare myself and this community to make the necessary adjustments to it?

For example, does not the rural high school need to shake off the domination of college entrance requirements and assert its right to serve its local community? Is it fair to occupy the time of youth with obsolete studies during a period when farm life is being crucified by its own ignorance, with every prospect that conditions will be worse unless trained intelligence is applied to the larger economic relations of agriculture, to the principles and practise of cooperation, and to the development of worthy cultural activities in the farm home and community? Such courses are not easy to teach because suitable books are not yet written. They can be taught from newspaper scrapbooks, magazine articles, farm periodicals, government bulletins, library collections, and commonsense observation. The leading farm interests of any state can be counted on to rally around such efforts to modernize the rural-school curriculum.

Let the schools assert their faith in the intelligence and courage of the American people. Let them interpret anew the meaning of democracy applied not only in government but in education, industry, and business. Let them work out in close cooperation with the homes and all other constructive forces the adaptation of the schools to the new conditions. The task which faces the teachers may seem heavy but it is not beyond their strength. Most of us have a large margin of unused power, just as the runner has his second and third wind. Everyone who has undertaken difficult tasks knows that strength comes with action, that courage grows with use, and that the knowledge of service brings joy.—Joy Elmer Morgan.

Educational Leadership in the Emergency

THERE CAN BE no doubt of the seriousness of the position in which America now finds itself. Citizens of every class are grimly facing desperate problems. It is a time for clear thinking and constructive leadership. Every individual and every group has responsibility for meeting its share of the tremendous obligation which is upon us all. Education is no exception. It is ours to stand shoulder to shoulder as defenders of little children. The parents of boys and girls, and citizens generally are looking to our educational organizations—local, state, and national—to assume the leadership which they should exercise in such a crisis.

Realizing this fact, President Joseph Rosier of the National Education Association, and President Milton C. Potter of the Department of Superintendence have appointed a Joint Emergency Steering Committee to consider the situation confronting the schools and to recommend desirable procedures in dealing with the difficulties, financial and otherwise, growing out of this situation.

The members of this Committee, representative of various fields of the profession, bring to their work extensive experience in educational leadership. Its chairman, John K. Norton, professor of education, Teachers College, Columbia University, was the first director of research of the National Education Association. His work has contributed largely to the advance made in education thruout the nation since the World War. Mrs. F. Blanche Preble, Chicago Public Schools, president of the Department of Classroom Teachers of the NEA, brings to the Committee the sympathetic viewpoint of those who know most intimately the difficulties with which the present crisis has burdened the day-by-day instruction of children. Herbert S. Weet, superintendent of schools, Rochester; A. L. Threlkeld, superintendent of schools, Denver; David E. Weglein, superintendent of schools, Baltimore, add rich and varied experience from the field of administration and organization of schools. Each serves with a background of study and research on Department of Superintendence yearbook commissions, and surveys of school conditions on a national scale. J. B. Edmonson, dean of education, University of Michigan, brings to the group the scientific approach and vision of those who are preparing the educational leaders of tomorrow, and who are adapting education thru research and experiment to the needs of a changing world. Sidney B. Hall, state superintendent of public instruction, Virginia, represents on the Committee those in closest contact with the complex and harassing problems of legislation, tax reforms, larger units of administration, and the equalization of educational opportunity.

JOHN K. NORTON, *Teachers College, Columbia University, chairman of the Joint Emergency Steering Committee appointed by President Rosier of the NEA and President Potter of the Department of Superintendence.*

In all the history of the organized profession, no more important committee has been asked to assume leadership, nor been more capable of performing the task. The Committee, together with Presidents Rosier and Potter, and members of the NEA headquarters staff, promptly met in Cleveland, Ohio, for a two-day conference, formulated a statement of general principles, and drafted the elements of a program of action.

Nineteen projects for immediate action were outlined and steps were taken to put them into operation thru the headquarters staff of the National Education Association and other appropriate agencies. Among these projects are the following: [1] Preparation of a comprehensive exhibit at the Minneapolis convention of the Department of Superintendence which will show the efforts now being made by state departments of education, state and local education associations, the National Education Association, and city schools to arouse popular sentiment for the maintenance of educational opportunity during the emergency. It is expected that such an exhibit will lay the basis for the preparation of a coordinated and greatly strengthened plan of public relations on a scale never before approached; [2] provision for a comprehensive analysis and appraisal of the groups and agencies, such as national magazines, newspaper syndicates, and national organizations which are exercising important influence in determining educational policy; [3] definition of the basic current issues concerning the scope and composition of educational offerings at public expense; [4] preparation of a report as to the

EDUCATION AND THE AMERICAN LEGION—The creed of the American Legion on education can be summarized in these words: Proper education builds character and ideals which are the first requisites of good citizenship. ¶The American Legion is deeply and vitally interested in the making of loyal Americans and is very conscious of the fact that the schools of our country must bear the burden of starting our young people on the right road. It is the ambition of the American Legion, whenever possible, to cooperate in any way to advance the work of our schools and to bring about the appreciation of our citizens for the sincerity of purpose which our teachers give to their work. Their pay is that finest of all satisfactions—consciousness of a task well performed. In addition to that, however, our people can help repay them in part by united cooperation in advancing their objectives.

—LOUIS JOHNSON, national commander, the American Legion.

effects of the retrenchments in educational offerings resulting from the depression; [5] organization of a united drive by all lay and educational forces interested in the welfare of children to the end that conditions growing out of the depression shall not deny proper educational opportunities to the generation now in school.

After deciding upon steps to meet the immediate difficulties of the current school year, the Committee proceeded to develop a series of principles and procedures out of which might grow a program of educational leadership and action appropriate to the problems which lie ahead. This program was presented for the consideration of the governing bodies of the National Education Association, the Department of Superintendence, and other organizations meeting at Minneapolis. This program includes: [1] provision for the leadership and the assistance needed by state and local school systems in adequately interpreting the educational needs of children in the twentieth century; [2] organization of a service to assist state and local school systems in preparing school budgets which meet the requirements of sound economy and educational efficiency; and [3] development of cooperative programs of educational legislation appropriate to the demands being made upon the schools.

On the basis of data assembled for the Committee by the Research Division, the conclusion was reached that retrenchments in educational costs have reached the place which calls for the serious consideration of all good citizens. Large cuts have been made in educational expenditures thruout the nation since 1929. In some sections schools have been closed completely. In most communities further slashes in school budgets will result in corresponding reductions in the educational facilities provided children.

Under the pressure of the depression, conflicting proposals are being made for further retrenchments. Some are advocating the scrapping of kindergartens. Others maintain that free highschool education should be provided for only a small percentage of those who graduate from grammar school. Others are advocating the elimination of special classes for deaf, blind, crippled, or otherwise handicapped children.

It was the decision of the Committee that this situation called for the consideration of all those interested in the welfare of children. Parents, taxpayers, teachers, and public-spirited citizens in general should proceed to a careful appraisal of the principles which ought to govern the provision of free education in the United States during the decades that lie ahead. Who should be provided free education? What educational services should be provided? How should essential educational services be financed? It was the conclusion of the Committee that educational leadership should bring about, in the near future, a thoro consideration of questions like these by the intelligent citizenry of the nation. From such consideration should come the clarification of educational purposes which is essential if this important public enterprise is to render the service and accomplish the results expected of it.

The Committee on the Emergency has before it an inspiring precedent—the work of the highly appreciated joint commission which served the nation immediately following the World War. The crisis of 1917-18 awakened the American people to the realization of the fact that provisions for the welfare of childhood had lagged behind the swift pace of progress set by American life. The selective service disclosed that one-fourth of the nation's young men were not physically fit to act in defense of their country. Of those who qualified in the draft more than one-fifth were, for all practical purposes, illiterate.

In February 1918, before the American Expeditionary Force had yet cast its full strength on Europe's farflung battle line, Mrs. Mary C. C. Bradford, president of the NEA, and the late Dr. Thomas E. Finegan, then president of the Department of Superintendence, jointly appointed the war emergency commission which had for its long-term purpose the preparation of a nation for peace. Returned veterans and scores of other organizations joined the movement to combat illiteracy, and to provide for every child a fair start in life.

The work of this earlier commission was a substantial contribution to a decade of unparalleled educational progress. Illiteracy has been decreased by one-third. The qualifications of teachers have been raised. Salaries have more than doubled. The security and stability of teaching has been forwarded thru professional organization. High-school enrolment has increased from 2,000,000 to 5,000,000.

Now the sudden breakdown of our economic structure threatens all that has been accomplished thru a decade of brilliant achievement. There are those who suggest even that the progress of more than a half-century be wiped out; that our schools go back to the Three-R curriculum which accompanied horse and buggy days. The present emergency is even more serious than the War.

The appointment by Presidents Rosier and Potter of the Joint Emergency Steering Committee is the teachers' call to action. It will be heard within the organized profession and without. It will result in a pooling of strength and a unity of action never yet attained by teachers. The Committee, capable as it is, cannot obtain results without the cooperation of all who are engaged in education. This is a task for a million teachers. Success depends upon concerted action *now*. For millions of school children, it is this year—or never!

Members of the Joint Emergency Committee

J. B. Edmonson
Ann Arbor, Mich.

Sidney B. Hall
Richmond, Va.

Mrs. Blanche Preble
Chicago, Ill.

A. L. Threlkeld
Denver, Colo.

Herbert S. Weet
Rochester, N. Y.

David E. Weglein
Baltimore, Md.

President Roosevelt and Education

FRANK PIERREPONT GRAVES

Commissioner of Education, State of New York

EDITORIAL NOTE—*The Commissioner of Education of the State of New York, who has been directly responsible for education in that commonwealth during Governor Roosevelt's administration, was asked to prepare this statement for* THE JOURNAL. *The Commissioner of Education in New York is chosen by the Board of Regents of The University of the State of New York, a nonpartisan body, for an indefinite term. He is, therefore, not dependent upon appointment by the governor. Dr. Graves was selected in June 1921, and he happens to be a Republican. He has written, therefore, without bias in preparing this article.*

FROM ALL his antecedents we should expect President-elect Roosevelt to understand the needs of education and to be a strong friend to the nation's schools. Sprung from a line of cultured ancestors on both sides, he was brought up in an atmosphere of education and was carefully trained at every stage. To have been the son of James Roosevelt of Hyde Park was to insure intellectual traditions, and these potentialities were developed successively at Groton School, Harvard College, and Columbia Law School. Less than a year after his graduation from Harvard, the future president married his distant cousin, Anna Eleanor Roosevelt, who also had enjoyed large cultural advantages and has thruout their wedded life been actively engaged in educational affairs of one sort or another. Even while mistress of the governor's mansion, Mrs. Roosevelt has continued her participation in the manufacture of reproductions of antique furniture and her viceprincipalship and teaching at the Todhunter School, and has undertaken to edit a journal on the care and training of infants.

Every circumstance of heredity and environment would seem to point to a natural interest in public education upon the part of Franklin D. Roosevelt. These promises have apparently been fulfilled during his gubernatorial career. His desire to support worthy educational projects has been revealed in his public utterances, his writings, and his messages to the legislature, and has taken material form in his recommendations concerning state appropriations. Liberal increases in educational expenditures, which were started by his predecessor, Governor

Harris & Ewing

FRANKLIN DELANO ROOSEVELT, *who assumes the leadership of the American government at a time when the children of the nation especially need serious and sustained consideration.*

Alfred E. Smith, have been promoted, and he has repeatedly recognized the need of extending larger financial aid to the less privileged communities of New York.

Mr. Roosevelt has been classified as a "progressive." Certainly, if we can judge from his official utterances, this term would describe his attitude toward educational problems. A progressive tone is manifest in his convictions relating to the subject and he has consistently held to the modern American policy of equal opportunity in education. He has insisted that schools should help to create happy and useful lives for all the children—for those of the rural districts as fully as for those of the cities and in poor districts as well as in rich. Upon his inauguration as governor for the first term he declared to the legislature:

> The principal mandatory increase in the coming budget will be the additional sum running probably to nine million dollars, required for the extension of the better education of our citizens. The people of the state are unanimous in support of our liberal policy. Under the present methods of apportioning state funds to rural-school districts, the poorer districts in many instances fail to receive their fair share. The method of apportionment should be simplified and made to conform more closely to the relative wealth of the districts.

Two months later he expanded this principle in a special message proposing legislation designed to relieve the school tax burden in rural communities and to assure children in such districts equal educational opportunities. Said he on that occasion:

> It is necessary to relieve the rural-school districts by decreasing the tax burden now borne by rural taxpayers, principally farmers, thru increased state aid to such rural districts . . . The constitutional mandate that the state shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated, fixes responsibility on the state and implies that equality of educational opportunity shall be afforded the boys and girls of the state wherever they may reside.

In further solution of this difficult problem of rural education the new governor took advanced ground in advocating the modern movement variously known as "centralization," "unification," or "consolidation." The great empire state, so progressive in most aspects of education, still clings to the outworn district system, but in the fall of his first year in office Governor Roosevelt declared at the Convocation of the Regents:

> It is true that we may have sympathy with those in our midst who talk glibly about the little red schoolhouse and of the education which some of the great men of the past there acquired, but at the same time we cannot yield to our sympathies. The days of one-room schools are definitely numbered, but it is an unfortunate fact that in many states they still exist in numbers far too great.

In many other ways Governor Roosevelt has emphasized the American ideal of equal opportunities for all as opposed to the Old World conception of "selective" education for the few. He has frequently made clear his belief that the public schools should be accommodated to the special needs of various groups of pupils who are physically or mentally handicapped. He has especially applauded and promoted all efforts to reeducate adults injured in industrial accidents and train effectively all crippled children in New York. In his New Year's greeting to the teachers of the state [*New York Education, 1930*] he

wrote concerning their activities in these lines:

> What an opportunity is yours for a genuine public service and what a return must come at the close of each working day with the happy realization that you have given something, done something real for the youngster who has been denied an even chance! I need not dwell on the fact that the great forces of the nation, state, and locality are behind you in your magnificent profession, nor will I include any reference to the vast figures of appropriation that governing bodies have made available.

In the matter of furnishing vocational opportunities to children who will be obliged to leave school early and engage in manual occupations, Governor Roosevelt has been equally specific in his advocacy. His most recent expression upon the subject is to be found in the following quotation from the issue of *Child Welfare* for December 1932:

> We know that the industrial openings for young people between fourteen and sixteen are in most cases blind-alley, repetitive jobs, demoralizing rather than stimulating to the children employed at them. Such use of youth is vain and wasteful. But we know also that our present educational provisions do not meet the needs of all children up to sixteen. Newer, more vital, more significant types of preparation for satisfactory living must be evolved in our school system, so that if we prohibit the employment of children up to sixteen we may at the same time provide fruitful experiences to fill these years and turn out more valuable citizens to the state and to industry when they do enter on their productive years.

Similarly, in an address upon the accomplishments of the first term of his administration, he stressed the importance of developing teachers of homemaking and of spreading the gospel of better homes and trained wives and homekeepers thruout the state. His views are well indicated in the following quotation:

> The education here is doing a splendid piece of work in improving living conditions thruout our rural sections, and indeed, in the villages and towns also. It is teaching a vast army of girls in the domestic sciences, teaching them to make better homes and to be more successful daughters and sisters and mothers. Thru the kindred work also of the home bureaus in every county in the state, we are stressing the influence that women on the farms and in the homes of our state bear on the state's economic and social activities.

Upon other occasions the enthusiastic support that Governor Roosevelt has given to vocational education and to training vocational teachers has in large measure made it possible for state educational institutions of New York—agricultural, forestry, ceramics, and marine schools, normal schools and teachers colleges—to offer the effective work in all lines of occupational training that the young people of New York are at present receiving.

The teachers of the country may well be curious about the attitude of President Roosevelt concerning education as a national function. It is generally held that the federal government is bound sooner or later to participate in this activity more fully and more consistently than it does at present. The Constitution of the United States leaves the control of education in the hands of the states. The National Education Association has taken the position that it should remain with the states. But various educational activities and agencies have grown up in the federal government. The National Education Association and many other groups interested in the field have been striving to have a bill enacted that would merge the various educational functions of the federal government in a major department, with a secretary in the President's cabinet.

While President-elect Roosevelt has not spoken directly on education as a national problem, as a disciple of Jeffersonian democracy he ardently believes in the principle of "home rule" and of "state sovereignty" in most matters. His position on such questions is distinctly stated in a radio broadcast during *Collier's* hour on March 3, 1930:

> Wisely or unwisely, people know that under the eighteenth amendment, Congress has been given the right to legislate on this particular subject [the prohibition issue] but this is not the case in the matter of a great number of other vital problems of government, such as the conduct of public utilities, of banks, of insurance, of business, of agriculture, of education, of social welfare, and of a dozen other important features. In these, Washington must not be encouraged to interfere. . . . The preservation of this "home rule" by the states is not a cry of jealous commonwealths seeking their own aggrandizement at the expense of sister states. It is a fundamental necessity if we are to remain a truly united country.

Mr. Roosevelt has, however, repeatedly shown his faith in the expert and in organized research, and he may possibly be persuaded that educational investigation and dissemination are of sufficient importance to entitle them to a cabinet position of their own, and that the functions and procedures of such an agency cannot logically be determined by a man whose prime interests center around such activities as those connected with the reclamation of lands and the care of Indians.

Certainly Mr. Roosevelt is unlikely to be complacent concerning the present haphazard conduct of federal activities in education. He must perceive the absurdity of scattering these functions thru thirty or forty separate agencies of the government, and he may be won to some plan for uniting and correlating them in a single office. Judging from his approval and defense of the way in which one hundred and eighty divisions of state government were reduced to twenty by his predecessor in office, it is quite possible that Mr. Roosevelt, upon becoming president, may be ready to go even further in reorganizing departments and reducing their administration to order than President Hoover desired to go in his recent executive acts.

Whatever the new president may decide to do about the organization of education, we may be certain that he will endeavor to bring about a close correlation in activities between the various states and between the state and the nation. At the last meeting of his gubernatorial cabinet in December he spent considerable time in emphasizing the importance of having every department head build up more effective and more intimate relationships with the heads of similar departments in other states. He also outlined briefly some of the steps he hoped to take in bringing about a closer relationship between the federal and state governments.

Judging, then, from his public expressions while governor of New York, the views of President Roosevelt concerning education as a national function will be in harmony with the radio statement he made last October on *What the State Is Doing for the People in Education*. In this connection he emphatically declared: "You can be very certain that I will see to it that there will be no curtailment of any educational activity."

THE STATE has committed itself to exercising immediate control over the salaries of teachers. It is only in the pressing emergency now existing that warrant can be found for lowering teachers' salaries in any respect whatsoever. I, therefore, do not believe that the mandatory provisions of law relating to teachers' salaries should be repealed, but that temporary reductions only should be considered and such temporary reductions should be limited in amount and scope under state control.—From recommendations of Governor Franklin D. Roosevelt to the special session of the New York legislature.

From the Administrator's Viewpoint

UNDER PRESSURE of tradition and public opinion, school administrators tend to judge the success of the school largely by scholastic achievement. Citizenship, physical and mental health, and character are somewhat intangible and involve deferred values. The people judge the success of the school by what they term "the standard of scholarship." For many years, when the quality of work suffered because of the approach of universal education, the most discussed remedy was the improvement of classroom teaching. Teaching was greatly improved but much of the failure continued.

During the last ten years, superintendents have begun to see more clearly that the broader aims of education are necessary to the success of the pupil now as well as in the future. Attempts to diagnose reading difficulties frequently come face to face with emotional disturbance or poor health. Analyses of the failures of pupils in the high school lead more often to faulty character, antisocial attitudes, and emotional disturbances than to lack of aptitude or ability. Studies of the initial failures of young people in business point so often to unsatisfactory attitudes that vocational guidance experts place particular emphasis upon the early acquisition of good character and normal minds. The preventive work of psychiatrists employed by counties and municipalities to reduce juvenile delinquency and insanity, calls for the cooperation of the schools as well as of the home.

So clear is the evidence of the need for healthy minds that the superintendent no longer considers mental hygiene as a pleasing addition to school work but as a fundamental necessity.

This point of view is intensified in the South Orange-Maplewood, New Jersey, schools by the findings of a system of educational guidance designed to assist the child in his reaction to his experiences both within and outside of the school. The organization for educational guidance provides a cumulative case-study record for each child from the kindergarten thru grade twelve. This developmental history includes records of school achievement, psychological tests, social background and experience, personality traits, health problems, and vocational aptitudes. The organization of this material and provision for its use has been worked out in such a way as to give continuous, easily accessible, and valuable help to teachers in their daily work of helping children. The plan is administered by the principals and teachers in a live organization. In the secondary schools, grade guides with training in vocations, higher educational opportunities, and command of the principles of physical and mental hygiene, are employed to give expert service and to direct the work. Specialists, constituting the staff, contribute to an understanding of the pupil's problems. The purpose of the guidance system is to make more possible for the pupil the attainment of the broad aims of education thru his experiences in school and outside of school.

As this personnel work evolved, there appeared a need for psychological tests, resulting in the organization of a child study department. This was accomplished by expanding a department already operating achievement tests. Naturally the study of the serious cases called for the expert services of the psychiatrist. Finally, after experimenting with the plan of calling in such an expert only when needed, the administration added a psychiatrist to the staff for one day each week.

At present the department includes an expert in psychological and achievement tests, with an assistant especially interested in the diagnosis of difficulties in reading; a psychologist who has also been trained as a psychiatric social worker; a parttime psychiatrist; and a principal who acts as director for the group. A strong feature of the organization is that each worker is given definite responsibility for expert service in a particular field. The position of the psychologist carries with it the fundamental responsibility concerning mental hygiene; it requires both expert and executive service. This worker, acting as a visiting teacher, must exercise real commonsense and tact in dealing with families and teachers as well as with the maladjusted pupils. Now and then a case is referred to an outside psychiatrist. This may be necessitated by pressure of work or by personality obstacles.

In the work of this department, the administration is continually faced with the question, "Who most needs mental hygiene treatment?"

The first calls from principals and teachers have been for the study of a limited number of clinic cases constituting perhaps less than one-half percent of the total enrolment. These include children suffering from a wide range of troubles such as: serious delinquency; incorrigibility; mental and scholastic retardation due to various combinations of physical, intellectual, and emotional causes; withdrawn and isolated personalities; and many forms of personal and social maladjustment. A few of them can be restored to relatively normal condition within a short time; some may improve after long treatment; for others there is little hope. In a number of cases the superintendent has been called upon to decide, upon evidence submitted by the child study department, whether the child is educable and a safe pupil to have in school. All of these are "clinic cases" requiring the attention of psychiatrists, physicians, neurologists, and other high-priced experts. Altho the service rendered gives great satisfaction to those interested, it is often unsuccessful and always expensive. There has been much argument concerning the justification for such expense. In the end the administration must concede that because these children take a large amount of the time and energy of teachers and principals away from more socially profitable work with the average and superior children, any service rendered to the "clinic cases" is a distinct service to the rest of the school. Furthermore he realizes that it is less expensive for the government to spend a thousand dollars on a single child than to maintain him thruout adult life in an asylum or prison.

Altho acknowledging the real economy of this high cost, the superintendent has been embarrassed continually by the evidence produced thru the guidance system that the other ninety-nine and one-half percent of the pupils need expert mental hygiene service. He realizes that any child can be emotionally ill for a short or long time just as he may have a cold or pneumonia; and that in emotional disturbance, as in medicine, an ounce of prevention is worth a pound of cure.

In the student body as a whole, there is a procession of children suffering from emotional troubles growing out of home conditions, inflexible curriculums, set standards, misguided conceptions of the philosophy and principles of education, accidental social combinations, and

other causes. The superintendent is shown by the guidance workers that any pupil may develop a need for mental hygiene service. He soon sees that his first duty is toward the ninety-nine and one-half percent and that with each of them he should see that "the barn door is closed before the horse is stolen."

Here the administrator faces a difficult problem. The child study department finds it easy to give all of its attention to extreme "clinic cases" but very difficult to direct its efforts to the emotional welfare of the great mass of the pupils. They cannot give expert service to each and every child. The only possible way in which the desired end can be accomplished is by using teachers and principals who have daily contact with the pupils. How far can the regular teacher become an expert in mental hygiene? How far can she use safely the knowledge she may acquire?

Practical experience with this problem in the South Orange-Maplewood schools is as follows. The teacher is considered the school parent of the child. Just as the mother at home may regulate diet and habits of living and may give simple home remedies for minor ailments, the teacher watches over the child's reaction to school life. In addition she may present wholesome subjectmatter adjusted to the child's needs in accordance with such methods as will tend to produce the normal mind. This is constructive, preventive work more important than the remedial work of physicians. When she observes symptoms of a really serious nature she may ask for expert service. For this reason it is well for the teacher to understand the main principles of mental hygiene. She should, at the same time, realize the significance of the old saying, "A little knowledge is a dangerous thing."

In actual operation the plan followed in the South Orange-Maplewood schools tends to infiltrate the principles of mental hygiene into the minds of the teachers. The conferences concerning clinic cases disclose to principals and teachers the way in which the child study department analyzes cases to find causes and the methods by which harmful results are eliminated or offset. This understanding comes to the principals and teachers from experience rather than from theory. The psychiatrist is giving at present one hour each week to conference with a kindergarten teacher and her principal concerning the emotional problems in the beginning class. Having acquired a new way of thinking and acting, the principal in turn influences her entire school. In addition, general teachers meetings have been held at which have been presented the philosophy of education, the theory of the organization of the system, the principles of teaching, the plan for guidance, and the work of health and child study departments. All of these presentations have been greatly influenced by the work in mental hygiene. Many teachers are supplementing the training thus acquired by college courses in educational guidance and mental hygiene.

The most powerful factor in convincing teachers of the need for mental hygiene and in showing them how they can participate, is the guidance system. It furnishes a case-study record of the growth of each child, thus revealing the actual causes of failure and success. It shows the relation of health and character to failure and success. It emphasizes the importance of mental hygiene in character development. It calls the attention of the teachers to the need of the great majority of the pupils as well as to the difficulties of the few extreme cases. It inspires in teachers a sympathetic interest in mental hygiene and a desire to know more about its principles and practises. Teachers are concerned with causes of failure and unsocial behavior, and desire to help in the adjustment of children in their care.—**John H. Bosshart,** superintendent, and **Ross O. Runnels,** director of Child Study, South Orange and Maplewood, N. J.

Worthwhile activity, an understanding teacher, an attractive workshop—and mentally healthy children

What Makes a Life Significant?

A few summers ago I spent a happy week at the famous Assembly grounds on the borders of Chautauqua Lake. The moment one treads that sacred enclosure, one feels one's self in an atmosphere of success. Here you have culture; you have kindness; you have cheapness; you have equality; you have the best fruits of what mankind has fought and bled and striven for under the name of civilization for centuries.

I went in curiosity for a day. I stayed for a week, held spellbound by the charm and ease of everything, by the middle-class paradise, without a sin, without a victim, without a blot, without a tear.

And yet what was my own astonishment, on emerging into the dark and wicked world again, to catch myself quite unexpectedly and involuntarily saying: "Ouf! what a relief! This order is too tame, this culture too secondrate, this goodness too uninspiring. I cannot abide with them. Let me take my chances again in the big outside worldly wilderness with all its sins and sufferings."

I asked myself what the thing was that was so lacking in this Sabbatical city, and the lack of which kept one forever falling short of the higher sort of contentment. And I soon recognized that it was the element that gives to the wicked outer world all its moral style, expressiveness, and picturesqueness—the element of precipitousness. . . . What our human emotions seem to require is the sight of the struggle going on. The moment the fruits are being merely eaten, things become ignoble. Sweat and effort, human nature strained to its uttermost and on the rack, yet getting thru alive, and then turning its back on its success to pursue another more rare and arduous still—this is the sort of thing the presence of which inspires us, and the reality of which it seems to be the function of all the higher forms of literature and fine art to bring home to us and suggest.

But was not this a paradox well-calculated to fill one with dismay? An irremediable flatness is coming over the world. The whole world, delightful and sinful as it may still appear for a moment to one just escaped from the Chautauquan enclosure, is nevertheless obeying more and more just those ideals that are sure to make of it in the end a mere Chautauqua Assembly on an enormous scale. Even now, in our own country, correctness, fairness, and compromise for every small advantage are crowding out all other qualities. The higher heroisms and the old rare flavors are passing out of life.

With these thoughts in my mind, I was speeding with the train toward Buffalo, when, near that city, the sight of a workman doing something on the dizzy edge of a sky-scaling iron construction brought me to my senses very suddenly. Wishing for heroism and the spectacle of human nature on the rack, I had never noticed the great fields of heroism lying round about me, I had failed to see it present and alive. Not in clanging fights and desperate marches only is heroism to be looked for, but on every railway bridge and fire-proof building that is going up today. On freight-trains, on the decks of vessels, in cattle-yards and mines, on lumber-rafts, among the firemen and the policemen, the demand for courage is incessant; and the supply never fails.

As I awoke to all this unidealized heroic life around me, the scales seemed to fall from my eyes; and a wave of sympathy greater than anything I had ever before felt with the common life of common men began to fill my soul. It began to seem as if virtue with horny hands and dirty skin were the only virtue genuine and vital enough to take account of. *Every other virtue poses; none is absolutely unconscious and simple, and unexpectant of decoration or recognition, like this.*

If any of you have been readers of Tolstoï you will see that I passed into a vein of feeling similar to his.

> "The more," writes Tolstoi in the work, *My Confession,* "the more I examined the life of these laboring folks, the more persuaded I became that they veritably have faith, and get from it alone the sense and the possibility of life. . . . The more we live by our intellect, the less we understand the meaning of life. We see only a cruel jest in suffering and death, whereas these people live, suffer, and draw near to death with tranquility, and oftener than not with joy. They labor quietly, endure privations and pains, live and die, and thruout everything see the good without seeing the vanity. . . ."

Yet it seems to me Tolstoï overcorrects our social prejudices, when he makes his love of the peasant so exclusive and hardens his heart toward the educated man as absolutely as he does. Is the functional utility, the worth to the universe of a certain definite amount of courage, kindliness, and patience, no greater if the possessor of these virtues is in an educated situation, working out farreaching tasks, than if he be an illiterate nobody, hewing wood and drawing water, just to keep himself alive?

Just test Tolstoï's deification of the mere manual laborer by the facts. This is what Mr. Walter Wyckoff, after working as an unskilled laborer in the demolition of some buildings at West Point, writes of the spiritual condition of the class of men to which he temporarily chose to belong:

> The salient features of our condition are plain enough. We are grown men and are without a trade. In the labor-market we stand ready to sell to the highest bidder our mere muscular strength for so many hours each day. . . . Broadly speaking, we must sell our labor or starve; and, as hunger is a matter of a few hours, and we have no other way of meeting this need, we must sell at once for what the market offers for our labor. . . . From work like ours there seems to us to have been eliminated every element which constitutes the nobility of labor. There is none of the joy of responsibility, none of the sense of achievement, only the dull monotony of grinding toil, with the longing for the signal to quit work, and for our wages at the end.

Such hard, barren, hopeless lives, surely are not lives in which one ought to be willing permanently to remain. And why is this so? Is it because they are so dirty? Well, Nansen grew a great deal dirtier on his polar expedition; and we think none the worse of his life for that. Is it the insensibility? Our soldiers have to grow vastly more insensible, and we extol them to the skies. Is it the poverty? Poverty has been reckoned the crowning beauty of many a heroic career. Is it the slavery to a task, the loss of finer pleasures? Such slavery and loss are of the essence of the higher fortitude, and are always counted to its credit—read the records of missionary devotion all over the world. It is not any one of these things, then, taken by itself—no, nor all of them together—that make such a life undesirable. A man might in truth live like an unskilled laborer, and do the work of one, and yet count as one of the noblest of God's creatures. Quite possibly there were some such persons in the gang that our author describes. . . .

If there *were* any such morally exceptional individuals, however, what made them different from the rest? It can only have been this—that their souls worked and endured in obedience to some inner

ideal, while their comrades were not actuated by anything worthy of that name. *These ideals of other lives are among those secrets that we can almost never penetrate, altho something about the man may often tell us when they are there.*

The barrenness and ignobleness of the more usual laborer's life consist in the fact that it is moved by no such ideal inner springs. The back-ache, the long hours, the danger are patiently endured —for what? To gain a quid of tobacco, a glass of beer, a cup of coffee, a meal, and a bed, and to begin again the next day and shirk as much as one can. . . .

But what, exactly, do we mean by an ideal? Can we give no definite account of such a word?

To a certain extent we can. *An ideal, for instance, must be something intellectually conceived, something of which we are not unconscious, if we have it; and it must carry with it that sort of outlook, uplift, and brightness that goes with all intellectual facts.* Secondly, there must be *novelty* in an ideal—novelty at least for him whom the ideal grasps. Sodden routine is incompatible with ideality, altho what is sodden routine for one person may be ideal novelty for another. *This shows that there is nothing absolutely ideal: ideals are relative to the lives that entertain them.* To keep out of the gutter is for us here no part of consciousness at all, yet for many of our brethren it is the most legitimately engrossing of ideals.

Now, taken nakedly, abstractly, and immediately, you see that mere ideals are the cheapest things in life. Everybody has them in some shape or other, personal or general, sound or mistaken, low or high; and the most worthless sentimentalists and dreamers, drunkards, shirks, and verse-makers, who never show a grain of effort, courage, or endurance, possibly have them on the most copious scale. *Education, enlarging as it does our horizon and perspective, is a means of multiplying our ideals, of bringing new ones into view. And your college professor, with a starched shirt and spectacles, would, if a stock of ideals were all alone by itself enough to render a life significant, be the most absolutely and deeply significant of men.* Tolstoï would be completely blind in despising him for a prig, a pedant, and a parody; and all our new insight into the divinity of muscular labor would be altogether off the track of truth.

But such consequences as this, you instinctively feel, are erroneous. The more ideals a man has, the more contemptible, on the whole, do you continue to deem him, if the matter ends there for him, and if none of the laboring man's virtues are called into action on his part—no courage shown, no privations undergone, no dirt or scars contracted in the attempt to get them realized. It is quite obvious that something more than the mere possession of ideals is required to make a life significant in any sense that claims the spectator's admiration. To extort from us the tribute of our grudging recognition, it must back its ideal visions with what the laborer's have, the sterner stuff of manly virtue; it must multiply their sentimental surface by the dimension of the active will, if we are to have *depth,* if we are to have anything cubical and solid in the way of character.

The significance of a human life for communicable and publicly recognizable purposes is thus the offspring of a marriage of two different parents, either of whom alone is barren. The ideals taken by themselves give no reality; the virtues by themselves, no novelty. . . .

Ideal aspirations are not enough, when uncombined with pluck and will. But neither are pluck and will, dogged endurance and insensibility to danger enough, when taken all alone. There must be some sort of fusion, some chemical combination among these principles, for a life objectively and thoroly significant to result.

Of course, this is a somewhat vague conclusion. But in a question of significance, of worth, like this, conclusions can never be precise. But it is an answer, all the same, a real conclusion. And, in the course of getting it, it seems to me that our eyes have been opened to many important things. . . . You divine in the world about you matter for a little more humility on your own part, and tolerance, reverence, and love for others; and you gain a certain inner joyfulness at the increased importance of our common life. *Such joyfulness is a religious inspiration and an element of spiritual health, and worth more than large amounts of that sort of technical and accurate information which we professors are supposed to be able to impart.*

We are suffering today in America from what is called the labor-question. I use the brief term, labor-question, to cover all sorts of anarchistic discontents and socialistic projects, and the conservative resistances which they provoke. So far as this conflict is unhealthy and regrettable—and I think it is so only to a limited extent—*the unhealthiness consists solely in the fact that one-half of our fellow-countrymen remain entirely blind to the internal significance of the lives of the other half.* The rich and the poor are at cross-purposes all along the line, regarding each other as they might regard a set of dangerously gesticulating automata, or, if they seek to get at the inner motivation, making the most horrible mistakes. Each, in short, ignores the fact that happiness and unhappiness and significance are a vital mystery; each pins them absolutely on some ridiculous feature of the external situation; and everybody remains outside of everybody else's sight.

Society has, with all this, undoubtedly got to pass toward some newer and better equilibrium, and the distribution of wealth has doubtless slowly got to change: such changes have always happened, and will happen to the end of time. But if, after all that I have said, any of you expect that they will make any *genuine vital difference* on a large scale, to the lives of our descendants, you will have missed the significance of my entire lecture. *The solid meaning of life is always the same eternal thing—the marriage, namely, of some unhabitual ideal, however special, with some fidelity, courage, and endurance; with some man's or woman's pains.* And, whatever or wherever life may be, there will always be the chance for that marriage to take place. . . .

I am speaking broadly, I know, and omitting to consider certain qualifications in which I myself believe. But one can make only one point in one lecture, and I shall be well content if I have brought my point home to you this evening in even a slight degree. *There are compensations: and no outward changes of condition in life can keep the nightingale of its eternal meaning singing in all sorts of different men's hearts.* That is the main fact to remember. If we could not only admit it with our lips, but really and truly believe it, how our convulsive insistencies, how our antipathies and dreads of each other, would soften down! If the poor and the rich could look at each other in this way, *sub specie aeternatis,* how gentle would grow their disputes! What tolerance and good humor, what willingness to live and let live, would come into the world!—Abridged from the longer essay of the same title by **William James.** The complete essay may be found in either of two volumes, *Talks to Teachers* or *On Some of Life's Ideals,* both published by Henry Holt and Company, thru whose courteous permission this material is here reprinted.

Humanity, Our Greatest Enterprise

TODAY the "shot heard 'round the world" is heard immediately instead of several weeks after it is fired. If a foreign market slumps, we all feel depressed. If strained relations exist between two or more nations, the rest of the world promptly expresses its grave concern. A social upheaval in another continent causes us to pause and wonder, "Are we next?" An intellectual, cultural, or scientific development is immediately claimed by all the world, and, if properly utilized, benefits all mankind.

With radio waves traversing the 25,000 miles of the earth's circumference in one-seventh of a second; with trains attaining the speed of ninety-six miles an hour; with boats crossing the Atlantic Ocean in four days, and airplanes in about half that time; and with our daily home-grown food augmented with tea from Ceylon, spices from India, rice from China, coffee from Brazil, paprika from Hungary, and olive oil from Italy, we can readily see that humanity is now one great enterprise instead of many.

Our task is to prepare for intelligent participation in the great enterprise of humanity, to develop good citizens and good neighbors in the international community. With the philosopher's "Know thyself" should be coupled, "Know the other fellow," whether he be a Brazilian, an Albanian, or a Persian. This is an educational process.

The school has an excellent avenue of approach to world-mindedness in the assembly. The school assembly is the hub of school activities. The auditorium period as an agency to unify the school, to develop new appreciations and higher standards, has no equal. Thru it the student body can come to realize the fascination of the whole human enterprise. Such an assembly might take one of the following forms:

[1] A discussion of current happenings such as a scientific invention or exploration, political event, discovery, or great literary production. Scrapbooks are often made by students, their contents used in preparation for assembly programs, and then presented to the school library.

[2] Song service, using the songs and operas of the nations. If there are a number of students from other lands, they can sing special selections, or present other contributions. A German program, for example, might consist of the singing of *Tannenbaum*, the rendition of selections from one of Wagner's operas, with someone telling the story of the opera and giving a sketch of the composer's life, and the singing of *Still Wie Die Nacht*.

[3] Stories or biographical sketches of men and women of other lands just now prominent, such as Stalin, Einstein, Mussolini, and Gandhi. Perhaps a student could impersonate one of the prominent leaders and deliver one of his important speeches. Another plan is to have one student impersonate the notable while another acts as a reporter interviewing him.

[4] National holidays. If a South American national holiday is observed, a sketch of the life of Bolivar or San Martin would be appropriate. In case of the observance of China's Independence Day, an account of the birth of the Republic and the thrilling life of Dr. Sun Yat Sen might be presented by verbal description or by dramatic aids. Good material on the twenty Latin American countries can be obtained from the Pan American Union, Washington, D. C.

[5] Brief debates on current international problems such as the cancellation of war debts, the recognition of Manchukuo, or the entrance of the United States into the World Court. Informative and interesting debates can also be presented on less timely themes such as the relative merits of the Russian five-year plan and the Mussolini program for Italy, or the comparative contributions of Great Britain and the United States to the preservation of peace.

[6] Special programs by members of modern language classes. Folk-lore, songs, plays, poems, and literary classics are possibilities for this type of program.

[7] Presentation before the assembly of essays on international goodwill. Essays might be developed in history and English classes. If the school participates in the National Student Forum on the Paris Pact, the students taking part might well present their essays at the school assembly. Information on the Forum may be obtained from the National Student Forum on the Paris Pact, 532 Seventeenth Street, N. W., Washington, D. C.

[8] Pageants or other dramatic presentations, or fashion shows displaying foreign styles. Short plays such as: *The Whole World's Christmas Tree* [Mrs. Florence Brewer Boeckel], *How Peace Came to Everyland* [Anne D. Fielden], *Peace in No-Man's Land* [Maude Stewart Beagle], and *The House that Friendship Built* [Ruth L. Frankel].

The following suggestive program, entitled "The Melting Pot," is adapted from one by Harry McKown:

Scene: A large black pot, with steps on each side, in the center of the stage. In front of the pot a group of foreigners is gathered around Uncle Sam, clamoring for admittance to the melting pot.

Uncle Sam: My foreign friends, you are welcome. Before you enter the melting pot, won't you tell us what you bring with you?

[As each person comes forward, the school orchestra can play strains from the different national anthems. The characters might do some national dances.]

Englishman: My country gives to you the love of political freedom; the drama of Shakespeare; the poetry of Milton, Tennyson, and Keats.

Frenchman: I bring to you the inspiration of Millet and Corot, the discoveries of Pasteur and Cure; the friendship of Lafayette.

[. . . . and so on for other nationalities. As each person finishes his speech, Uncle Sam takes the native flag and indicates that the characters are to enter the melting pot. To the tune of "America," they come down the steps of the melting pot. They are now dressed as Americans.]

Uncle Sam: We are happy to have you here. The gifts that you bring help to make us a great nation. Always regard your homeland with affection and gratitude, but your new country is the one of which you are now an important part. As citizens of the United States, give me your pledge of allegiance.—E. R. B.

[Prepared in cooperation with the World Federation of Education Associations.]

Publicity and

LITTLE ENOUGH may be said for the depression, but we may credit it with bringing us closer to an appreciation of the value of an enlightened public opinion. Education has been slow and relatively ineffective in the work of bringing to the public the nature of its problems and the extent to which they have been solved. Too often it has been felt that school publicity is a form of personal aggrandizement to be shunned by the professionally minded; but in these times of clear thinking everyone sees that the damage done to the schools would have been less had greater effort been made to cultivate in the public a sound and wholesome attitude based on understanding of the needs and achievements of the schools.

The alert administrator sees now the need for good public relations better than he has ever seen it before. Moreover, he now can have the support and cooperation of individuals who formerly recoiled at the word *publicity*. It is coming to be generally recognized that no momentary flash of enthusiasm, no campaign or drive can establish in the minds of the school patrons a deserved appreciation of the work of the schools.

One element in school publicity which has received scant attention from educators and which is overlooked by few publicity experts outside the field of education, is photography. It has been said that one picture is worth a thousand words. We see how true this is when we attempt to make a portrait of so human and intangible a thing as the "personality" of a school. The essential features of many a modern educative activity can be rendered in one cleverly arranged photograph so that anyone can grasp and appreciate its meaning; a technical description of the same activity, presented to laymen, would fall flat. Few things are more astonishing than the astonishment of laymen when learning from one glance at a handful of photographs that the model 1910 school is as obsolete as the model 1910 Ford.

Photographs have a universal appeal and their message is surprisingly acceptable. While newspaper editors are always happy to receive school news, they are delighted to receive half-tone cuts. If an editor is willing to pay for cuts made from school photographs, very good. If his paper is not sufficiently prosperous to bear this expense but school funds can be made available for the purpose, so much the better. The school pictures will then be published with no competition from other news pictures.

Another source of favorable publicity thru pictures is the school paper. Few school papers are aware of the possibilities of the camera. There is a widespread belief among schoolmen that half-tone cuts are excessively expensive. It is patent that this belief is not held by experienced journalists. If the comparative values of publicity materials are gauged according to their ability to perform the functions for which they are intended, it will most often be found that cuts are cheaper than type. On the school newspaper, every other economy should be practised, even to reducing the size of sheet or frequency of publication, before cuts are eliminated. Nor should economy in the use of cuts take the form of reducing their size. One good, large cut, wellplaced, is worth two of moderate size.

The school handbook, rapidly becoming a popular device for pupil orientation, affords another avenue of approach to the home. Every pictured activity likely to interest the child will be both interesting and instructive to his parents. Cuts which have been used for other publications may, if not worn out, be repeated in the handbook since in most cases such pictures will be new to incoming classes. Half-tone cuts from photographs should be supplemented by the less expensive line etchings made from drawings. Diagrammatic floor plans of the building with each room labeled according to function can be prepared by the mechanical drawing department. A map showing the boundaries of the district is appropriate. Such a handbook

the Camera

is of tremendous value to the pupil, since it contains vital information on every subject from absence regulations and acceleration of pupils to work certificates and yells. The expense of producing a handbook should be borne by incoming classes. If an edition of 3000 copies can be prepared, a pocket-size handbook of 170 to 200 pages can be published at 25¢ a copy. This price allows a liberal number of new cuts and etchings.

One of the most effective means of distributing pictures representing school activities is direct sale of photographs to pupils. Photographs of good size, 5" x 7", may be had from professional photographers for from 35¢ to 60¢ each, or they may be made by a member of the faculty and sold for 10¢, with sufficient margin to pay for repairs, replacements, and additions to the equipment. Films of this size cost about 10¢ each and glossy paper costs 1.1¢ per sheet in boxes of 500. The cost of chemicals varies with the number of prints made at a time, but is never great.

Under this plan, the children have an opportunity to buy at low cost photographs which in years to come will be priceless. At the same time the school is placing directly in the homes of its patrons the most fruitful sort of publicity. Here the work of the school, in vivid and comprehensible form, is brought before those who have a right to know and whom it is our obligation to inform. By this method, the patrons see the school in action, viewing the varied activities to better advantage than would be possible during an actual visit. Various architectural features may be displayed while functioning. The swimming pool, social studies rooms, art rooms, laboratories, household arts rooms, shops, and library [as the pictures here illustrate] may be shown adequately and interestingly. Organizations such as safety patrol, hobby clubs, bands, orchestra, library staff, and athletic teams, may well depict the socializing influences of the school. Photographs of assemblies and other entertainments provide worthwhile souvenirs of wellspent years and create favorable comment whenever shown in the home.

From every good negative, several prints should be made for the office collection. A well-stocked library of prints is frequently called upon to provide pictures. An album with a durable and attractive cover may be placed in the outer office for guests of the school to examine while waiting. Enlargements of especially typical negatives may be hung on the office walls instead of the conventional samples of art. Such enlargements in very liberal sizes can be purchased for about $2 each, considerably less than some inappropriate and ineffective decorations.

While much school photography is done by professionals, it is desirable to have work done by a member of the staff. Not only is the expense lessened, but characteristic pictures are produced. The original outlay for equipment need not be great. The ordinary pocket camera, or kodak, may be used on occasion, but better results are obtained with a camera which uses cut film or plates, because these materials are much more sensitive than roll film. Moreover, there is something about setting up a camera on a tripod and examining the well-focused image on the ground glass which leads to good posing and good composition in the picture. Professional or "advanced amateur" equipment will well repay its cost.

Conclusion—[1] A determined effort should be made to foster a sound and intelligent public opinion based on a knowledge of the work of the schools. [2] In any publicity program the use of photographs should be given careful consideration. [3] The cost of half-tone cuts for publications should be considered in the light of their probable effectiveness. [4] Many methods of displaying and distributing pictures can be developed. [5] With adequate equipment, the amateur photographer often produces photographs superior to professional work and better adapted to the needs of a publicity program.—**Harry C. Lassen,** teacher, Foreman Junior High School, Chicago.

Working Children; Workless Men

WHILE millions of men are walking the streets of America jobless, hundreds of thousands of children are being exploited in industry. According to the United States Census for 1930 there were 667,118 children ten to fifteen years of age engaged in gainful occupations. Between the ages ten and seventeen, inclusive, there were more than 2,000,000 gainfully employed children, or one out of every nine.

Is it not strange that such conditions should exist in America, the richest nation on the earth? Child labor and adult unemployment are a sad commentary upon the ability of the American people to manage their lives. We have too many goods and yet some of the people starve. We have a labor surplus of about 11,000,000 and yet we allow 2,000,000 children to work when they should be in school. At an age when they should be developing in mind, body, and spirit, they are bound to monotonous tasks in factories, mills, and on farms.

There are two chief reasons why child labor exists alongside the most severe unemployment crisis in American history: [1] There still remain unscrupulous employers and parents who are willing to profit by the labor of children, at the expense both of the child and the adult he replaces, to say nothing of the social effects of such a practise on a large scale. This type of child labor could and should be promptly and permanently eliminated by properly enforced legislation. [2] Another reason is the poverty of parents caused by their inability to earn an adequate income. This may be due to personal disability or inefficiency, or to the fact that they are caught in the web of an economic machine which throws them out of work thru no fault of their own. In such cases *some children, in our present social order, must work to live.*

It is not so easy to outlaw child labor caused by poverty. If the state decrees that the child who otherwise would have no bread cannot work, then the state must see that the child has bread. How is this to be done? Is it to be furnished by direct relief? Would it be better to initiate a program of unemployment insurance to care for parents who lose their work? Only a few such questions are needed to show that the child labor problem is not an isolated one. It cannot be completely solved of itself, but must be attacked as a part of larger social problems.

From a legal point of view there are two ways to prevent child labor. One is *to prohibit child labor* by legislation. The other is *to require school attendance* by legislation. Every state has laws of both types but they are not sufficiently effective, as evidenced by the Census figures for 1930. Two federal child labor laws have been passed to care for the interstate phases of the problem, the first in 1916 and the second in 1919. Both were declared unconstitutional, the former in 1918 and the latter in 1922. A federal child labor amendment was passed by Congress in 1924. To date only six states have ratified the amendment while thirty-six are required to make it a part of the Constitution. It should be promptly ratified.

According to the National Committee on Child Labor, "State child labor laws usually cover a wide range of subjects, including the minimum age for entering employment, the length of the working day, physical and educational qualifications for going to work, regulation of employment in dangerous trades, and requirements for work permits. Most state laws are neither wholly good nor wholly bad."

What is the child labor situation in your state? Are children working when they should be in school? Are they being deprived of their rightful opportunities? Why? According to the National Child Labor Committee the educational requirements for children leaving school for work [thru child labor and school attendance laws] are:

Two states do not permit a child to leave school for work under sixteen years.

Four states do not permit a child to leave school for work under fifteen years.

Thirty-seven states permit children to leave school for work at fourteen years, occasionally younger, provided they have completed a specified school grade, but in thirteen states the grade requirement is waived under certain circumstances such as poverty, need for services at home, and the like. The grade to be completed is the eighth grade or elementary course in twenty-five of these states; the sixth or seventh grade in eight states; and the fourth or fifth grade in four states.

Six states permit children to leave school for work at fourteen years regardless of the grade completed. Of these, two exempt from school attendance any child of fourteen years who is employed, and four have no compulsory school attendance requirement beyond fourteen years.

National Child Labor Committee.

A detailed analysis of these laws in any state can be secured by addressing the National Child Labor Committee at 331 Fourth Avenue, New York City. It is suggested that teachers get this analysis, if they are not already acquainted with it, and compare the situation in their state with the program for state child labor legislation set up by the "Conference on Present Day Child Labor Problems" conducted by the Children's Bureau of the U. S. Department of Labor, December 10, 1932. The desired program is:

[1] A basic sixteen-year minimum for all gainful employment, with certain exemptions of carefully selected occupations for the fourteen- and fifteen-year-old group outside of school hours, and with some suitable provision for the group not able to profit by the ordinary school program up to the age of sixteen. [In view of new types of child employment, the occupations covered by legislation need special consideration so as to make certain that all employed children are given protection.]

[2] Maximum hours of labor for minors under eighteen, shorter than the prevailing hours of adults and in no case more than eight per day.

[3] Mandatory minimum wage legislation for minors under eighteen.

[4] Age minima higher than sixteen for hazardous occupations.

[5] Provision for payment of double compensation in case of minors under eighteen injured while employed in violation of the child labor law or of any ruling specifically relating to the employment of minors, the employer to be personally liable for the additional amount.

The Conference realized that acceptance of these standards necessitates serious consideration of school problems and passed this resolution:

We recognize that the schools of the nation are now facing the greatest crisis in their history due to increased enrolments and drastically reduced budgets. We are deeply concerned over the effect of the present economic situation upon the schools; and we call upon the organizations here represented to lend their efforts to the end that school budgets will provide the types and amount of education adapted to the needs of all children.—L.W.A.

Crime Costs; Everyone Pays

THE ANNUAL crime bill amounts to a dollar a month for every man, woman, and child in the United States. By "crime costs" are meant the expenditures for machinery to prevent and to control law breaking, the costs of the courts and prisons, and the losses to society in productive labor. This amazing figure is based upon the reports of the Wickersham Commission and is admittedly a conservative estimate.

A large proportion of crime costs is unavoidable. We shall always need devices to control the abnormal, the careless, and the weak members of a complex social order. It is entirely possible, too, that many of the items in the present crime bill are purchased too cheaply. Our fumbling attempts at government economy may lead us in reality "to rob Peter to pay Paul." This article, therefore, is not concerned so much in attacking crime costs as it is in raising certain pertinent questions.

Federal costs—The largest item in the federal expenditure for criminal justice is for police activities. During 1930 there were sixteen agencies with police duties. The coast guard cost $13,500,000; the bureau of prohibition, $10,000,000; the federal marshals, $3,000,000; the customs service, $2,500,000; and the immigration bureau, $1,500,000. Enforcement of the food laws, the plant quarantine, the biological survey, the secret service, and other police activities brought the total bill to $36,000,000 in 1930.

The trial of offenders against federal laws usually takes place in eighty-four district courts. The cost of this machinery, the circuit courts, and the United States Supreme Court amounts to more than $6,000,000 annually.

On June 30, 1930, the six federal prisons contained about 14,000 inmates. The total cost of these institutions was almost $8,500,000 in 1930.

Adding in the probation, parole, and pardon costs brings the total federal bill to approximately $53,000,000, a sum large enough to pay the 1930 expenditures for public schools in the following nine states: Arizona, Delaware, Idaho, Nevada, New Hampshire, New Mexico, Utah, Vermont, and Wyoming.

State costs—The reports on costs of police, judicial, and penal machinery are not so complete as those given for the federal government.

Eleven states have state police forces. Data on nine of these show a state police cost of $2,500,000 per year. The annual cost of maintaining one hundred state prisons amounts to $36,500,000. State parole and pardon activities add close to $700,000 more per year. Institutions for minors add $14,500,000—bringing the total charge against public revenue to $54,000,000 annually.

State costs of criminal justice are enough to pay the current school bill in the District of Columbia and in four states not previously listed: Arkansas, Maine, Montana, and Rhode Island.

Municipal costs—The Wickersham Commission studied the costs of criminal justice in about three hundred representative cities.

Police activities in these cities required over $194,000,000 in 1930. Prosecution costs totaled $8,500,000 in one year. Criminal courts needed $20,000,000; penal institutions, $20,500,000; and probation, about $4,500,000 per year. Including other miscellaneous charges brings the total expenditures in the neighborhood of $245,000,000 each year.

On the basis of these figures, the total cost of local criminal justice for all urban and rural areas is estimated as $536,552,000 per year. This sum would pay current expenditures for public schools in fourteen more states: Alabama, Colorado, Florida, Georgia, Louisiana, Maryland, Mississippi, Nebraska, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, and Virginia.

Private expenditures—In addition to various public costs there are many private expenditures for the purpose of preventing or controling criminal acts. The items in this bill are for detectives, bullet-proof glass, armored cars, watchmen, and private correctional institutions. Altho the data are scanty, the Wickersham Commission estimates a total expenditure of about $200,000,000 per year.

Private losses—No one can begin to estimate in money the private losses from fear, grief, and worry about crime. There are facts, however, to show the magnitude of losses due to crimes of violence, fraud, and against property. To these costs may be added the expenditures for insurance against loss.

Due to incomplete records, the estimated number of murders in the United States varies widely. Brearley of the University of North Carolina places the number at 12,000 in his study, *Homicide in the United States*. The Wickersham Commission used 8720 as the probable number of homicides. Assuming that the average victim could earn about $1400 a year, then the resulting loss in earnings would be close to $127,000,000 in one year.

Crimes against property amount to at least $55,000,000 annually. Over one million is chargeable to arson, and close to $3,000,000 to rioting and sabotage. The insurance paid on stolen cars which are not recovered amounts to $16,000,000 yearly. On the average, banks are robbed of $1,371,000 annually. So on the story goes with mail thefts, jewelry losses, and stolen freight—to the total sum of $55,000,000 per year.

Losses of wealth other than direct crimes against property pile up additional astronomical figures. An estimate of commercial frauds amounts to $600,000,000 annually. Forgery is credited with $40,000,000 per year. Fraud by means of the mail takes a toll of $69,000,000 annually. Summarizing, we find that these "indirect attacks" on wealth require $700,000,000 each year.

Many persons purchase insurance against theft, riots, or to guarantee fidelity on the part of employees. The premiums on these policies amount to about $100,000,000 each year.

Indirect community losses—The data presented previously are evidence based largely upon insurance premiums, expenditures by government agencies, and records of actual private expenditures or losses. The Wickersham Commission endeavored also to show the magnitude of losses to the community due to the unproductive labor of criminals and enforcement officers.

Since no data exist as to the number of criminals, the Commission used the figure 145,000—the average number of persons imprisoned annually. On the basis of an earning power of $1200 per year, the gross loss amounts to $174,725,000. Deducting 50 percent for the useful products produced by prison labor, leaves a net loss of about $87,000,000 annually.

Assuming that the 108,000 persons engaged in criminal police work in 1930

were more productively employed gives an estimated community loss of about $235,000,000 annually.

Total crime costs—Altho the Wickersham Commission gives no figure on the total annual cost of crime, it is possible to summarize the figures set forth above. The gross amount then is in the neighborhood of $2,000,000,000. Even deducting the estimates of losses of labor, leaves a net cost of $1,500,000,000. Various authorities have given estimates during the past few years ranging from $2,000,000,000 to $13,000,000,000 for the country as a whole.

Crime costs and school costs—The total cost for all types of public education—elementary, secondary, and collegiate—was about $2,500,000 in 1928.

In other words, we spend about $1.50 because of crime for every $2.50 spent for public education. There are probably not more than one million law breakers a year—a per capita cost then of $1500 annually. The 25,000,000 public-school students cost the public on the average about $100 each per year.

Figuring from a somewhat different angle, we find that it costs $300 annually for every person in prison. Schools for juvenile delinquency operate at a per capita cost of $400 per year. Compare these figures with the average cost of $100 per year for pupils enroled in public elementary and secondary schools.

What should these figures mean to teachers?—First, there is an organized movement today to reduce public expenditures for education. Schools are said to cost too much. Do taxpayers wax equally vehement over the crime bill? Can a nation that pays over $1,500,000,000 for crime conditions *afford* to pay less than twice that sum for education?

Do citizens generally realize that it costs three times as much to maintain a prisoner as it does to teach a school child? Every time we fail with a child in the public schools, we must pay four times as much for remedial work in institutions for delinquents, and three times as much annually if that child grows up to be an adult criminal.

¶The apparent increased need for prisons has reached the point in some states where it challenges the public expenditures for education. What does it mean when a social order must debate whether it shall spend its resources on prisons or on schools? This problem deserves further investigation by teachers associations.

Teachers can do much on the basis of costs to build up a public opinion which supports crime prevention. It costs society less to keep people out of prison. It costs less to place offenders on parole or probation than it does to lock them up. When will the recognition of individual differences be applied to criminals as widely as it is now used with pupils?—**Frank W. Hubbard,** associate director of research, National Education Association. [This is the second of a series of articles dealing with education and crime. The first, "Figures Don't Lie," appeared in the February 1932 JOURNAL, pages 57-58. Additional material may be obtained in the September 1932 NEA *Research Bulletin* on "Crime Prevention Through Education."]

Is There a Place for John?

JOHN was thirteen. He had been in school abroad. When his parents returned to the United States he was sent to "a famous New England preparatory school." At the end of the first week he wrote: "You and dad will understand. Come up at once, I beg of you. I don't quite know how to write about it. But I'm sure you will understand."

The parents had no choice but to go. They "walked up and down with John in the cool autumn twilight. And John told his story, disconnected, and in a voice charged with emotion. . . ."

"The boys here are impossible," was the lad's complaint. "They play jazz records all the time, so a fellow can't read or think. All they do is to read cheap magazines and listen to vacant music. The fellows don't like me any better than I like them. They say I'm 'queer!' I've heard them. Each one has a dozen suits and all they talk about or care about is money and cars. They hate pictures and books, unless they've never heard of them. Oh, they are decent and good-natured. It isn't that. They don't care about anything we do. I'll never have a real friend."

The parents saw the headmaster, "a charming, understanding man." He said: "Your boy's got to get all these notions out of his head, and get his feet on the ground. We're going to make a regular American boy out of him—a he-man's what you want, a mixer. There's no place for individualists at this school. They've all got to get into the crowd and stay there."

So the problem stood: Was John to be forced into the crowd and taught to like the things the crowd liked, or was he to be allowed to continue his normal development in accordance with less strenuously regimented ideals of education? Was his interest in pictures, books, and good music to be assassinated to make room for cheap magazines, jazz, clothes, and talk about money and cars?

American preparatory schools and American colleges and universities have many defenders. Their formal cultural standards are not low. But what about the boys like John? Was the headmaster correct in his judgment that "there's no place for individualists" in the educational institutions of the United States? If so, it is time that protest were raised against the fact.

A dead level of mediocrity is not the proper goal of any cultural system. Success in the arena of business, of science, of the arts, of education itself depends not upon uniformity, but upon constructive difference, upon variation. All authentic national progress derives from the capacity of individuals to be more efficient, more creatively active, more discriminating than the rank and file of the population. If this be not true, why send boys or girls to school?

It is a perversion of the democratic doctrine to suggest that any man, woman or child should be obliged "to get into the crowd and stay there." The pace of the crowd is regulated by the deficiencies of its least intelligent members. To escape from such a handicap is the purpose of all genuine cultural effort. If to be a "he-man" means to be a moron, what price George Washington and Abraham Lincoln, Benjamin Franklin and Thomas Jefferson, Ralph Waldo Emerson and Walt Whitman, Robert Fulton and Thomas Edison!

John may be unhappy in his "famous New England preparatory school," but his case is not hopeless, even if he has fewer than a dozen suits of clothes and is interested in things other than money and cars. The jazz age and all its shoddy works are being pretty thoroly smashed by the depression, and John may find "a real friend" among boys who perforce are concerned about other subjects than the erstwhile approved enthusiasms of "a mixer."—**The Evening Star, Washington, D. C.**

Curriculum Development

THERE CAN BE no satisfactory determination of what the curriculum of a junior college should be until there is a clear understanding of what is to be the distinctive purpose of this new educational unit. If the ultimate aim of education is to help young men and women to make good in life, then the junior college—which will be the educational acme for many of them—must carefully consider what the requisites are for a successful living. At least two abilities are obviously supremely essential: first, the power to earn a selfrespecting livelihood; and second, the capability for understanding presentday life conditions. Neither one of these abilities alone will properly adjust a young man or woman for successful living under the complex conditions of this unstable industrial age.

The technic necessary for skilled employment is continually changing and the successful worker must have a generalized understanding and an ability for adjustment much greater than was formerly necessary. The successful employee must not only know the *how* but also the *why* and the *whither* of his employment. Not only must he have skill of manipulation but he must have an enlightened vision of evolving conditions.

Until the advent of the junior college, there seems to have been no educational unit which could make both of these aims its avowed purpose. The business colleges and the technical institutes have always focused their energies upon the first of these aims, and the liberal arts colleges upon the second. The first group realizes that man must have bread if he is to live, and the second that man cannot live satisfactorily by bread alone. If, therefore, the junior college is to care adequately for those students who are not going on to the university, skill and liberal arts courses must supplement each other.

After a careful survey of higher education in the state of California, a committee of distinguished educators, appointed by Henry Suzzallo, president of the Carnegie Foundation, reported that it was false pride to regard junior colleges as *mere* preparatory schools for the university and recommended that they direct their energies to the large majority who do not plan to enter university courses, rather than to the small minority who will.

Highschool graduates can be roughly divided into three classes: the academically minded—those who are interested in exploring the accumulated knowledge of the ages and many of whom will study for the learned professions; the nonacademically or semiprofessionally minded—those who care only indirectly about academic learning but especially desire to get the training necessary to prepare them to enter nonmanual productive industry; and those who desire to enter manual industry.

Since its inception, public education in the United States has endeavored to provide adequately for the first group. Our universities and colleges have for years offered diversified and extended courses in history, science, literature, and the like, which have afforded the academically minded students excellent opportunities for study and intellectual development. More recently manual training schools have been rather universally established and have offered opportunities for the manually minded to obtain the expertness necessary for successfully entering a great variety of industries. Up to the present time, except for private business colleges and a few technical institutes, little has been done to train adequately the great middle group who desire to enter the diversified employments which are neither distinctly professional nor manual. Year by year these employments are becoming more diversified and complex and are demanding more and more preparation for their successful performance. Feeling this necessity for more preparation than the high school can give, many young men and women who have no academic taste are going to the universities only to find that they are misfits, and, after a short trial, to drop out. Statistics show that only about one-third of those who enter the universities stay until graduation. Since the earlier courses in the universities are foundational for the later courses, these students are able to cover only limited sections of the fields of thought they enter upon. They are inducted into the intellectual paddocks but never get a vision of the extended pastures. Solid foundations must be laid but they are of little value unless the superstructures are erected. A university course which is terminated at the end of the first or second year gives but little satisfaction or inspiration. The men and women who spend one or two years in merely laying foundations for future work have not obtained the advantages which should have been their reward for the time and effort given. Few, if any, of these university courses are vocationally focused, and the student who has pursued them finds himself little better equipped to enter productive industry than he was before he began. He has neither been prepared to obtain a toehold on industry nor given an extended view of life conditions.

Academic subjects have been didactically glorified but the glory has given no illumination to the prosaic job of earning a living and usually has not been sufficiently inspiring to stimulate a desire for broader culture. Those who have completed the four years required for graduation frequently find the academic attitude of mind which has been instilled is ill-adapted to meet successfully the requirements of the apprentice-like type of work required of the novice entering the great business organizations of today. Intellectual bumptuousness often results from a satiated training of the mediocre mind. There is little place in industry for the man who is sure that he can do almost anything. The knowledge, however, that one can do a definite job rather well and the aspiring humility which makes one eager to learn more about the job are invaluable assets in obtaining and holding a position. Spahr's studies have shown that at least in the technical industries there are many more jobs open to the man trained one or two years in a technical institute than for the four- or five-year trained man from the schools of technology, and that for fully fifteen years his average pay will be as great. It is probable that studies in other fields where adequate two-year training is provided would show like results. It is well-known that athletes become stale from too much training and, to many of us who have watched young men and women preparing for industrial activities, similar results seem to be apparent.

With the preceding considerations in mind, the Los Angeles Board of Education, when starting its junior college, determined to try to be of service to the largest possible number of highschool graduates. It was an easy matter to arrange courses for those who were prepared and wished to take up the work of the first two years of the university

for it was only necessary to follow the direct leading of the university. There was an abundance of teachers who had had successful experience in teaching such courses, and the equipment and textbooks necessary for carrying on the work were wellknown and readily procurable. The Board, therefore, decided to duplicate just as far as possible, the work done in the first two years of the University of California, to use the same textbooks and methods as pursued there, and to try in every way to make the work similar. As far as possible, teachers were procured who had had experience in the university and they were asked to keep in close touch with the university instructors. The university willingly and tactfully gave every assistance possible and the graduates from these "certificate" courses are received with full credit and appear adequately prepared to proceed with upper division work.

To meet the needs of the nonacademically minded who had neither the time, the money, nor the inclination to take up university work but who desired further preparation to enable them to enter successfully productive industry was an entirely different matter. It was felt that these "semiprofessional" students needed to have a generalized acquaintance with those liberal arts subjects which are essential for a rational understanding of the social, economical, industrial, and spiritual conditions of this complex age. The time was too short and the interest was lacking for a reproduction in these courses of the work done at the university. Those courses were foundational for upper division work and there was to be no upper division work in the junior college. It therefore seemed essential to develop generalized exploratory or birds-eye-view courses which would give to the student a rather comprehensive appreciation of entire fields of thought and not of somewhat isolated sections. The task of developing courses of this type has been difficult. There are few suitable textbooks and there are not as many teachers as there ought to be who have the breadth of knowledge, the vision, and the ability to develop such courses. However, these teachers do exist and the Los Angeles Board has been able to find a considerable number of them. The courses are being successfully worked out and the results are most encouraging. It has been found that courage to eliminate traditionally prescribed material is more essential even than the power to organize desirable material.

In order to determine what skill courses it would be best to offer in the junior college, a hasty survey was made of Los Angeles City and vicinity to find out what kinds of employment openings there were which would be suitable for young men and women of the junior-college level and also how many openings there would probably be each year. It was felt that there was no sense in training for positions that were not likely to exist. When we were convinced that there would probably be a sufficient number of openings each year to absorb a class of thirty or more, a study was made by members of the faculty of the educational training which would be most conducive to success in the field. Consultations were had with employers and after a considerable amount of preliminary work, when it seemed justifiable, a provisional curriculum was developed. A committee of some of the leading employers was then invited to a luncheon at the junior college with members of the faculty who were most directly concerned. A mimeographed copy of the provisional curriculum was placed before each member of the committee for inspection. In all cases a general, interesting, and pertinent discussion of the curriculum took place. At the close of these discussions a tentative curriculum was decided upon which, if possible, was offered at the beginning of the succeeding year. We found invariably that employers, when they realized what we were attempting to do, were most cooperative and helpful.

A concrete example might be interesting. We discovered that the banks of Los Angeles offered each year a large number of openings to young men. Several on the faculty interested in economics, accounting, and commercial work interviewed different bankers and asked them what kind of preparation would, in their judgment, be most helpful to young men entering banking. After these interviews a provisional curriculum was prepared. Then the personnel men of the large banks of the city were invited to a luncheon at the college. They came and entered with the faculty committee into a spirited discussion of the provisional curriculum. At the end of the discussion a tentative curriculum was agreed upon and also the content of the different subjects to be presented was outlined. This curriculum is now being offered.

The college now offers twenty different curriculums. As far as possible, the first year is a generalized year, and specialization takes place as late as possible. This is to enable students to take time to size up their aptitudes and desires. The number of different curriculums is large but not unduly so when it is realized that the college in the second semester of 1931-32 had an average daily attendance of nearly 3600. The registration September 26, 1932, was 4557. As the college has existed but three years, this number would indicate that it is meeting rather successfully the needs of the young men and women of the city.

The last curriculum to be offered is one for peace officers. The police commission of Los Angeles feels that men and women entering this service should have specialized preparatory training. They appointed one of their number and the head of the training school for officers in service to meet with members of the junior-college faculty and outline a suitable course for the preparation of applicants for positions on the police force. The course offered is the result of many conferences; it has also been passed upon by men of distinction in this field outside of Los Angeles.

The Los Angeles Junior College is neither a trade school nor an appendage to the university. It feels that the junior college has a worthy mission of its own and that it should be a distinct and independent educational unit. It makes no distinction between the students taking its different curriculums. The title of Associate in Arts is bestowed alike upon all graduates. A certificate of recommendation to the university may be obtained in addition by those who have successfully pursued the certificate course. There has been a persistent and successful effort to develop a unified American collegiate attitude and spirit. This has helped to eliminate unintelligent and sometimes odious comparisons of curriculums.—**William H. Snyder**, director, Los Angeles Junior College.

THE NATURE of the junior-college work demands rare qualities of strength of character, inborn capacity, sound understanding, and adequate training. It is because junior-college teachers are entering a field of educational pioneering that they need all of the qualities above mentioned, plus the spirit and vision of the pioneer. The pioneer type of service which is necessary is especially evident, since junior-college training is not to be confused with a simplified collegiate education on the one hand, nor on the other with a sort of glorified highschool education. It is a field unique in itself.—C. S. Morris, dean, Modesto Junior College.

The Baby Comes of Age

WILLIS A. SUTTON

Superintendent of Schools, Atlanta, Georgia, past president, National Education Association

FROM FEBRUARY 12—the anniversary day on which James Edward Oglethorpe landed at Yamacraw Bluff, Savannah, Georgia—until Thanksgiving Day of the year 1933, Georgia, the last of the thirteen colonies, will celebrate the two hundredth anniversary of the coming of the English to her shores. She invites the people of the thirteen original states and of the remaining states of the Union and of the nations of the world to visit and to know her. Thru the President of the United States, she will extend to the nations actively participating in the founding of this colony an invitation to have representatives of those nations take part in this statewide celebration.

Georgia is a state of wide historic interest, of wonderful southern climate, of marvelous American hospitality, and of generous, moral, and religious impulses.

The early settlers of Georgia came from the following countries: A group, under James Edward Oglethorpe from England, a group of Scotch Highlanders, Moravians, Salzburgers from Austria, Portuguese and Spanish Jews, a group from Italy, a colony from Switzerland, and smaller groups from France and other nations.

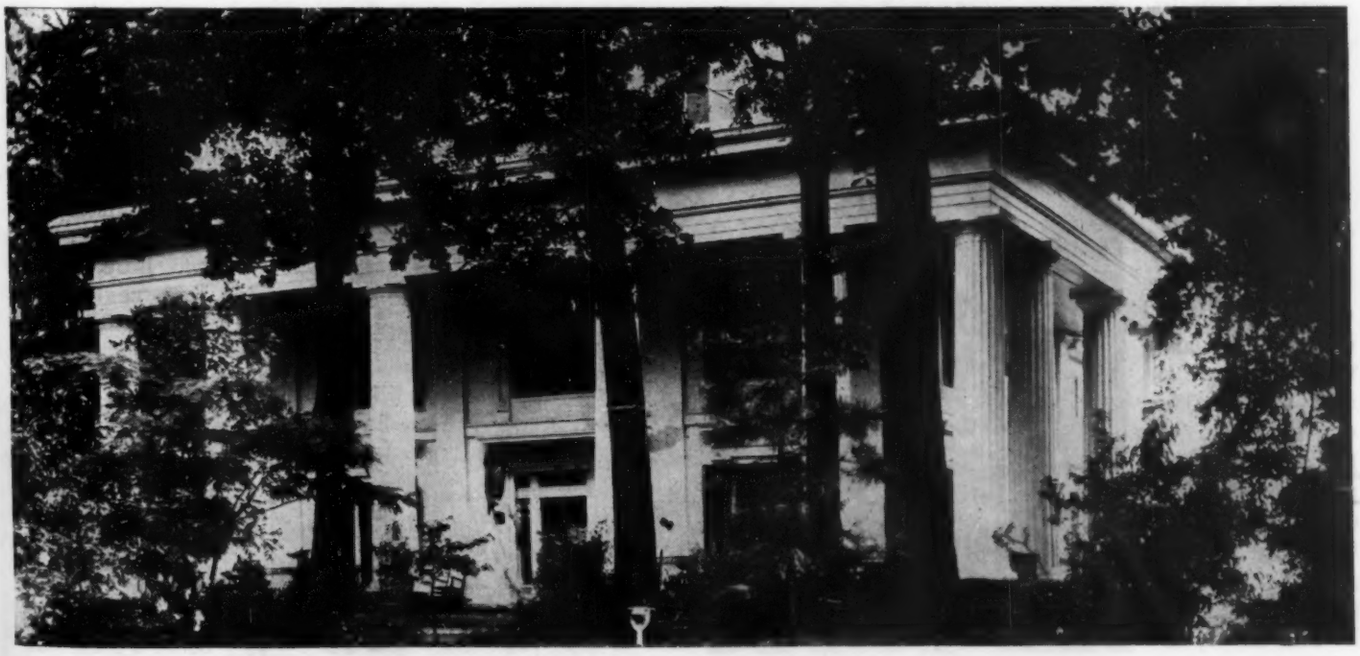
Three great basic ideas and ideals dominated those who founded the colony of Georgia.

First, it was a social impulse to care for the unfortunate, to assist those in distress and to bring out the strong qualities of the individual. The second objective dealt with the relieving of unemployment that had come to England as a result of the industrial revolution and the invention of power machinery in the manufacture of goods. Third, and most fundamental, was the idea of creating a buffer state between the Spanish in Florida and the French in Louisiana, and preserving this section of North America as an English-speaking colony and nation. It is hoped that these fundamental ideals may be impressed upon the life of the people of our nation.

From this social and racial impulse came the germ from which the colony of Georgia was born. James Edward Oglethorpe witnessed the suffering, agony, and death of a loyal friend who had been cast into prison thru debt. His soul was stirred, and he determined that thousands like his friend should not languish longer in prison.

There is one phase of the early history of Georgia of which possibly a great many people are unaware. Included within that territory now known as the state of Georgia there were two groups of people contributing much to the history of the world. Along the coastal region of the state the Spaniards had set up a long line of missions and forts on land to which England felt she had a just claim. After the Battle of Bloody Marsh these forts were practically destroyed and these missions left in ruin. Hundreds of years passed before they were unearthed, and a distinguished scholar of the University of California making research into her own missions, thru the records found in Spanish monasteries, learned of this line of missions along the coast of Georgia. Forests were cleared, marshes were drained, and the ruins were disclosed. This line of missions reached from St. Augustine, Florida, to Savannah, Georgia, and many of them were in a wonderful state of preservation. It will be the purpose of the Bicentennial Commission of the state of Georgia to see that these are restored.

Another group of prehistoric people, of whom the world is partially ignorant, were the Indians of this territory, who became one of the most intellectual groups of Red Men the world has ever known, finally developing in social progress and in racial solidarity to the extent that they published from movable type newspapers in their own language, developed manufacturing, and made progress in civilization far transcending the average Indians of this country. Their removal to the Indian Territory in 1832 constitutes one of



A Georgia home, whose classic exterior is matched by an interior charm, beauty, and hospitality

the saddest events in the whole history of Georgia and one worthy of study by the American children. The United States government has recently marked these famous Indian villages with appropriate monuments.

Of all the many leaders who founded colonies on the western shores under the direction of England or European nations, no man was more unselfish in life, more determined in purpose, or more humane in treatment of those with whom he came in contact than James Edward Oglethorpe. His determination to relieve the distressful conditions of unemployment in England, due to the industrial revolution, to take these distressed debtors out of prison and give them an opportunity in a new world was backed by a noble impulse, a strong organization and, above all, by an unselfish spirit devoted to the interest of the colonists and maintained in spite of all opposition.

In Georgia, as in every other state, there have been difficulties in the way of living up to these ideals, but the greater masses of the people of the state have ever been for benevolence, philanthropy, and hospitality. It will be interesting for the children of America to know that Georgia was the first colony from which slavery was prohibited and the first colony to place an embargo upon the importing of "rum."

The second fundamental ideal behind the founding of the colony of Georgia was the relieving of unemployment and giving men and women an opportunity to start life anew. The industrial revolution had thrown thousands out of work. England purchased a great quantity of her silk from Italy, and Italian labor spun and wove the silk. It was believed that Georgia had very much the climate of Italy, and that the culture of silk would give employment to thousands of people who were unemployed in England, and would allow the English nation to produce its own supply of silk. How like the conditions of today, when we need to relieve the unemployment situation which has so greatly increased as the industrial and mechanistic revolution has gone forward. There are still thousands and thousands of acres of Georgia's land, cheap in price, inviting to the masses that are now crowded in industrial slavery in the cities of our nation.

The third and most fundamental of all the ideals back of the founding of Georgia, and that which makes the establishment of the state of nationwide and worldwide interest, was the objective steadily held in view of preserving this section of North America as an English-speaking nation. This ideal is not so well-known and has not been adequately recognized by the people of Georgia itself or the citizens of the United States or the English-speaking world. Every discussion in Parliament, every provision of the charter, even the prohibition incorporated in the laws governing the colonists show the deep-rooted purpose of the founders and the trustees and the English nation to use Georgia as the means of securing the English language, English customs, and English liberties to all the people of North America. The provision concerning the boundaries, which are as follows: "From a certain great river [the Savannah] to another great river [the Altamaha] thence westward to the South Seas," shows the determination to check the advance of the Spaniards in Florida and of the French in New Orleans. The provision to shut out rum was largely political, for rum came from the Spanish Indies and would establish trade relations with Spain and increase the authority of that great power. The deep political purpose to make America English was more influential than the moral purpose. Slavery meant trade with the Indies and the Barbadoes contacting Spain; therefore, slavery was prohibited. The Catholic religion for a while was prohibited in Georgia, not because there was antagonism to the Catholics, but because Catholicism was strong in Spain. The Jews were looked upon with disfavor, not because of any prejudice, but because they came largely from Portugal and Spain, and they, the colonists believed, would finance Spanish aggression.

Just a little later when it was found that the Portuguese and Spanish Jews would help in developing this territory of English colonists, they were welcomed and made a marvelous contribution to Georgia's history. The significance of the founding of Georgia to the entire nation, therefore, takes on a new aspect. As we see the regulars coming over with Oglethorpe to join the continentals from Georgia and the Carolinas in the Battle of Bloody Marsh, fought on St. Simons Island, near Brunswick; as we see this motley army repel permanently the attack of the Spanish and Latin civilization and give to the whole Atlantic seaboard the English language, customs, laws, and civilization, we come to realize the importance of the Battle of Bloody Marsh and of the founding of the colony of Georgia.

Thomas Carlyle many years later wrote: "Half the world was hidden in embryo under it—the incalculable Yankee nation itself, the greatest phenomenon of these ages. This, too, little as careless readers on either side of the sea now know it, lay involved: Shall there be a Yankee nation? Shall the new world be Spanish type? Shall it be English?"

The Georgia Bicentennial is an opportunity to know better a great state and her history.

A pickaninny takes his ease in the cotton field

Professional and Lay Leadership

THE SUSTAINING POWER of educational leadership is enlightened public opinion. Cooperation, in our complex social order, conditions the exercise of that power. Professional leadership and lay leadership may, thru cooperative effort, achieve the aims of an educational leadership worthy of the faith of a people who expect it to be master and guide in directing the spiritual destiny of America.

The American home has assigned to the school a position second only to its own. To the state it has assigned responsibility for the establishment and support of schools that are universal, nonsectarian, and publicly controled. In no other nation was education ever vested with a greater responsibility and supported by a greater faith. This position of institutional relationship should give educators courage to support their convictions. It should be the determining factor in governing relationships of the schools to all other groups. At the same time, educational leadership must realize that society has passed from the stage of coercion into the stage of cooperation.

Principles underlying effective cooperation between the schools and lay organizations: *Knowledge of purposes of the outside agency*—The first principle is that of mutual understanding of purpose. The broad scope of humanitarian efforts in the field of education forms an adequate foundation for worthy endeavor by many outside agencies. Provided there is no fundamental opposition of purpose, educators will profit from the effort necessary to arrive at an understanding of the objectives of the outside agency. Lacking in distrust, educators have often been deceived; lacking in group solidarity, they have sometimes yielded to pressure groups to the detriment of the schools and against their own best judgment. Detrimental, harmful, or selfish purposes may be concealed behind present apparent worthy purposes.

It is not within the scope of this chapter to examine all agencies with a worthy purpose. For purposes of illustration, we shall examine nonschool-directed efforts in the field of child health. An analysis of the members of the Sixth Educational Conference arranged by the American Child Health Association, and held at Sayville, Long Island, in June 1930, shows that one-third of the 181 members were not engaged in public-school or college education. Forty-five of the nonschool members represented agencies of a strictly humanitarian nature whose worthy purpose had no ulterior motives. Seventeen of the members, approximately 10 percent, represented purely commercial organizations.

A. J. STODDARD, *superintendent of schools, Providence, Rhode Island, and chairman of the 1933 yearbook commission*

The report of the conference is interesting and profitable reading for the professional educator. He will be amazed to learn that one foods manufacturer reports 42,000 letters a year from teachers asking for helps of all sorts. The numerous appeals from teachers and the beauty and skill with which the commercial materials have been prepared constitute a challenge to educators. The educator has no quarrel with the principle of cleanliness, with the food value of milk, or with life insurance. He is primarily concerned with a proper balance of emphases which would prevent a single emphasis from becoming an over-emphasis. He readily admits the humanitarian purposes of associations interested in child health. He desires to cooperate with them. The conference was called by one of the noncommercial agencies. Is the fact that it was not called by educators evidence that educational leadership is lacking in aggression? To strengthen the educational purpose, sincere and genuine humanitarian aims are required. The application of this principle will at once rule out propaganda that is patently offering children *what to think* as a poor substitute for *how to think*.

In a study of outside groups that use or desire to use the schools, Conrad Jacobson asked superintendents to classify forty-six organizations into the following divisions: [1] commercial, [2] educational, [3] propaganda, [4] benevolent, [5] others, and [6] combinations. All of the groups rated were those in contact with typical schools. Jacobson found widespread disagreement among the educators as to the purposes of the outside agencies. For example, a humane society was considered to be commercial by one superintendent, educational by thirteen, propaganda by ten, and benevolent by eleven. Every agency was judged to be primarily commercial by some, primarily educational by others, and primarily propaganda by others. Nearly all agencies were judged to be primarily benevolent by some of the superintendents. No complete agreement was recorded concerning the purpose of any organization. Even the National Congress of Parents and Teachers was judged to be commercial by five superintendents. Apparently, in the absence of any consensus of opinion, the school administrator must rely upon his own verification of the validity of demands.

Knowledge of the objectives and purposes of the schools on the part of lay organizations—The schools, perhaps more than any other institution, require the support of an enlightened public opinion. An enlightened public opinion requires and has a right to demand the rationalization of every policy. Every budget item must be justified by a need of the children which can be made so apparent that an elemental sense of justice would grant it. In the hysteria of deflation, some communities are substituting reduction in the educational budget for the correction of fundamental weaknesses of local government. These false economies will cause a collapse of the educational structure unless educational leadership effectively influences public opinion. This retrenchment raises to a position of primary importance the educational importance of public enlightenment. If they are taken sufficiently into our counsels, the American people will not seek to remedy governmental insolvency at the expense of the next

generation.

In the realm of his convictions, the educator must deal honestly and faithfully with regard to the economic implications of education. To many parents, the impact of education upon their children is secondary to its impact upon their finances. When cash reserves are low and the payment of taxes requires sacrifice, educational dollar values must be in line with other dollar values. Educational leadership which shows this to be true may rest assured that taxpayers will make the necessary personal sacrifices.

All cooperative action should be guided by mutual knowledge on the part of both lay and professional leaders—Education is a favored field for cooperative action. Its purposes are such that it can bear the closest scrutiny by the severest critics. All other leaders have much to gain from the success of the educational ventures and much to lose from their failure. Their selfinterests are included in the breadth of the educational aim. Regardless of social, racial, religious, or economic differences, all men will support efforts for the welfare of childhood. This universal kindredness of purpose assures education a sound basis for cooperative effort.

The man in the street approves of curriculums that stress the three C's of Character, Culture, and Citizenship. He looks to the schools to develop attitudes, abiding interests, and ideals that will strengthen all other social structures considered by him to be worthy of support. The hope that inspired the faith in universal education will be in vain unless the schools do in fact develop right attitudes, socially helpful abiding interests, and high ideals.

The relationship of professional educational leadership to public opinion and lay leadership—Since educational leadership is vitally concerned with public opinion, it should study methods for developing [1] technics for obtaining a larger number of like-minded people [a larger public], and [2] technics for forming opinions based upon truly reflective judgments rather than vague group feelings of values of universal education and casual or incidental contacts with schools or school officials. Educational policies and activities must be related to many groups [many publics]. At present, groups having particular interests seek to modify educational practise thru legislation without the participation or cooperation of professional educators. In like manner, professional educators seek to modify educational practise without the cooperation or participation of their public.

Legislative practises—The practise of adopting resolutions in conventions is time-honored, general, and often ineffectual beyond affording a record of group agreement. State or national organizations may, if sufficiently interested, take the next step thru the committee on legislation. The third step of securing the introduction of a bill into the legislative body of a governmental unit follows. Then, if sufficient influence can be brought to bear, the bill becomes a law.

There is evidence found in the study of J. K. Flanders and in the *California Curriculum Study* to show that legislation influences school curriculums without the cooperation of professional educators. The hysteria associated with the period of the World War led to nationalistic legislation. Conservation of natural resources, health, and other movements, sponsored many times by highly organized minorities, have been incorporated into the state school laws since 1913 without the advice of school people. This type of legislative enactment is usually too detailed and hinders the school in providing a balanced social educational program.

Educational leadership must be aggressive in the exercise of its initiative with regard to statutory enactments. The educational viewpoint should be presented to the legislature and to the public. The studies cited above show that educators must be constantly alert, and that they have often failed to exercise a wholesome influence upon school legislation in many states. Both lay and professional leaders in each state should be organized to act quickly and effectively in an emergency.

The educational conference—Effective cooperative practise between educational leaders and lay leaders is found in such conferences as those held annually in North Carolina.

The following specific dangers are inherent in many situations relating to cooperation with lay organizations:

[1] *Using the schools as media for spreading propaganda* is perhaps the most general danger. To strengthen his decision to prevent such use of the schools the superintendent should remember that the power of critical judgment is an attainment of adulthood; that propaganda materials affect children more than they do adults; and that favorable public opinion is based upon the fact that the school is not the instrument of any race, class, creed, economic or social group.

[2] *Infringement upon the time allotted the regular school program* is seldom considered by pressure groups. The superintendent will combat this danger by keeping in mind his function of maintaining balanced educational programs. Those groups that request only occasional time must be prevented from constant interruptions of the regular work of the classes. The classroom teacher looks to the superintendent for protection from these interruptions of her plans.

[3] *Exploitation of minors* results from propaganda since children, unlike adults, cannot select the appeals which come into the schools which they are compeled to attend. Schools exist primarily for the education of children. The only basis upon which any concern or organization has a right to appeal for access to the school is that it is prepared to make some definite contribution to the accepted school program. Material to be acceptable must be indispensable to the children.

Points to consider in determining the desirability of cooperating with a lay organization—The studies which have been previously mentioned in this chapter show an absence of any consensus of opinion concerning the desirability or the undesirability of cooperating with any particular lay organization. The final responsibility for the determination rests in each local community with the superintendent of schools and his staff and the board of education. The studies in the field reveal the following few points which may prove helpful in determining the validity of demands and the desirability of cooperation with organizations:

[1] *The objectives and purposes for which the agency is primarily organized are very difficult to determine*—A classification according to motives is not feasible because true motives may not be discovered. They may be hidden by what the agency would like to have considered as altruistic motives. Motives may be mixed. The desire to sell more of a certain commodity may be accompanied by a sincere wish to improve the general welfare.

[2] *What the school gives in return for the help of the agency may be out of proportion to what the schools may hope to gain from cooperation*—What the school gives is not always apparent. The most precious gift of the school is a share of its time. Even a small share of time may constitute a large gift if that time is taken from the regular program. Special days and weeks may seem to their promoters to be but one hour, day, or week a year, but there are others sponsoring other special days and weeks. Hence, propaganda efforts, altho worthy individually, are real menaces in the aggregate.

A careful consideration of the school calendar, with teacher and principal committee help, will effectively block demands for celebration of special days and weeks. When the school receives requests for use of equipment or building, which in the aggregate tax the school facilities, the wise superintendent and schoolboard will have rules upon which decisions can be based.

—From chapter 5, Eleventh Yearbook [1933], *Educational Leadership*, Dept. Superintendence, NEA.

Taking the Schools to the People

THERE COME TIMES when it is necessary to put less emphasis on our usual duties, to break away from routine, and to meet emergency conditions. For the schools that time is now. The crucial need is the interpretation of school service to parents and citizens.

School officers and teachers have been too busy at immediately pressing tasks to understand the importance of keeping close to parents and homes. Feeling secure in their own devotion to the children, they have too often neglected to visit homes and to express to parents their appreciation of particular children, their desire to be helpful to them.

A personal visit to the home of every child by every teacher accomplishes wonders for the home, the child, and the teacher. Lesser duties may well be set aside for this important task. The increased interest among parents is reflected in their children and actually lightens the classroom load. The National Education Association has worked consistently at the problem of interpreting the schools. It has gathered the facts. Its JOURNAL has gone regularly to 200,000 of the best teachers and to many laymen. The Association has developed American Education Week. It has kept in touch with editors of leading popular magazines, with wellknown writers, with radio, with officers of great national organizations, with statesmen. It has held ever to the faith that the truth will save the schools, if that truth can be presented clearly and in the right spirit.

Now the Association is developing thru THE JOURNAL another service in an effort to conserve for the entire year the momentum gained during American Education Week.

The plan is simply this: to develop thru cooperative effort a series of leaflets like the one below which can be produced in large quantities at a cost so low as to be within the reach of any school or teacher.

The first Home and School Leaflet, *Good Schools in Bad Times,* appeared in the January JOURNAL. The second, *This Year or Never,* appeared in February. The third is printed on this page. These leaflets are designed to go to the homes each month. The hearty response they have received indicates that they fill a genuine need. Send in your order promptly.

There are many ways to finance this low cost service of interpretation—parent-teacher groups, school entertainments, friendly citizens who have means to give, local associations of teachers or principals who appreciate the need of reaching the public. Because of the small margin allowed to cover the cost of overhead, no order can be received for less than $1.

If the schools in your community are threatened, do not sit idly by while the service to the children is cut off. That is not fair to eager young life. Take your part as a citizen and as an educational leader to protect that service. Even tho the schools in your community or your state may not now be threatened, do not neglect to keep close to the homes.

Order Blank

Cut on this line

Division of Publications, National Education Association, 1201-16th St., NW, Washington, D. C.

I wish to use your Home and School Leaflets.

Please send me the quantities indicated at the right, for which I enclose $.....

_____ copies of *Good Schools in Bad Times*

_____ copies of *This Year or Never*

_____ copies of *The Child or the Dollar?*

Name..... Position.....

Street..... City..... State.....

Price: 300, $1; 500, $1.50; 1000, $2.50; additional 500's, $1. Any order may include one or more titles. Minimum order, $1.

Cut on this line

Cut on this line

AMERICA today faces a choice between the child and the dollar. It cannot afford not to put the child first. Any other policy destroys progress. The first and last test of the statesman is his attitude toward education. If he cannot meet that test he has no place in public life Only as the schools move forward today can government, industry, and the standard of living move forward tomorrow.

Fold away from this line

THE Child OR THE Dollar?

A Message to Parents

The ideal *Children First* is plain commonsense. Childhood is the foundation of life.

The Faculty and the Parent-Teacher Movement

EVERY live school maintains an alert parent-teacher association. Every live parent-teacher association is seeking to maintain and raise our educational standards. The organized parent-teacher movement, represented in the National Congress of Parents and Teachers, is only thirty-six years old. During that time, millions of parents have cooperated with the schools more intelligently and heartily, because of their associating together and with teachers for the good of their own children. In those same years, hundreds of thousands of teachers have better appreciated the importance and value of the home, because of working together with parents for the children of their classrooms. The schools have more strength today to meet the serious attacks of selfish and ignorant groups, because more than a million and a half parents in local, state, and national organization have ideals for child welfare and are working to achieve them. The objects of the National Congress of Parents and Teachers are:

First, to promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

Second, to bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

Andrew J. Lang, superintendent of schools, Huron, South Dakota, writing in *Child Welfare*, says:

It is a curious fact that parent-teacher associations least prone to get into difficulties are those associations that maintain a close contact with the national, state, and district bodies. Their program of work is consonant with the objects of the national and they are not easily sidetracked. They have a realizing sense of their functions, which are so large and so important that the members have no time or inclination for personalities or controversies. Their leadership is broadminded and farseeing. It anticipates points at issue and handles them in an intelligent manner with honor to itself and satisfaction to all.

Powerful forces that are fighting the schools are operating on a nationwide basis. Local units of parents and teachers need the help and information which can be secured by membership in the National Congress of Parents and Teachers. Next to seeing that children are fed, clothed, and given medical attention where needed, the first claim on the leadership of parent-teacher associations is to see that their schools are not crippled. The New York bankers, who are trying to force down school expenditures, represent the same group that sold the people of the nation five billion dollars' worth of real estate mortgage bonds which are now in default.

In your vitalized group study and faculty meetings, plans could be made for cooperating with parents thru your PTA. Is every parent reached by copies of your PTA program? Do you know that *Child Welfare*, the official magazine of the National Congress of Parents and Teachers, contains excellent help for study programs? Have you brought this magazine to the attention of parents? Every issue contains something of interest to teachers, also. An example is the article "Better Movies" by Catheryne C. Gilman, in the January 1933 issue. The address of the National Congress and of *Child Welfare* is 1201 16th Street, N. W., Washington, D. C.

The Child or the Dollar?

EDUCATION costs more now than it did in pioneer days because schools are better and more children attend them for longer periods. A majority of parents now desire their children to have the advantages of high school, which costs more than the elementary school. ¶And yet American schools are run so economically that they give your child books, a classroom, equipment, a playground, and a day's instruction under a well-prepared teacher, for the price of a golf ball or the cost of a box of candy. The average cost for a day's instruction for an American child is only fifty-one cents. Of the fifty-one cents the teacher receives only twenty-eight cents. Suppose you had to engage a tutor to teach your child in your home. Such service often costs $1 to $2 per hour. ¶In proportion to the magnitude of its helpfulness—the number of children, the number of hours, the variety of activities, the care for each individual child, the preparation necessary for teaching, the high responsibility—the school is relatively inexpensive. Let us all join hands to give to our young people the best possible preparation for life. Let us keep the children first.

A nation's concern over education measures its interest in its own future

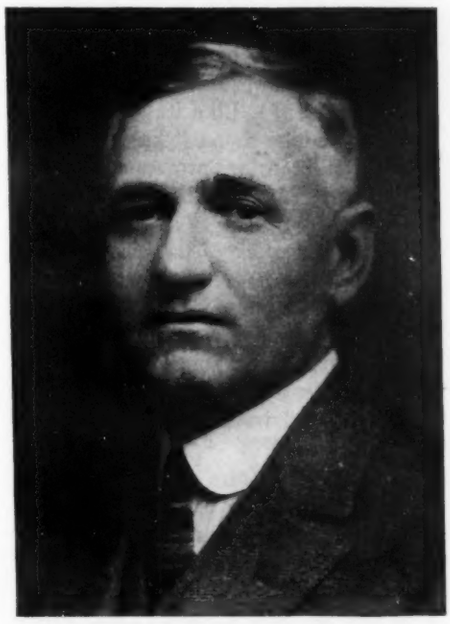
INCREASED appreciation of the schools waits upon increased understanding of their services. ARRANGE now to send this vital message to every home in your community. Use the order blank on the reverse side.

An Advancing Teaching Profession

JOSEPH ROSIER
President, The National Education Association

THE ANNUAL CONVENTION of the National Education Association which meets in Chicago, Illinois, the first week in July 1933, will impress upon the people of our country the advancement of the teaching profession and the place which the leadership in education occupies in all activities for the welfare of the nation. The social and economic problems confronting us at this time must be solved by trained intelligence. The profession of teaching, due to the work of our teacher-training institutions and college and university graduate schools, has made remarkable development in the last twenty-five years. It is fortunate for the nation that there are thousands of men and women in the field of education who have been trained for the highest type of public service and whose special knowledge will furnish a real contribution in meeting the situation brought about by great social and economic changes.

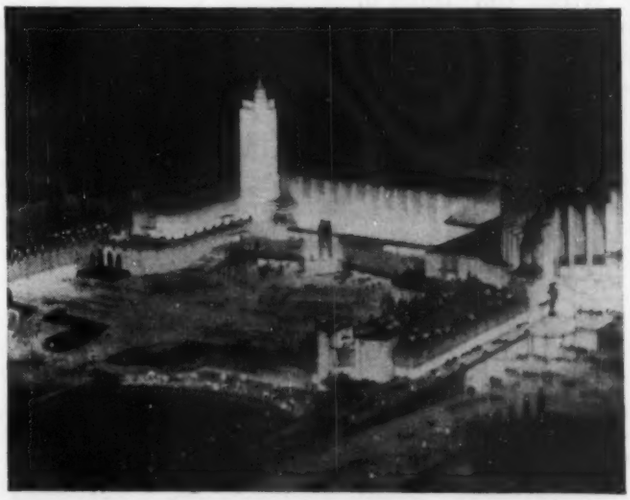
In education as in all other human enterprises there will be a new evaluation of aims and results. Those public agencies which served in a satisfactory way the past generation will not be suited to the demands of the future. Out of new occasions, new obligations and duties must be learned. The past quarter of a century has been marked by an emphasis upon material values. The next period of human development will be marked by an emphasis upon intellectual and spiritual values. We will hear not so much about the mechanical measurement of educational results and more about intellectual and spiritual achievements. Character education with all of its modern implications will occupy the chief place in our program of education. If it be true, as a recent authority has stated, that character is the sum total of a person's responses to his life situations, then the school of the future must provide greater opportunities for participation in all activities so that there may be the widest possible training in responses to social and economic changes.



President Joseph Rosier

A really great exhibition will be staged in the city of Chicago this year, which will mark and celebrate the progress of the world in all of the sciences. The exhibits at this exposition will show marvelous advancement in all fields of human progress. I think we can claim that education in its advancement has paralleled the progress in all the fields of science.

In the beginning of a period of change and readjustment it is peculiarly fitting that the National Education Association should hold its annual convention in the metropolis of the Middlewest. Here in the heart of our country will be found the spirit and the determination that will solve our national problems. Here are great states that will blaze the way in the new evaluation of education. It is my hope that the eyes of the teaching profession will be turned toward the city of Chicago next summer. The profession of teaching and educational leadership should have a new feeling of consciousness and I hope the teachers of the nation may be inspired with that faith and hope that will lead them to new professional achievements.



Left: **Northwestern University's McKinlock Campus—law, commerce, medical, and dental center of the Evanston institution;** ***right:*** **architect's drawing of the Hall of Sciences now nearing completion on the site of the Chicago 1933 World's Fair.**

Chicago, a Center of Culture

THE THOUSANDS of teachers who travel to Chicago for the seventy-first annual convention of the National Education Association, July 1-7, 1933, will find there many opportunities for intellectual recreation and personal professional growth. A century of progress, which will be celebrated thruout next summer in Chicago with an exposition of great proportions, has been marked in the Great Lake City by the development of centers of culture which are world-renowned.

The University of Chicago is one of the newer large universities of the nation. It was founded in 1890. The first president was William Rainey Harper, who held the position until his death in 1906. With gifts from John D. Rockefeller, Sr., and thru the merging of several long-established educational institutions specializing in professional fields, the original institution was widened to include the foundations of a genuine university, which has grown to be one of the most important educational institutions in the United States. Its school of education, over which Dean Charles H. Judd presides, was originally the Chicago Institute, of which Colonel Francis W. Parker was principal after he left Cook County Normal School in 1899.

Under the direction of one of the youngest of university presidents, Robert Maynard Hutchins, who has frequently spoken before the National Education Association and its departments, the University of Chicago is growing rapidly. New buildings have recently been erected for housing the school of education, and the various curriculums of this school have been greatly expanded. Its beautiful Tudor Gothic buildings, more than seventy in all, are situated on 180 acres of campus near Jackson Park, the site of the world's Columbian Exposition of 1893.

Another institution in Chicago popular with summer-school students is Northwestern University, situated at Evanston and, like the University of Chicago, near enough to Lake Michigan to receive the favor of its cooling summer breezes. Northwestern University was founded in 1851. Like its sister institution on the lake shore, it has grown thru mergers of important professional schools until its development has attracted nationwide attention.

A special feature of this institution of higher learning is the Northwestern University Settlement, a unit organized to study unadjusted social conditions. This unit is situated in a congested district of Chicago. Its work attracts sociologists and social and welfare workers from all over the world.

Another wellknown institution on the Chicago lake shore is the Chicago Institute of Art. Here is maintained, under the direction and inspiration of some of the most talented sculptors and painters, a school of art. Lorado Taft, gifted American sculptor, a frequent participant in National Education Association programs, is one of the many renowned artists connected with the Institute. Other Chicago institutions of learning include the Chicago Normal College, Loyola University, DePaul University, Armour Institute of Technology, Lewis Institute, and numerous conservatories of music, commercial schools, and specialized schools of the professions.

Opportunities for broadening study outside of organized institutions of learning are particularly numerous in Chicago. The Field Museum of Natural History houses one of the largest natural history collections to be found in the world. The Adler Planetarium, located on an island in Grant Park overlooking Lake Michigan, is the only device of this kind for astronomical study in the United States.

Students interested in the life of sea and stream will find the John G. Shedd Aquarium a valuable laboratory. The Academy of Sciences and the Chicago Historical Society are valuable resources for those who select Chicago's educational institutions for the pursuit of learning. The Chicago Stadium, Soldiers Field, Wrigley Field, and modern Michigan shore resort facilities encourage the enjoyment of summer recreation and sports.

Plans are now under way in Chicago for the Century of Progress International Exposition. The city won worldwide distinction for the success of the Columbian Exposition in 1893. Grant Park, also a lake front playground, is the site of the World's Fair in 1933, which officials say will outclass all expositions of this kind ever held. Exhibits will depict the historical development of Chicago, the nation, and the world. The United States government and foreign nations are planning exhibits. The displays of this fair will show progress in every field of human endeavor—scientific, industrial, social, homemaking, agricultural, and educational.

Many teachers will appreciate the economy of making one trip to Chicago serve the purposes of participating in the National Education Association convention, of summer study, and of attending the World's Fair.—**B. F.**

Left: **Lincoln's birthplace;** ***right:*** **the "Wigwam" of 1860, both part of the Lincoln memorabilia at the Century of Progress Exposition.**

Firm Stand Prevents Salary Cut

Statement by Rhode Island Administrator Refutes Theory That Public-School Teacher Is Only an Employee

WAITING until the conclusion of the biennial election of 1932, the city council of Newport, R. I., adopted a policy of economy and retrenchment, the principal features of which included proposed salary reductions for firemen, policemen, and teachers. The council itself, exercising its ordinance-making function, reduced all salaries in fire and police departments 10 percent. The council also requested the school committee to reduce the salaries of teachers.

The school committee, seeking counsel from the City Solicitor, was advised:

[1] Nowhere does it appear in the law that the school committee may bind itself by contract in hiring teachers; rather does it seem reasonable to conclude that the status of a teacher is not that of a contractor. Strictly speaking, no contract may legally exist beyond the term for which an appropriation has been made, unless there is a recital in the contract that the agreement shall be contingent upon the future action of the council in making appropriations. Therefore, it may be concluded that the status of contractual relations between the school committee and the teacher does not exist, except, of course, in the ordinary sense of employer and employee.

[2] It is the duty of the appropriating body of the city government to provide the funds to properly operate the school department. After an appropriation for salaries is made it is the duty of the school committee to allocate and apportion the sum thus appropriated. The council, therefore, may appropriate more or less than the appropriation made in any prior year, within the limitation fixed by the statute, and the school committee is bound by the action of the council.

[3] It is my opinion, therefore, that the school committee may, legally, make reductions in salaries affecting persons elected in June to serve until July 1, 1933.

The advisory opinion of the City Solicitor did not find favor with Superintendent of Schools Harold T. Lowe, and he sought advice from Dr. Charles Carroll, legal counsel in the office of the Commissioner of Education, Dr. Walter E. Ranger, and state director, NEA, for Rhode Island. Dr. Carroll's advisory opinion covering the legal matters raised in the opinion of the City Solicitor meets the latter squarely, and is an important document expository of the excellent laws in practise in Rhode Island for the protection of schools and teachers. The opinion is reinforced by citation of statute and decision; it is reproduced at length in these columns for its value as sound interpretation of law and practise. The opinion follows:

November 30, 1932. Public School Committee, City of Newport, City Hall, Newport, Rhode Island. Gentlemen: I address this communication directly to you, instead of to Mr. Lowe, superintendent of schools, with the purpose that its content may come to you without question as to Mr. Lowe's authority to request an opinion from me under your resolution directing him to the City Solicitor. I am persuaded that I ought to advise you on the questions at issue, lest you should be misled by the City Solicitor's patent failure to grasp the significance of the statutes relating to public education, and the interpretation applied to these by the Commissioner of Education in the exercise of the appellate jurisdiction conferred upon him by chapter 73 of the General Laws, and by the Supreme Court of Rhode Island in decisions on cases brought to it for final disposition. I write with the advantage of having before me a copy of the City Solicitor's letter of November 29, which was brought to me yesterday by Superintendent Lowe, who had recognized in the letter more than one statement which indicated error on the part of the City Solicitor. With the purpose of being brief and confining myself as nearly as possible strictly to questions at issue, I shall follow the order of the discussion in the City Solicitor's letter, in spite of my own preference for another order as more logical for the presentation I am to make.

[1] In the opening paragraph of his letter, the City Solicitor lays down the proposition that the practise of annual election of teachers at stated salaries "is not to be understood as binding the school committee to any form of contract the breach of which would give to the teacher a right of action against the city." In subsequent discussion, particularly in the second paragraph, he suggests that the teacher essentially occupies the position of a public office holder whose tenure of service and the compensation therefor are subject to the vicissitudes of changing administration and law, and the action of the Representative Council in providing appropriations to be expended under the direction of the public-school committee. The error in this view is disclosed unmistakably in the language used by the Supreme Court in reaching the ratio decidendi in the case of Hardy vs. Lee, 36 R. I. 302. In that case the court refers repeatedly to the teacher's contract with the city of Cranston; in entertaining the suit the Superior Court recognized the existence of a contract; in rendering its decision dismissing the city's appeal the Supreme Court recognized the existence of a contract. The subject of teacher's contract is discussed in sections 64 and 65 of the Law of the Public Schools, Voorhees, and in such manner as to leave no lingering doubt that the relation of the teacher to the city is contractual, altho the contract as it affects public service must conform strictly to statutory requirements. The Rhode Island case, Hardy vs. Lee, ubi supra, leaves no lingering doubt as to the legal aspect of the relation, and the right of the teacher to the assistance of courts in enforcing the teacher's right. Similar Rhode Island decisions sustaining the teacher's right as contractual were handed down by the Commissioner on the appeals of Wallace R. Brown vs. School Committee of Bristol, and of Crandall vs. the School Committee of Hopkinton, in both of which the Commissioner held that a school committee could not terminate the teacher's contract within the period of employment otherwise than by the method provided by the General Laws in section 5 of chapter 71. In the opening hearing of the appeal of Harvey vs. School Committee of Bristol, the Commissioner ruled that the school committee could not reduce a teacher's salary within the period of employment on the pretext of transferring the teacher from one position to another carrying a lower salary. The transfer might be legal as suggested by the exigencies of school administration, but the teacher continued with right to the salary of engagement. The Harvey ruling conforms to the interpretation and practise established in Rhode Island public schools. In an advisory opinion recently, the Commissioner ruled that a school committee could not avoid its obligation to pay the full amount of a teacher's annual salary by closing a school.

[2] Secondly, the City Solicitor undertakes to avoid the clear implication of a mandatory obligation imposed upon the city of Newport by the statute which he cites as section 1 of chapter 69. For its relation to Newport school history it may be interesting to note that the mandatory language in this statute was introduced in the Public Statutes of 1882, following the decision of the Supreme Court in Wixon vs. Newport, 13 R. I., 454. In the revision of the statutes, the word "shall" replaced the word "may," and the new statutory language repealed the decision in Wixon vs. Newport so far as it might be cited as a precedent. In spite of the language of the statute, which, because of its purpose with reference to a case in which the city of Newport was a party ought to be familiar, the City Solicitor undertakes to show that the mandatory obligation is in some way subject to such action as the Representative Council may take with reference to appropriations or to the fiscal year. If the Representative Council were in a position to refuse to make appropriations, then it would follow that the Representative Council could nullify the statute; if the school committee must adapt its educational program to the appropriations made available by the Representative Council, then the Council rather than the General Assembly would become the final authority in determining Newport's obligations as to schools. Interestingly enough, the decisions cited by the City Solicitor both negative his position. Hardy vs. Lee, ubi supra, sustains the right of a School Committee to engage teachers and pledge the city's credit for salaries for a period for which no appropriation had been made available. The decision in Bailey vs. Duffy, 45 R. I., 304, sustains the School Committee's exclusive right to establish salary schedules for its employees. Both

decisions are on all fours with Times Publishing Company vs. C. Ellis White, 23 R. I., 234, which upheld the School Committee's right to expend school money without direction by the Council; and see Duffy vs. Murphy, 46 R. I., 210, on schools; Horton vs. City of Newport, 27 R. I., 283, on mandatory obligations that a city may not evade; Hebert vs. Duffy, 45 R. I., 193, on the municipal obligation to maintain police. In the case of Gormley vs. School Committee of Pawtucket, the Commissioner held, in a decision underwritten by the Supreme Court, that a school committee is obligated to purchase textbooks, in compliance with the state free textbook law, on the credit of a municipality when no appropriation has been made, and when the municipality has no funds in its treasury.

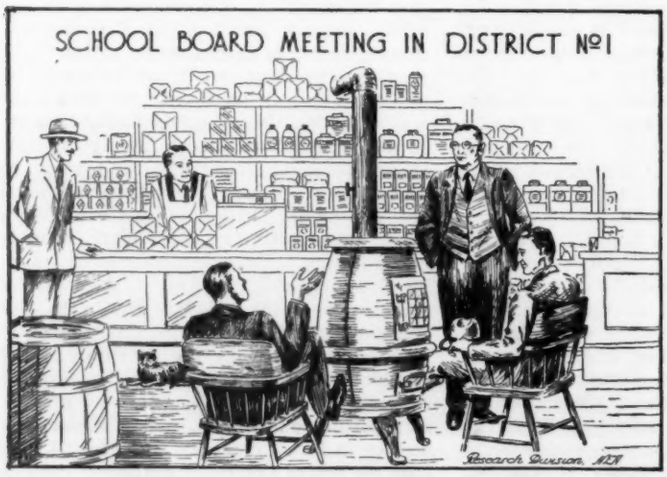
[3] I am surprised that the City Solicitor, after citing and presumably reading the decision of Hardy vs. Lee, ubi supra, should fall into an error concerning the varying incidence of financial years. He says: "It is important to remember that, under the present plan, appropriations are made in January for the municipal year, which, in effect, means the calendar year. Having this fact in mind, municipal departments operating on a schedule which carries them beyond the municipal year must take chances on the action to be taken by a later appropriating body which may see fit. These cases do not go to the extent of saying that all requests for funds made by the school committee shall be appropriated; they merely state that after an appropriation for salaries is made it is the duty of the school committee to fix and determine the salaries of teachers within the total appropriation made under the item 'salaries.' The determination of the amount necessary to operate the schools is for the council to decide; it is the duty of the school committee to allocate and apportion the sum thus appropriated. The council, therefore, may appropriate more or less than the appropriation made in any prior year, within the limitation fixed by the statute, and the school committee is bound by the action of the council."

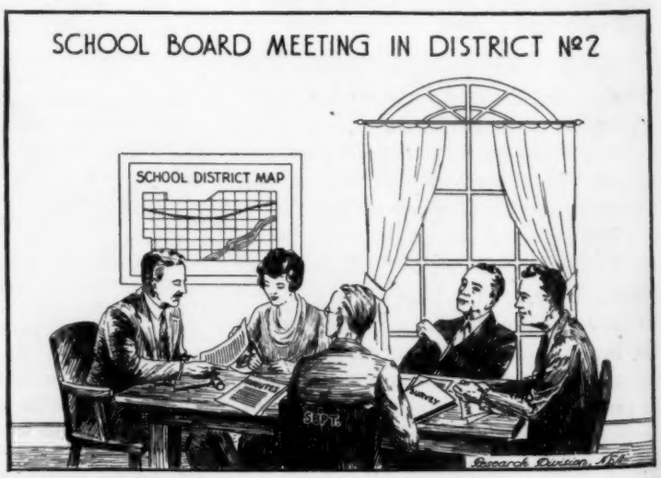
I have already addressed myself in paragraph 2 to refuting the erroneous assertion as to the power of the Representative Council to limit expenditures for schools by its own determination of the amount of appropriations. In the extension of this doctrine to appropriations diminishing until the zero point is reached the Representative Council could nullify legislation; and the argument reaches the reductio ad absurdum. At this particular point, however, my purpose is to let the Supreme Court speak in answer to the City Solicitor, and I quote the Court in the case of Hardy vs. Lee, ubi supra, and cited by the City Solicitor: *"The fixing of the fiscal year is purely a matter of convenience in the handling of the financial and business transactions of the city, and exerts no force or influence upon a contract made with a teacher for her services. The school committee had had authority to engage teachers, fix their compensation, and determine their term of service. The obligation thus arising to the city to pay the salaries of teachers is not released or varied by the fixing of the fiscal year, nor does the right to collect the salary covered by the order [for payment] expire with the close of the fiscal year. It is a contract which the city has entered into thru its properly authorized committee and as such it must be recognized and carried out."* Hardy vs. Lee, 36 R. I., 302, at page 307. To this splendid exposition of the right and authority of the school committee, may I venture to suggest the holding in the earlier decision by the Commissioner in the case of Gormley vs. School Committee of Pawtucket on textbooks; and the statute law, section 29 of chapter 70, which permits the school committee to expend public money for schools at the expiration of a fiscal year in an interval for which no appropriation may be made available by town meeting or municipal council.

[4] Finally, may I recall in answer to the City Solicitor's statement that "the determination of the amount necessary to operate schools is for the council to decide; it is the duty of the school committee to allocate and apportion the sum thus appropriated," that he neglects the relation betwixt the Representative Council as the appropriating body and the School Committee as the body charged with the obligation to administer the public school system implied in section 23 of chapter 70 of the General Laws. This section requires the school committee to prepare and to present to the Representative Council annually a budget of estimates of school expenditures in such detail as may be prescribed by the printed form furnished by the Commissioner of Education. The budget becomes the basis for consideration of the school appropriation by both the Representative Council and the school committee. The statute negatives the assumption of arbitrary discretion in the Representative Council; it makes the school committee a legal party to the making of the annual appropriation, not merely the disbursing agency for the Representative Council's bounty. The contracts made by the school committee extending beyond any current fiscal year are binding and must be considered by the Representative Council in determining the amount to be appropriated for schools. If the Representative Council is so derelict in its duty as to fail to make appropriations adequate for the support and maintenance of the schools, contracts are not affected by the neglect, and the school committee has a right which may not be questioned, and a duty which it ought not to evade, to exceed appropriations if need be while maintaining the good name of the City of Newport.

I am convinced that a city so rich as Newport, with such tax resources as are available, with, at the present time, a surplus in its treasury, should not enforce a policy of public retrenchment to the extent of dealing unfairly with its teachers. Very truly yours, Charles Carroll.

The city council and school committee, upon the publication of Dr. Carroll's opinion, were persuaded that an ordered salary reduction could not be enforced. They then asked the teachers to submit voluntarily to a reduction. The proposal was presented to a mass meeting of teachers, who, on Dr. Carroll's advice, referred the question of need to a select committee for examination and report. The committee of teachers made a thoro examination of the financial condition of the city, found no reason for a reduction other than the epidemic of salary reductions which is raging in the United States and reported adversely. The teachers sustained their committee unanimously. The report of the committee of teachers, with its clear analysis of the city's finances, disclosing a surplus accumulating in four past years, will accomplish a great deal in establishing a public opinion sufficient to sustain the teachers. It may open the eyes of some people to a wisdom in "schoolmasters and schoolma'ams" not usually possessed by politicians.—**Charles Carroll.**





Two types of schoolboard meetings, as illustrated in the NEA Research Bulletin, January 1933, *The School Board Member*.

Trends in Illiteracy and Child Labor

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

States	Population 10 years of age and over in 1930	Number of illiterates in 1930	Percent of population 10 years of age and over who were illiterate in:		Decrease in percent of illiterates 1920-30	Population ages 10 to 18 years in 1930	Number of children ages 10 to 18 years gainfully occupied 1930	Percent of population ages 10 to 18 years gainfully occupied in:		Decrease in percent of population ages 10 to 18 years gainfully occupied 1920-30
			1920	1930				1920	1930	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	98,723,047	4,283,753	6.0	4.3	1.7	18,486,592	2,092,288	17.0	11.3	5.7
Alabama	2,000,653	251,095	16.1	12.6	3.5	485,652	116,667	29.7	24.0	5.7
Arizona	335,029	33,969	15.3	10.1	5.2	66,761	5,595	12.3	8.4	3.9
Arkansas	1,419,945	96,818	9.4	6.8	2.6	334,220	57,318	23.3	17.1	6.2
California	4,806,490	124,810	3.3	2.6	0.7	673,830	31,195	10.8	4.6	6.2
Colorado	835,341	23,141	3.2	2.8	0.4	155,968	13,315	11.0	8.5	2.5
Connecticut	1,321,474	59,874	6.2	4.5	1.7	250,243	32,129	20.8	12.8	8.0
Delaware	196,776	7,805	5.9	4.0	1.9	35,289	3,480	15.9	9.9	6.0
District of Columbia	418,941	6,611	2.8	1.6	1.2	52,480	3,855	16.9	7.3	9.6
Florida	1,174,252	83,242	9.6	7.1	2.5	226,319	29,587	15.8	13.1	2.7
Georgia	2,238,192	210,736	15.3	9.4	5.9	540,813	121,408	26.9	22.4	4.5
Idaho	349,148	3,743	1.5	1.1	0.4	77,131	4,624	7.8	6.0	1.8
Illinois	6,333,046	153,507	3.4	2.4	1.0	1,088,533	95,780	16.0	8.8	7.2
Indiana	2,638,556	43,721	2.2	1.7	0.5	468,636	31,404	14.2	6.7	7.5
Iowa	2,007,699	15,879	1.1	0.8	0.3	371,777	28,236	9.9	7.6	2.3
Kansas	1,519,562	18,680	1.6	1.2	0.4	286,121	19,407	9.4	6.8	2.6
Kentucky	2,005,492	131,545	8.4	6.6	1.8	436,832	48,997	15.1	11.2	3.9
Louisiana	1,622,868	219,750	21.9	13.5	8.4	358,131	59,455	19.3	16.6	2.7
Maine	642,659	17,172	3.3	2.7	0.6	116,069	8,141	11.8	7.0	4.8
Maryland	1,324,241	49,910	5.6	3.8	1.8	239,906	30,656	19.0	12.8	6.2
Massachusetts	3,509,317	124,158	4.7	3.5	1.2	609,039	60,524	20.3	9.9	10.4
Michigan	3,891,914	76,800	3.0	2.0	1.0	708,087	47,967	13.5	6.8	6.7
Minnesota	2,076,201	26,302	1.8	1.3	0.5	400,339	31,145	10.8	7.8	3.0
Mississippi	1,526,128	199,761	17.2	13.1	4.1	363,750	111,073	30.2	30.5	+0.3
Missouri	2,984,368	67,905	3.0	2.3	0.7	43,836	3,934	14.0	9.0	5.0
Montana	434,351	7,303	2.3	1.7	0.6	87,357	5,673	7.5	6.5	1.0
Nebraska	1,106,139	12,725	1.4	1.2	0.2	216,161	16,285	9.6	7.5	2.1
Nevada	76,085	3,330	5.9	4.4	1.5	11,157	593	7.9	5.3	2.6
New Hampshire	382,400	10,231	4.4	2.7	1.7	65,698	5,852	15.0	8.9	6.1
New Jersey	3,330,748	128,022	5.1	3.8	1.3	604,356	75,779	20.4	12.5	7.9
New Mexico	314,370	41,845	15.6	13.3	2.3	72,230	5,920	9.5	8.2	1.3
New York	10,513,933	388,883	5.1	3.7	1.4	1,707,967	174,359	17.9	10.2	7.7
North Carolina	2,352,014	236,261	13.1	10.0	3.1	603,205	111,897	23.0	18.6	4.4
North Dakota	527,000	7,814	2.1	1.5	0.6	125,891	10,036	7.9	8.0	+0.1
Ohio	5,434,261	123,804	2.8	2.3	0.5	960,282	58,097	12.4	6.0	6.4
Oklahoma	1,845,657	51,102	3.8	2.8	1.0	409,488	31,796	12.6	7.8	4.8
Oregon	803,408	7,814	1.5	1.0	0.5	132,659	9,530	9.5	7.2	2.3
Pennsylvania	7,731,060	240,323	4.6	3.1	1.5	1,545,457	156,351	17.3	10.1	7.2
Rhode Island	560,253	27,536	6.5	4.9	1.6	102,269	16,144	28.1	15.8	12.3
South Carolina	1,292,939	192,878	18.1	14.9	3.2	351,297	92,447	30.7	26.3	4.4
South Dakota	543,564	6,763	1.7	1.2	0.5	117,516	8,478	8.7	7.2	1.5
Tennessee	2,028,109	145,460	10.3	7.2	3.1	445,544	62,918	18.4	14.1	4.3
Texas	4,547,987	308,121	8.3	6.8	1.5	962,276	125,744	18.0	13.1	4.9
Utah	386,347	4,640	1.9	1.2	0.7	91,447	4,938	9.1	5.4	3.7
Vermont	291,614	6,299	3.0	2.2	0.8	52,798	4,494	12.1	8.5	3.6
Virginia	1,872,838	162,588	11.2	8.7	2.5	424,570	48,641	15.4	11.5	3.9
Washington	1,312,529	13,458	1.7	1.0	0.7	221,015	12,246	10.3	5.5	4.8
West Virginia	1,301,752	62,492	6.4	4.8	1.6	299,870	20,707	11.0	6.9	4.1
Wisconsin	2,376,424	44,232	2.4	1.9	0.5	452,622	35,183	13.9	7.8	6.1
Wyoming	178,973	2,895	2.1	1.6	0.5	33,698	2,288	9.0	6.8	2.2

The figures given in this table are based on those of the U. S. Department of Commerce, Bureau of the Census.

TWO important social advances are represented in this table. Columns 4, 5, and 6 show that the United States continues a steady march toward its goal of a completely literate people. The decrease in illiteracy between 1920 and 1930 not only characterized the country as a whole, but characterized every state and region. Altho great advances have been made, much remains to be accomplished. There are still seven states where more than 1 person in 10, covered by the literacy census, is unable to read and write. There is only one state in the Union where fewer than 10 persons in 1000 are illiterate.

Statistics on child labor have unique importance in a period of extensive unemployment. It is encouraging to note that the percent of children aged 10 to 18 gainfully employed has shown a steady decrease. This decrease characterizes the entire country with the exception of two states where very slight increases were registered. The advances already recorded should serve as a challenge to further effort. There were still in 1930 over two million children between the ages of 10 and 18 gainfully employed. This is nearly equal to the "normal" unemployment among adults which prevailed prior to 1920. A nation where children are at work, often under unwholesome conditions, while able-bodied adults seek in vain for employment should give careful consideration to the children represented in Column 8 of this table. [See page 84 for an article on child labor.]

NOTES and ANNOUNCEMENTS

THIS ISSUE OF THE JOURNAL is going into the mails during the convention of the Department of Superintendence in Minneapolis. The report of that convention will appear in THE JOURNAL for April.

Today in education—The efforts of teachers to protect children from ill effects of the depression go on apace. In the summer of 1931 the National Education Association completed its study called *Childhood and the Depression*. The following year the Committee on School Costs of the Department of Superintendence engaged in a study of current school finance which was reported at the Washington convention of the Department in February 1932. At the Atlantic City convention of the NEA last June, the following resolution, offered by a delegation of the hard-pressed teachers of Chicago, was adopted:

> In addition to the projects now favorably considered by a majority of both Houses of Congress, the federal government, thru the Reconstruction Finance Corporation, should make available to the several states sufficient funds to safeguard public education against retrenchment.

The studies of the National Education Association along with the results of a special inquiry made by the United States Office of Education constituted the principal facts which were placed before the Citizens Conference on the Crisis in Education called by President Hoover in Washington in January. The Citizens Conference made the following recommendation:

> We urge 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 statements of support for public-school education.

In keeping with the attitude of both lay and professional groups, the officers of the National Education Association have supported legislation which would authorize the Reconstruction Finance Corporation to come to the aid of the schools. Two bills looking toward this have been introduced into Congress. One was presented by Congressman William H. Dieterich [Senator-elect] of Illinois, in cooperation with the National Education Association and the Illinois State Teachers Association. The Dieterich bill, H. R. 14365, provides:

> The Reconstruction Finance Corporation is authorized and empowered to make loans to public-school districts organized pursuant to state law to aid in financing the operation and maintenance of public schools, including the payment of the salaries of teachers, officers, and employees. Such loans shall be made thru the purchase of warrants lawfully issued in anticipation of the collection of taxes levied prior to the issuance of such warrants, or thru the purchase of securities lawfully issued by any such district. For the purpose of this Act the district applying for a loan may anticipate the full amount of the taxes lawfully levied and remaining uncollected, notwithstanding the provisions of any state law, and the corporation may loan to such district in amounts equal to the full amount of such uncollected taxes.

A bill couched in almost the same terms has been introduced as S. 5263 in the Senate by Senator Walter F. George of Georgia. The Senate hearing on the later measure began January 19.

Members of the NEA headquarters staff, representatives of various other teacher groups, and United States Commissioner of Education William John Cooper appeared at these hearings in favor of the bill. Delegates from the educator groups pointed out that loans to schools were soundly secured since tax bills constitute a prior lien on any kind of property, that good schools are of as much concern to the nation as good business, and that the need for emergency assistance is great in nearly every state.

Secretary J. W. Crabtree, in an SOS call to teachers, urges that they help the Association maintain its services to the profession and to the children of the nation:

> First, will you not become a member and will you not inspire at least one other teacher to enlist? The privileges enjoyed in more recent years have been made possible thru the work of the teachers—united in their associations. It has taken time, energy, and money to secure increased salaries and adequate retirement and tenure laws. Help now in this crucial time.
>
> Second, will you not take upon yourself the responsibility of informing your neighbors, school patrons, and lay citizens, with whom you come in contact, of the work and needs of the schools? This is of paramount importance. Tell them why school budgets should not be reduced, and why we should find other sources of revenue for the schools; assure them of the willingness of school people to practise sound economies. Correct the impression that the cost of public education is the only governmental service that is making increased demands upon the taxpayers. If you need facts, the Research Division of the National Education Association has them.

Helps for the school board member—The January 1933 research bulletin of the National Education Association, *The School Board Member*, includes a careful analysis of the relations of the school board to local government. The publication will be very helpful to school officials in the present crisis. The bulletin may be obtained for 25¢. Write to the Research Division of the National Education Association, Washington, D. C.

The teachers of New York City, after contributing over $3,000,000 for the feeding of starving children, have issued a challenge to the bankers of the city—who have sought to reduce school services—to contribute at least 5 percent of their incomes to the school relief fund.

Pennsylvania's educational charter—For every child in Pennsylvania protection of his constitutional right to an education.

For every child an understanding, competent teacher.

For every child an adaptable educational program; instruction and practise in how to become a competent citizen; training and guidance to do some part of the world's work well; activities for the development of worthy home membership, health, wise use of leisure time, culture, and character.

For every child a school term sufficient in length to enable him to profit to the full extent of his capacities from opportunities offered by education.

For every child safe, sanitary, hygienic, and properly equipped school buildings and grounds.

For every citizen of the commonwealth provision for a continuing education—to make up for opportunities lost in earlier years and to provide means whereby the individual may adjust himself to new civic, social, and economic responsibilities.—James N. Rule, state superintendent of public instruction.

I wish every teacher in the land might read "Lizzie Moore Forgotten" [pages 283-286 December JOURNAL] for two reasons: first, for the inspiration it would be to those who are in the work, and second, that they might get a little closer-up vision of its author and thereby appreciate, more than the most of us do, the real quality you have contributed to the work of [*Continued on page* A-34]

Master Builders of Our Profession

THE INCONSISTENCY OF IT—We teachers have been preaching for decades the gospel of cooperation as a social and political necessity. . . . And yet there are lots of public-school teachers who have not yet thought enough to realize that there is no group in the country which has more reason to organize for cooperation than have teachers. Public education takes the full time, as pupil or employee, of one person in four of our national population. Public education is the fifth largest industry in the country judged from the number of persons employed and the sixth largest industry in the country judged from the amount of capital invested. Twenty-five million pupils enter our doors every day. Is there any way for any teacher to think around the fact that the interests of public education are important enough to make it an obligation for every teacher to join in cooperative efforts along educational lines? We teachers owe it to our pupils, to our public, to our profession, and to ourselves to maintain local, state, and national associations dedicated to the interests of public education.—Hugh Nixon in *Massachusetts Teacher.*

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on February 1 was 5070. The following life members have been reported since the list was published in the February JOURNAL.

ARIZONA—C. O. Case.
DISTRICT OF COLUMBIA—Harold E. Warner.
ILLINOIS—Mrs. Fanny Scoville Reeder.
INDIANA—L. E. Michael.
LOUISIANA—Hollis Moody Long.
NEW YORK—Olive C. Fish.
OHIO—Albert Lee Daugherty.
WISCONSIN—C. J. Brewer.

Completed Enrolments

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. The list includes schools which have reported since the list was published in the February JOURNAL.

Thirteen Years

ARIZONA—*Mesa*, Union High.
ILLINOIS—*Rock Island*, Washington Junior High.
MASSACHUSETTS—*Gloucester*, Rogers.
MISSOURI—*St. Louis*, Simmons.
PENNSYLVANIA—*Pittsburgh*, Knoxville Junior High.
WISCONSIN—*Fond du Lac*, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, Senior High.

Twelve Years

CALIFORNIA—*Santa Barbara*, Garfield, Lincoln, McKinley.

Eleven Years

CALIFORNIA—*Glendale*, Magnolia; *Los Angeles*, Utah Street.
CONNECTICUT—*East Hartford*, Meadow.

Ten Years

CALIFORNIA—*Long Beach*, Washington Elementary, Washington Junior High.
INDIANA—*Fort Wayne*, Jefferson, Prevocational.
MISSOURI—*Kansas City*, Milton Moore.
PENNSYLVANIA—*Pittsburgh*, Friendship.
TEXAS—*Beaumont*, Averill.
WEST VIRGINIA—*Clarksburg*, Morgan.

Builders of Our Profession

COOPERATION is primary to all successful effort. The only cooperation worth talking about is the cooperation of those who hold or are held by convictions for which they are willing to lose their jobs, to go into the breadline, or to die, if the need should come.—William J. Hutchins, president of Berea college, who has just returned from India in connection with a commission of educators sent there to study Christian colleges. Dr. Hutchins is the father of President Robert Maynard Hutchins of the University of Chicago.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the February 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 Our Profession."

Nine Years

CALIFORNIA—*Berkeley*, Columbus; *Los Angeles*, Third Street.
COLORADO—*Denver*, Barnum.
FLORIDA—*Palm Beach County*, Northboro.
MASSACHUSETTS—*Revere*, Theodore Roosevelt; *West Springfield*, Park Avenue.
NEVADA—*Clark County*, Bunkerville, Mesquite, Moapa, Overton, St. Thomas.
NEW JERSEY—*Bernards Township*, Bernards High.
OHIO—*Cuyahoga County*, Strongsville; *Findlay*, Findlay Public Schools, Adams, Bigelow, Detwiler, J. C. Donnell Junior High, Firmin, Glenwood Junior High, Howard, Huber, Lincoln, McKee, Senior High, Strother, Supervisors and Special Teachers, Vocational, Washington; *Logan County*, Bellecenter Village, Bokescreek Rural, DeGraff Village, Harrison Rural, Huntsville Village, Iron City Rural, Jefferson Rural, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Rushcreek Village, Washington Rural, Zane Rural; *Lorain County*, Amherst Village.
PENNSYLVANIA—*Clearfield*, Fourth Ward; *Pottstown*, Hancock, W. W. Rupert.
TENNESSEE—*Shelby County*, Shelby County Public Schools, Arlington Elementary, Arlington Junior High, Bartlett Elementary, Bartlett Senior High, Bolton Elementary, Bolton Senior High, Brunswick, Capleville Elementary, Capleville Junior High, Cheerfield, Coleman, Collierville Elementary, Collierville High, Cordova Elementary, Cordova Junior High, Ellendale, Forest Hill, Frayser, Gragg, Industrial, George R. James Elementary, George R. James Junior High, E. E. Jeter Elementary, E. E. Jeter Junior High, Kerrville, Levi, Lucy, Macedonia, Millington Elementary, Millington Senior High, Oakville, Rosemark Elementary, Rosemark Junior High, White Station, Whitehaven Elementary, Whitehaven Senior High, M. C. Williams Elementary, M. C. Williams Senior High.
TEXAS—*Waco*, Brook Avenue.
WEST VIRGINIA—*Grafton*, Central, East Grafton, First Ward, West Grafton; *Sistersville*, Sistersville Public Schools, High.

Eight Years

CALIFORNIA—*Glendale*, Cerritos, Benjamin Franklin, John C. Fremont, Horace Mann, John Marshall, John Muir, Verdugo Woodlands; *Long Beach*, McKinley, Horace Mann, Naples, Roosevelt; *Los Angeles*, Miramonte; *San Francisco*, Fremont.
FLORIDA—*Daytona Beach*, Seabreeze High.
ILLINOIS—*East St. Louis*, Longfellow; *Evanston*, Lincolnwood; *Hampshire*, Hampshire Public Schools; *Watseka*, Watseka Grade Public Schools, North Side, South Side.
MAINE—*Dover-Foxcroft*, Pleasant Street.
MICHIGAN—*Sault Ste. Marie*, Park.
NEVADA—*White Pine County*, East Ely.
NEW JERSEY—*Asbury Park*, Bond Street, Bradley, High; *Bernards Township*, Bernardsville Grammar; *New Brunswick*, Washington; *Sea Isle City*, Sea Isle City.
OHIO—*Wood County*, Bloomdale, Bradner, Grand Rapids Township, Henry Township, Jackson Township, Lake Township, Millbury, Rossford Public Schools, Eagle Point, High, Walnut Street, Ross Township, Lark, Walbridge, Webster Township, West Milgrove.
PENNSYLVANIA—*Bradford County*, Bradford County Public Schools, Armonia Township, Asylum Township, Athens Boro, Athens Township, Barclay Township, Burlington Township, Canton Boro, Canton Township, Columbia Township, Franklin Township, Granville Township, Herrick Township, LeRaysville Consolidated, LeRoy Township, Litchfield Township, Monroe Boro, Monroe Township, New Albany Joint Consolidated, Orwell Township, Overton Independent, Ridgebury Township, Rome Township, Sheshequin Township, Smithfield Township, South Creek Township, South Waverly Boro, Springfield Township, Standing Stone Township, Stevens Township, Terry Township, Towanda Boro, Towanda Township, Troy Boro, Troy Township, Tuscarora Township, Ulster Independent, Ulster Township, Warren Township, Wells Township, West Burlington Township, Wilmot Township, Windham Township, Wyalusing Boro, Wyalusing Township, Wysox Township; *New Kensington*, New Kensington Public Schools, First Ward, Second Ward, Senior High, Third Ward.
TENNESSEE—*Memphis*, L. C. Humes High.
TEXAS—*Dallas*, North Dallas High.
UTAH—*Salt Lake City*, Uintah.

Seven Years

CALIFORNIA—*Long Beach*, John Dewey, Lowell, Signal Hill; *Los Angeles*, John Burroughs Junior High.
COLORADO—*Denver*, South High.
FLORIDA—*Dade County*, Kinlock Park.
HAWAII—*Kohala*, Halawa, Kaauhuhu, Makapala, Waimea.
ILLINOIS—*Decatur*, Dennis, Gastman; *Pinckneyville*, Pinckneyville Public Schools.
MICHIGAN—*Coldwater*, Coldwater Public Schools, First Ward, Fourth Ward, High, Lincoln Junior High, Second Ward, Third Ward.
MINNESOTA—*Minneapolis*, Washington.
MISSOURI—*Kansas City*, Hyde Park.
NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs Avenue, Prospect Avenue, South Bangs Avenue; Special Teachers and Supervisors; *Camden*, Senior High; *Kearny*, Roosevelt; *Lyndhurst*, Franklin.
NEW YORK—*New Rochelle*, Mayflower.
OHIO—*Lima*, South Junior High.
PENNSYLVANIA—*Clearfield*, Clearfield Public Schools, Fourth Ward, Junior High, Market Street, Third Ward, Senior High; *Pittsburgh*, Foster.
UTAH—*Duchesne*, Boneta, Duchesne, Ioka, Mt. Home, Myton, Neola, Roosevelt Grade, Tabiona, Talmage; *Salt Lake City*, Columbus.

Six Years

CALIFORNIA—*Glendale*, Thomas Jefferson; *Long Beach*, Jane Addams; *Los Angeles*, Eastman Street; *Santa Barbara*, Harding.
FLORIDA—*Palm Beach County*, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Conniston Road, Delray, Green Acres, Hypoluxo-Lantana, Jupiter, Kelsey City, Lake Worth Junior-Senior High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Pahokee, Palm Beach, Palm Beach High, Palmetto, Riviera, South Bay, South Palm Beach, West Gate, West Palm Beach Central Elementary, West Palm Beach Central Junior High; *Tampa*, Thomas Edison.
KANSAS—*Topeka*, Highland Park.
MASSACHUSETTS—*Melrose*, Mary A. Livermore, Winthrop; *North Adams*, Mark Hopkins.
MISSOURI—*Kansas City*, Foster Opportunity, William A. Knotts, Teachers College of Kansas City.
NEVADA—*Lander County*, Battle Mountain Grade.
NEW JERSEY—*Bernards Township*, Olcott Primary; *Lyndhurst*, Lincoln; *Ridgefield Park*, Ridgefield Park Public Schools, Grant, High, Washington Irving, Lincoln, Roosevelt, Special Teachers and Supervisors.
PENNSYLVANIA—*Bradford*, Bradford Public Schools, Fifth Ward, Fourth Ward, Junior High, Second Ward, Senior High, Sixth Ward, Third Ward; *Pittsburgh*, Bellefield Girls' Trade.
UTAH—*Logan City*, Logan City Public Schools, Benson, Ellis, Junior High, Senior High, Webster, Wilson, Woodruff.

Five Years

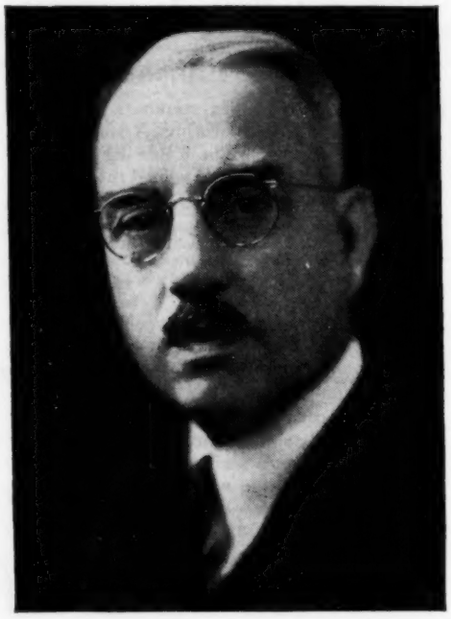
CALIFORNIA—*Long Beach*, Longfellow; *Los Angeles*, Aldama; *Pasadena*, Andrew Jackson Elementary, San Rafael, Washington; *Santa Barbara*, Peabody; *Van Nuys*, Encino.
ILLINOIS—*Decatur*, Decatur Public Schools, Dennis, Gastman.
KANSAS—*Topeka*, Quincy; *Wichita*, Washington.
MICHIGAN—*Sault Ste. Marie*, Jefferson.
MISSOURI—*Maryville*, Maryville Public Schools.
NEVADA—*Lander County*, County High.
NEW JERSEY—*Hawthorne*, Washington.
OHIO—*Akron*, Teachers College of University of Akron; *Lorain County*, Sheffield Lake Village.
PENNSYLVANIA—*Chester County*, East Whiteland District; *Pittsburgh*, Fort Pitt.
UTAH—*Box Elder County*, Box Elder County Public Schools, Bear River City, Bear River High, Box Elder High, Box Elder Junior High, Blue Creek, Bothwell, Central, Collinston, Corinne, Deweyville, Elwood, Fielding, Garland, Grouse Creek, Honeyville, Howell, Lincoln, Mantua, Park Valley, Perry, Plymouth, Portage, Snowville, Thatcher, Tremonton, Washakie, Willard, Yost; *Duchesne County*, Mt. Emmons, Upalco; *Nebo District*, Nebo District Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Payson Central, Payson Junior High, Payson Senior High, Peteetneet, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Spring Lake, Springville Junior-Senior High, Taylor, Thistle, Thurber, Washington.

Four Years

CALIFORNIA—*Glendale*, Columbus; *Long Beach*, Starr King, Frances Willard; *Los Angeles*, Buchanan Street, Sixty-first Street, Valley View; *San Fernando*, El Retiro High.
CONNECTICUT—*East Hartford*, Silver Lane, South Burnside.
GEORGIA—*Atlanta*, Maddox Junior High.
MICHIGAN—*Saginaw*, Continuation; *Sault Ste. Marie*, Lincoln.
NEW JERSEY—*Atlantic City*, Indiana Avenue Vocational; *Bernards Township*, Basking Ridge, Liberty Corner; *Woodbridge Township*, Colonia Number 2.
NEW MEXICO—*Raton*, Raton Public Schools, Columbian, High, Junior High, Longfellow, South Side.
NEW YORK—*New Rochelle*, Stephenson; *Poughkeepsie*, S. F. B. Morse.
OHIO—*Cleveland*, Lafayette; *Lorain County*, Lorain County Public Schools, Amherst Township, Amherst Village, Carlisle Township, Gulph Road School and Murray Ridge School (Elyria Township), Pittsfield Township, Russia Township, Sheffield Lake Village.
OKLAHOMA—*Oklahoma City*, Shidler; *Tulsa*, Celia Clinton.
PENNSYLVANIA—*Pittsburgh*, Gladstone Junior High; *Shippensburg*, Junior High.
UTAH—*Duchesne County*, Basin, Bluebell, Farm Creek, Hanna, Roosevelt High.

Three Years

ALASKA—*Nome*, Nome Public Schools.
CALIFORNIA—*Claremont*, Elementary; *Fresno*, Jane Addams Number 2, Morris E. Dailey, Emerson, John C. Fremont, Kirk, E. R. Snyder Continuation High; *Glendale*, Balboa, Mark Keppel; *Lomita*, Orange Street; *National City*, National City Public Schools, Central, Highland Avenue, Lincoln Acres, Sixteenth Street, Sixth Avenue; *Riverside*, Independiente; *Santa Barbara*, Franklin; *Siskiyou Union High School District*, Butte Valley High, Weed High, Yreka High.
FLORIDA—*St. Petersburg*, Childs Park.
ILLINOIS—*Downers Grove*, Puffer; *Stockton*, Stockton Public Schools.
MASSACHUSETTS—*Waltham*, Warren.
NEVADA—*Lander County*, Austin Grade, Lander County High Number 1; *White Pine County*, Ely Public Schools.
NEW JERSEY—*Bergenfield*, Harding, Washington; *Gloucester County*, Repaupo, Wenonah.
NEW YORK—*New Rochelle*, Continuation, Daniel Webster.
OHIO—*Toledo*, Burroughs, Newton; *Wood County*, Weston Village.



J. HERBERT KELLEY, *for the past twelve years executive secretary of the Pennsylvania State Education Association, has just been reelected for another term of six years, as a recognition of outstanding achievements.*

OKLAHOMA—*Tulsa*, Emerson, Longfellow.
PENNSYLVANIA—*Dauphin County*, Londonderry Township, Lower Swatara Township; *Lebanon*, Mifflin; *New Kensington*, Martin, Valley Heights; *Philadelphia*, Pennypacker.
TENNESSEE—*Memphis*, Bethel Grove, Ford W. Taylor.
UTAH—*Salt Lake City*, Hawthorne.
VERMONT—*Ludlow*, Black River Academy, High Street; *Rutland*, Madison.
WEST VIRGINIA—*Sistersville*, Junior High.

Two Years

CALIFORNIA—*Guasti*, Piedmont; *La Crescenta*, Lincoln; *Long Beach*, Columbia, Lafayette, Seaside; *Los Angeles*, Annadale Boulevard, Grape Street; *Pasadena*, Roosevelt; *San Francisco*, Starr King; *Santa Barbara*, Jefferson; *Wilmington*, Fries Avenue.
CONNECTICUT—*Fairfield*, Roger Ludlowe High.
ILLINOIS—*Dakota*, Community High; *Edwardsville*, Edwardsville Public Schools, Senior High; *Hinsdale*, Maercker.
INDIANA—*Fort Wayne*, Adams; *Indianapolis*, Christian Park Number 82; *Tell City*, Tell City Public Schools.
IOWA—*Mason City*, Harding.
MASSACHUSETTS—*Brookfield*, Junior-Senior High.
MICHIGAN—*Sault Ste. Marie*, Chippewa County Normal.
MINNESOTA—*Minneapolis*, Bremer.
MISSOURI—*Independence*, Girls' Parental; *Kansas City*, Hale H. Cook, Franklin, Garfield, Jane Hayes Gates Institute, Orphan Boys', E. C. White, Whittier.
NEVADA—*Nye County*, Round Mountain Grade.
NEW JERSEY—*Bernards Township*, Bernards Township Public Schools, Bernards High, Bernardsville Grammar, Basking Ridge, Bonnie Brae, Liberty Corner, Olcott Primary, Special Teachers and Supervisors; *Gloucester County*, Harrisonville.
NEW YORK—*New Rochelle*, Henry Barnard; *Poughkeepsie*, Governor Clinton, Christopher Columbus, Continuation, Edward Elsworth, Benjamin Franklin, High, George W. Krieger, Abraham Lincoln, Livingston.
OHIO—*Wood County*, Dowling, Freedom Township, Glenwood Rural, Liberty Township, Pemberville, Perry Township, Portage Township, Portage Village, Olney (Ross Township), Washington Township.
OKLAHOMA—*Oklahoma City*, Stonewall Jackson Junior High, Linwood.
PENNSYLVANIA—*Freeport*, Freeport; *Lebanon*, Fairview, Henry Houck Elementary, Lincoln, Stevens; *New Kensington*, Fifth Avenue, Fourth Avenue, Mt. Vernon, Parnassus Junior High; *Pittsburgh*, Bane, North Continuation.
TENNESSEE—*Memphis*, A. B. Hill.
VIRGINIA—*Norfolk*, Ruffner Junior High.
WEST VIRGINIA—*Cirtsville*, Cirtsville.
WYOMING—*Superior*, Superior Public Schools.

Current Year

CALIFORNIA—*Fresno*, Edison Technical Junior-Senior High, Berton Einstein, Lowell, John Muir; *Glendale*, Doran; *Los Angeles*, Nightingale; *Pasadena*, Thomas A. Edison; *Santa Barbara*, Administration.
CONNECTICUT—*Norwalk*, Over River.
GEORGIA—*Savannah*, Henry Street.
ILLINOIS—*Rock Island*, Rock Island Public Schools, Audubon, Horace Mann, Washington; *Warren*, Grade District 107, Community High.
KANSAS—*Mankato*, Mankato.
MAINE—*Hallowell*, Middle Street Primary; *Winthrop*, Grammar.
MARYLAND—*Baltimore*, Public Number 124; *Cascade*, Cascade; *Keedysville*, Keedysville.
MASSACHUSETTS—*Somerville*, Lowe; *Winchester*, Mystic.
MINNESOTA—*Minneapolis*, Marcy.
MISSOURI—*Kansas City*, Border Star, Gladstone, William R. Nelson.
MONTANA—*Lewistown*, Garfield, Lincoln.
NEVADA—*Clark County*, Dry Lake; *Elko County*, Carlin High.
NEW JERSEY—*Burlington*, Robert Stacy Junior High; *Camden*, Henry C. Davis; *Dumont*, Lincoln; *Gloucester County*, Maple Grove; *Salem*, R. M. Acton.
NEW YORK—*Glens Falls*, Big Cross Street; *Solvay*, Solvay Public Schools; *Syracuse*, Charles Andrews.
OHIO—*Arcadia*, Centralized; *Lucas County*, Adams Township; *Wood County*, Wood County Public Schools, Bloomdale, Bradner, Cygnet, Dowling, Freedom Township, Glenwood Rural, Grand Rapids Township, Henry Township, Jackson Township, Lake Township, Liberty Township, Millbury, Pemberville, Perry Township, Portage Township, Portage Village, Rossford Public Schools, Eagle Point, High, Walnut Street, Lark and Olney (Ross Township), Walbridge, Washington Towaship, Webster Township, West Millgrove, Weston Village, Lime City, Middleton Township, Milton Township, Montgomery Township, North Troy Township, Risingsun, Troy Township; *Youngstown*, East High, Sheridan.
OKLAHOMA—*Oklahoma City*, Shields Heights; *Shawnee*, Shawnee Public Schools, Franklin, Harrison, Irving, Jefferson, Junior High, Robert E. Lee, Horace Mann, Senior High, Special Teachers, Washington, Woodrow Wilson; *Tulsa*, Medio.

[*Continued on page* A-40]

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.

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

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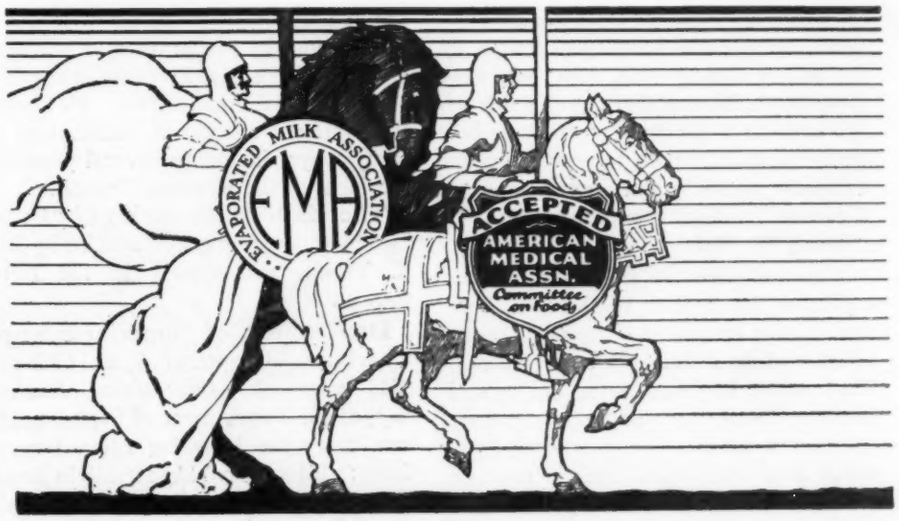
8. Evaporated Milk is usually less allergic than raw or pasteurized milk.

9. Evaporated Milk is one of the most convenient and economical forms of milk for preparing infant feeding formulas.



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"History of Evaporated Milk"—a reprint from the Journal of Home Economics giving a short historical sketch of the evaporation of milk.

"Evaporated Milk"—a reprint from Hygeia giving a story of the development of Evaporated Milk over the period of 1810 to 1932.

"The Adventures of Eva, Pora and Ted"— a series of twelve comic strips depicting the use of Evaporated Milk in the every-day activities of two children. It is well adapted for use in the primary and intermediate grades.

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"Concentrated Milk in the Days of Napoleon"— a reprint from Concentrated Milk Industries, giving a short early history of the production of Evaporated Milk.

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[*Continued from page* 100] this Association. I for one, and I am sure I am not by any means alone in this, wish there were more Lizzie Moores and more Crabtrees. The schools of the country would be better for both. For both represent real intelligence, sacrifice, and sincerity.—A. C. Eldredge, assistant superintendent of schools, Cleveland.

The only statue in Olympia, the capital of the state of Washington, honors a former executive, Governor Rogers, "Father of the Barefoot Schoolboy Law." That statue in front of the old capitol building bears this simple inscription: "Author of the Barefoot Schoolboy Law, which gives every child, rich or poor, of this commonwealth a fair education."

Homer H. Seerley, "grand old man of Iowa education," president emeritus of the Iowa State Teachers College at Cedar Falls, died December 23, 1932. Mr. Seerley became principal of the Normal School at Cedar Falls in 1886, in which position he served until his retirement in 1928. During his leadership of almost a half century, the school was developed until it became a great power thruout the nation. Dr. Seerley and Cedar Falls exerted a great influence on surrounding states in the development of schools for the preparation of teachers. Dr. Seerley was also a pioneer in the field of professional organization. He served the National Education Association in many ways, including several years as president of the National Council.

The sixth in the series of "Better Teaching of Geography" articles by Zoe A. Thralls will appear in the April JOURNAL.

Department of Superintendence Yearbook—Chapters 8, 9, and 10 in the 1933 yearbook, *Educational Leadership,* of the Department of Superintendence carry the following titles, respectively: "Educational Leadership in Small Cities," "The Status of the Superintendent of Rural Schools," and "Leadership of Rural Education." Chapter 8 discusses the superintendency in cities under 10,000 population; chapter 9 contains new data on the economic, cultural, and professional status of the county superintendent; chapter 10 discusses the responsibility for the leadership of rural education, also its needs, impediments, and opportunities, based on first hand information. These three chapters are well worth the careful study of leaders of rural education.

The Tulsa, Oklahoma, public schools are carrying forward an active program of educational interpretation. An hour and a half each week is spent in broadcasting from a local radio station. News letters are periodically mailed to papers. Special messages are sent, with the report cards, to the homes.

Bibliography for use in planning assembly programs on world friendship [see page 81] may be obtained from the National Education Association, Division of Publications, 1201 Sixteenth Street N. W., Washington, D. C.

Memphis teachers operating thru a joint committee from the Principals and Supervisors Association and the Memphis Education Association are engaged in an active public interpretation program which takes advantage of nearly every medium thru which the public can be reached. The committee sponsors a 500-word weekly article on the editorial page of the *Memphis Evening Appeal.* Weekly papers of neighboring towns are invited to reprint these articles. A moving poster library with salient facts about Memphis teachers and schools is planned for every school office, the administration

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Ithaca's achievement—In the present economic crisis, it is encouraging to know that some school systems have found it possible to continue progress.

The city of Ithaca, N. Y., opened its schools last September with a new $500,000 junior highschool building added to its plant and with a reduced tax levy. Not a teacher has been asked to accept a reduction in salary. Furthermore, there will be no postponement of salary increments. "The school system of Ithaca," says Clyde B. Moore, former schoolboard member, in the *Rotarian*, "takes seriously the understanding of a longtime arrangement for progressive service and a corresponding increase in pay. In principle, the obligation to pay these increments is as binding as the obligation to pay the salary of the last month of the year as well as the first."

This is what has happened to the Ithaca school tax rate since 1927:

Year	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33
Rate	$10.80	$10.40	$9.20	$8.80	$8.40	$8

The fortunate financial situation of the Ithaca schools is not due to chance, according to Mr. Moore. It is due to a principle adopted by the late Frank D. Boynton, superintendent of the Ithaca schools, and a past president of the Department of Superintendence of the NEA. This principle, one which has long been accepted in business, anticipates future needs by conserving any surplus funds and includes in the budget an item for future building needs. The practise has been continued by the present superintendent, Mr. C. L. Culp, and the members of the Ithaca Board of Education.

"Thru taking thought of the future," says Mr. Moore, "a community has built up its funds for school purposes during the years of plenty. Now, during years, not of famine, but of somewhat decreased incomes, there is no dearth of funds for school needs. At the time when unemployed young people—and some who are not so young—are continuing their study in high schools and night schools, there is a peculiar satisfaction that every service of the system can be continued 'full steam ahead' and yet drop the tax rate, thereby easing the pressure upon the much discussed taxpayer."

The University of Ohio has arranged for an institute for schoolboard members to be held during the summer of 1933.

If an army of men held a besieged fort for two years, great would be the people's praise of their patriotic service to the country; no honor would be withheld from them. But what do we hear of this army of teachers who have gone patiently on, giving their best service day after day, week after week, month after month, not knowing when or how they will be paid? There is no beating of drums or waving of flags for them. . . . Yet, they continue to give to their country the most priceless of gifts—enlightenment to thousands and thousands of children, who but for teachers' unparalleled patriotism, would be wasting their most impressionable years out of school. Had they been out of school, who can estimate the cost it might have been to the country to have had these thousands of young people untrained and idle, many of them led into ways of crime?—Solomon Levitan, former state treasurer, Wisconsin.

How does your school stand in the matter of illiteracy and child labor? See the table on page 99.

The School Extension Department of Minneapolis has organized the following courses to attract unemployed people: radio, [*Continued on page* A-36]

STABILIZED SHIPS

SEVEN DAYS TO *Europe* IN SOLID COMFORT

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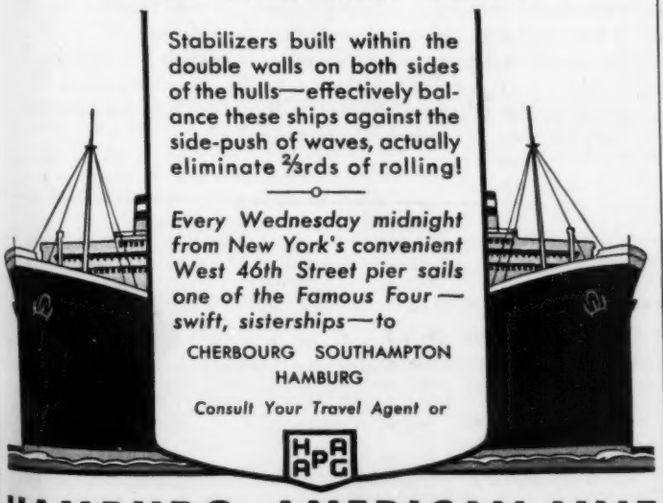

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[*Continued from page* A-35] furniture upholstery, electricity, typewriting, personal appearance and care of clothing, sewing, and gymnasium.

The biggest effect the depression has had on the Joliet [Illinois] Junior College is that the students have made up their minds really to do things in their studies. After paying all the necessary money and realizing how scarce this money is, the students are applying themselves with added determination to get their money's worth out of the school.—*Joliet Junior College Blazer.*

An inventory and a prophecy of education in American high schools—The report of the National Survey of Secondary Education, made by the U. S. Office of Education, embraces more than 22,000 high schools. It describes and analyzes practises of the high schools that are pioneering along hundreds of paths of educational progress. The report of this survey is being published in 28 monographs, orders to be made from the Superintendent of Documents, Government Printing Office, Washington, D. C. A list of the titles of the monographs may be secured from the U. S. Office of Education, Washington, D. C.

Interpreting the schools—Teachers who claim that they cannot visit homes because of unusually heavy teaching loads or crowded classrooms are in that very act making it impossible to decrease the teaching load and secure better working conditions. As long as the public does not know what is happening, it will continue to carry on under present conditions. It will take sacrifice on the part of the teachers but they must do it for the sake of public education.—G. B. Phillips in *The North Carolina Teacher.*

A physical education course for the entire student body has been substituted for interschool athletics at Albany, Minnesota.

Educational Research Club—Since September 1931, faculty members of the Zanesville, Ohio, schools have been cooperating with various community organizations in securing help for handicapped children. Effective interpretation of the schools of the city is being carried on by the Educational Research Club by means of series of articles published in local papers, by weekly radio programs, by musical recitals given by different schools, and other ways. The Club is studying school finance of the community, problem children, and leisure-time activities of junior and senior highschool children. Professional spirit has been stimulated by the study and interpretation of education to the community.

The State Board of Equalization of Wyoming has recommended that each county be designated a single school district. It is the opinion of the Board that $500,000 would be saved each year by such a change. The Board also recommends an income tax.

The library—When millions of men and women, old and young, are attempting to equip themselves to get or to hold jobs, the library should not be allowed to decrease its effective service in technical, business, and other vocational fields. When these and other millions are in greatest need of finding in free library service the only recreation they can afford and one of the best opportunities for renewing their faith in organized society, the library should not fail to meet its obligations to the community.—Resolution passed by the American Library Association.

Some useful bulletins for school people—The National Association of Public School Business Officials has recently issued a Research Bulletin on each of the following topics: Supplies; Insurance; Pupil Cost Accounting. Fur-

LIFE MEMBERSHIP in the N. E. A.

Greater Unity

During these difficult times through which we are passing everything possible must be done to protect the interests of childhood. The child must be the last to feel the pinch of budget-balancing and economies. Your Association is striving in every possible way to maintain a helpful service to state and local associations, as well as to individuals. One way of assuring this service, even though disaster comes, is by a substantial life membership enrolment. You are urged to enrol as a life member on the partial-payment plan, if at all possible.

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"During this period of economic depression, the need for strong organized effort, represented by a large membership, is most urgent. So, although we have already faced a payless pay day, and although monthly checks may be delinquent, or not paid at all, I am attempting to compensate by joining as a life member. From various losses, I have come to the conclusion that the only money we can be sure of saving is that which we save in such ways as this."

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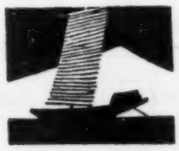
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ther information concerning these bulletins may be secured by writing the secretary, John S. Mount, inspector of accounts, State Department of Education, Trenton, New Jersey.

Character education—During this period of depression we have become keenly aware of much corruption in government and big business activities. It is my hope that the NEA will stress even more character education. May I suggest the following plans:

[1] A definite character education program from the kindergarten up.

[2] Courses in highschool training for honest political life.

[3] A demand for a wise and honest distribution of public funds.

[4] Reduction in debts commensurate with armament reduction.

[5] An educational campaign showing the evil effects of alcohol and of tobacco.

[6] The selection of teachers who stand for the higher and spiritual values of life.

[7] The emphasis upon the fact that a truly successful life is measured, not in terms of dollars and cents, but in its finer services to society as a whole.—Edith W. Lawson, Rockford, Ill.

The February 1933 bulletin of the NEA Department of Rural Education [*Organization of Curriculum for One-Teacher Schools*] offers aid on one of the major problems of the one-teacher school. This bulletin is concrete in its suggestions and at the same time presents a broad conception of the curriculum. It is sent free of charge to all active members of the Department. Others may order from the Association; 25¢, single copy; discount for quantity orders.

In the November 1932 election, the people of Kansas defeated a proposal to lower the school levy and voted favorably on an income tax amendment to the state constitution. This was the direct result of a campaign of enlightenment, planned and carried out by the Kansas State Teachers Association, parent-teacher groups, boards of education, Kansas tax study clubs, Kansas state chamber of commerce, University of Kansas professors of economics, and other cooperating groups. The Kansas State Teachers Association began its study and educational campaign on taxation *a year and a half before the 1932 election.*—From "Kansas Goes on Record" by William E. Sheffer, superintendent of schools, Manhattan, Kansas, in *School Executives Magazine.*

The Santa Barbara [Calif.] City Teachers Club is helping to relieve unemployment [*Continued on page* A-38]

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THERE'S a bold statement from one of our passengers—but it is typical and true.
The ships—the BIG THREE—*California, Virginia* and *Pennsylvania* are all that the most fastidious traveler could desire. Huge, fast, luxurious and steady. The route takes you first to gay, fascinating Havana, then the gigantic Panama Canal; and then after a week's picturesque sail up the West Coast with the shore nearly always in sight, you land in California, America's playground.
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What Articles Interest You Most?

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

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

I am willing to select the 5 articles we like best each month but I certainly object to having the checklist printed on the back of the good articles of THE JOURNAL. If the reverse side were covered with advertising, I wouldn't mind.—Quincy A. Wemple, principal, Township High School, Woodhull, Ill.

I believe each superintendent would do well to have his teachers rate the articles each month and then discuss those ranking 1, 2, 3, at the following faculty meeting. We like this plan very much.—G. V. Landers, superintendent, Hot Springs, New Mexico.

The January JOURNAL seems to me of exceptional excellence. I shall use it in student conferences.—Carlotte E. Truman, State Normal, Albion, Idaho.

For more than a year I have been checking the articles in the NEA JOURNAL. I am continuing the practise because it causes me to read the articles, read with a purpose, and search for material which will be of value to my classes, as well as of interest to myself.—Wilber Emmert, State Teachers College, Indiana, Pennsylvania.

Experience proved to me the worth of the article, "Vitalized Group Study and Faculty Meetings", in the January JOURNAL. Until teachers go beyond the four walls of the schoolroom, the school fails to carry out the teachings of our Master Teacher.—M. Tibetts, teacher, Lincoln School, Augusta, Maine.

Selecting the five articles of most interest to us, formed the nucleus for our January teachers meeting. We are pleased to contribute to the good of our profession.—V. R. Wilcox, superintendent, Hardy, Nebraska.

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

CONTENTS FOR MARCH 1933

	Select Five
The Schools and the Present Crisis	------
Educational Leadership in the Emergency	------
President Roosevelt and Education	------
From the Administrator's Viewpoint	------
What Makes a Life Significant?	------
Humanity, Our Greatest Enterprise	------
Publicity and the Camera	------
Working Children; Workless Men	------
Crime Costs; Everyone Pays	------
Is There a Place for John?	------
Curriculum Development	------
The Baby Comes of Age	------
Professional and Lay Leadership	------
Taking the Schools to the People	------
The Child or the Dollar?	------
The Faculty and the P.T.A. Movement	------
An Advancing Teaching Profession	------
Chicago, a Center of Culture	------
Firm Stand Prevents Salary Cut	------
Trends in Illiteracy and Child Labor	------
Builders of Our Profession	------

Name and position of reader making report----------

Name of school----------

Street and city---------- State----------

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

[The article ranked highest in January: "The End of an Epoch," editorial]

[*Continued from page* A-37] by providing work for mothers in repairing and renovating clothing for children and for adults, and is furnishing food for children both at school and at home. Practically every teacher or member of the school staff is contributing monthly to a fund used exclusively for this purpose.

Education today is most backward and suffering most seriously at those points where the teachers are least organized.

The series of radio programs entitled, "Our American Schools," broadcast over a nationwide network of the National Broadcasting Company continues week by week to make friends for the schools in this crisis. Each Sunday evening, 6:30-7:00 EST, this program may be heard on forty-one stations of the NBC. Clip this schedule from THE JOURNAL and post it on your bulletin board. Announce these programs at parent-teacher meetings, faculty meetings, and at the meetings of community organizations. See that the radio editor of your newspaper has a copy of this series of programs; send it to him accompanied by a letter stressing their importance. Let us employ every available means of extending the audience which hears these weekly broadcasts. Write to the Division of Publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for mimeographed copies of the schedule for local distribution. They can be supplied in limited numbers without cost.

March 5—"Why Teach Current Events in Our Schools"—*Anne Hard*, lecturer and author.
"Questions You Have Asked about Teacher Legislation"—*Richard R. Foster*, Research Division of the National Education Association.

March 12—"Is Education Becoming a Stepchild?"—*Hon. Aaron Sapiro*, New York City.

March 19—"Hearsay and Facts about Education"—*S. D. Shankland*, executive secretary, Department of Superintendence, NEA.
"Safeguarding the Education of Our Children"—*Patrick Campbell*, superintendent of schools, Boston.

March 26—"Why Should We Teach Home Economics in Public Schools?"—*Bess Goodykoontz*, assistant U. S. commissioner of education, Washington, D. C.
"How School Training Helps To Make Good Homes"—*Lewis A. Wilson*, assistant state commissioner of education, Albany, N. Y.

April 2—"Prolonging Life thru Education"—*Louis I. Dublin*, chief statistician, Metropolitan Life Insurance Co., New York City.

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April 9-16—Easter vacation

April 23—"The Forgotten Child"—*Mrs. Edith Joynes*, principal, George Washington and Gatewood Schools, Norfolk, Va.

"Shall We Allow Our Children To Become Tramps?"—*Belmont Farley*, Division of Publications, NEA.

April 30—"Oh, That Arithmetic"—*Garry Cleveland Myers*, Western Reserve University, Cleveland, Ohio.

"Why We Believe in the New Kind of Discipline"—*Willard Beatty*, superintendent of schools, Bronxville, N. Y.

May 7—"Teaching Health in the Public Schools"—*Sally Lucas Jean*, specialist in health education, New York City.

"How Far Can We Teach Character?"—Theodore D. Martin, Division of Records and Memberships, NEA.

True professional spirit—Every day brings to NEA headquarters evidences of that loyalty and cooperation so characteristic of the teaching profession. An Idaho principal recently sent a check for the Dollar Packet for Educational Interpretation, with the request that the leaflets be sent to some school hard hit by the depression. A teacher, whose membership dues were paid last year by a contributor unknown to her, has this year sent dues for some other teacher forced by economic circumstances to discontinue membership.

Dates to be remembered—

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

May 1—May Day, Child Health Day. For information write to the American Child Health Association, 450 Seventh Avenue, New York.

May 14—Mother's Day. Suggestion for making Mother's Day more significant may be secured from the Maternity Center Association, One East Fifty-Seventh Street, New York.

June 26-30—Twenty-sixth annual meeting of the American Home Economics Association will be held in Milwaukee, with the Hotel Schroeder as headquarters. The chairman of local arrangements is Miss Ella Babcock, 1111 North 10th St., Milwaukee.

June 27-July 1—Annual convention of the Association for Childhood Education will meet in Denver. Helen R. Gumlick, supervisor of kindergarten and primary grades, Denver Public Schools, is general chairman.

July 1-7—Annual convention of the National Education Association at Chicago.

American Education Week, 1933—The theme and day-by-day topics for American Education Week will be announced soon. Tentative plans provide for building the program around the emergency in education. School superintendents, teachers, principals, college professors, and the Joint Emergency Commission of the Department of Superintendence and the National Education Association are all contributing ideas for the development of this program.

A tribute to John B. Monlux—The passing of John B. Monlux, deputy superintendent [*Continued on page* A-40]

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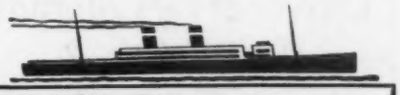

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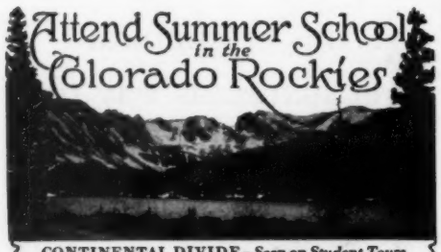

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[*Continued from page* A-39] emeritus of the Los Angeles schools, calls for mention of his long professional service. His educational work in that city covered the span of forty years, first as critic teacher in the normal school, then as principal of an elementary school, and for the last thirty years as deputy superintendent, from which position he was last year promoted to the emeritus status.

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