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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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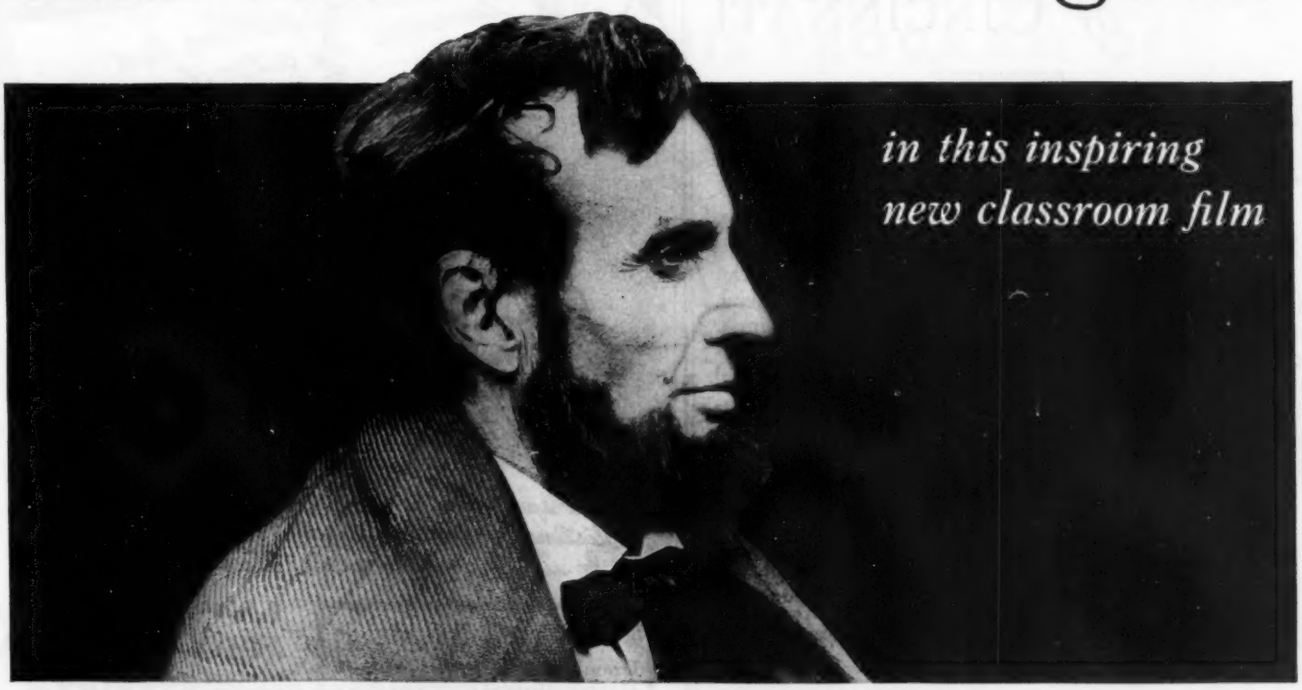

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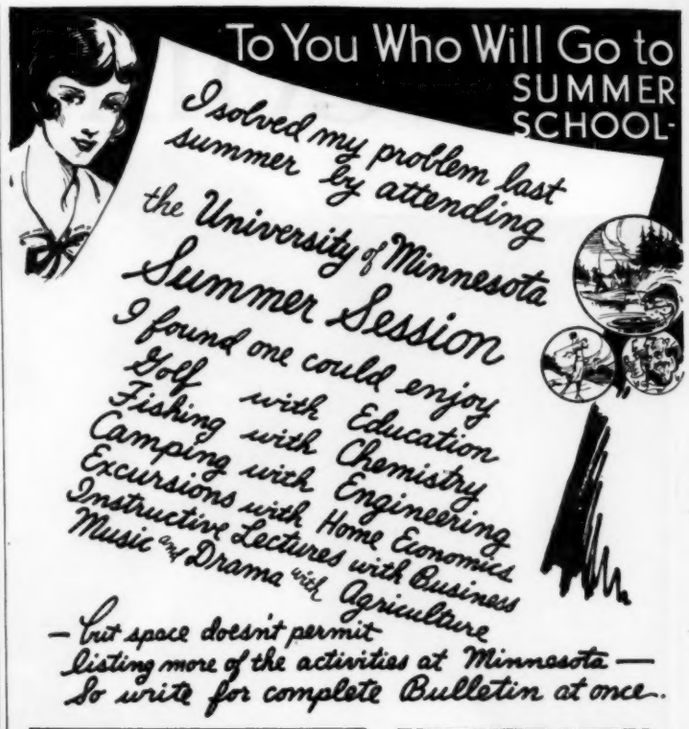

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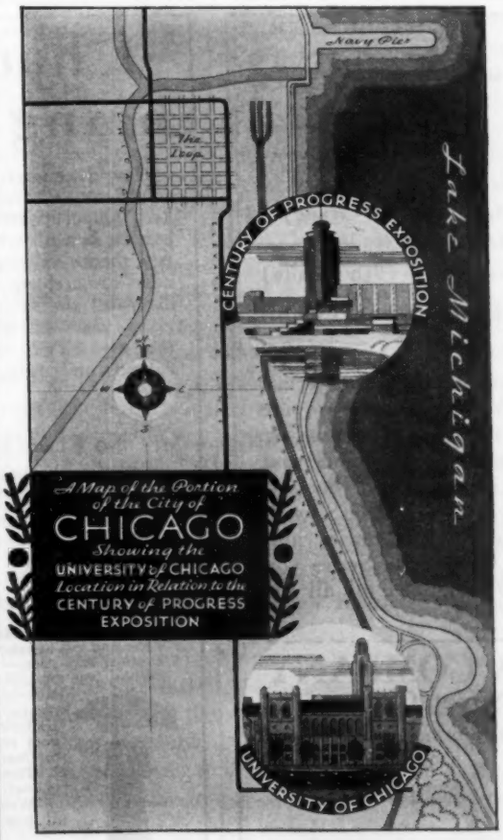

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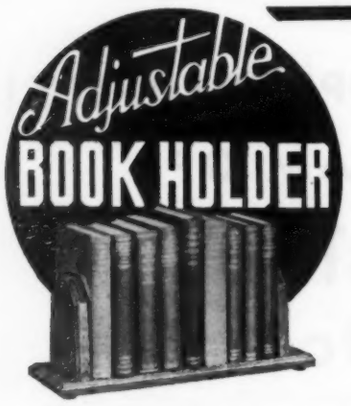

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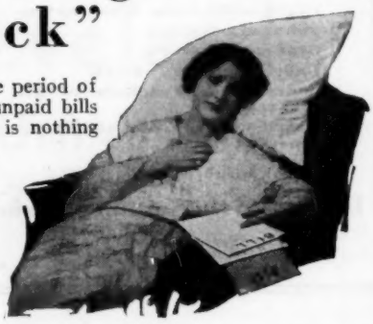

How discouraging is the period of convalescence, when the unpaid bills keep piling up and there is nothing coming in with which to pay them. A single illness or accident often dissipates the savings of many years—all because the teacher "hadn't figured on" being disabled.

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A National Board of Strategy for Education

THE MOST INSPIRING FEATURE of the Minneapolis convention was the universal approval and enthusiasm for the activities of the Joint Commission on the Emergency in Education. This commission was appointed earlier in the year as an emergency steering committee by the presidents of the National Education Association and the Department of Superintendence [see pages 73-74 of THE JOURNAL for March].

The joint committee went into action immediately and had accomplished much before the Minneapolis convention. At Minneapolis it was given an official mandate by both groups and was instructed to take measures in keeping with the gravity of the situation.

This highly representative joint committee is prepared to give leadership along broad lines and there is abundant evidence that the profession as a whole is ready to follow that leadership. The following extracts are from the presentation made for the joint committee by its able chairman, Doctor John K. Norton, before the general session of the Department:

"The situation created by the depression has confronted the schools with a variety of difficult problems. These have been aggravated by the disposition of certain shortsighted and selfish interests to use the depression as a cloak for an attack upon our system of free public schools. We recognize the present situation as a serious emergency, which calls for emergency action.

"Accordingly the Commission has organized as a board of strategy. It will serve as a rallying point for the forces made up of teachers, parents, and public-spirited citizens interested in the maintenance and improvement of public schools. . . .

"It was decided that instead of shrinking from the attacks which are being made upon public education, we should meet its challengers on their own grounds. Accordingly a project is being organized whereby the public in general will be encouraged to give answers to the questions which are being raised concerning the purposes and scope of public education. For example, do the parents of this nation want, or do they not want, free public high schools? Does the principle still hold that every child shall be provided the particular opportunities which are required in order that he may develop such talent as he may possess?

"A survey has been made of the national organizations, publications, and other agencies, both educational and lay, which are exercising influence or which might exercise influence, on the development of education. We expect to know more accurately who is for, and who is against, free public education, and why. . . .

THIS PICTURE *of Bryant Baker's statue, "The Pioneer Woman"—at Ponca City, Oklahoma —was used as the frontispiece in the official Minneapolis convention program.*

"We are giving particular attention to the matter of educational publicity. . . . We are now developing and will widely disseminate material designed to assist in interpretation in all areas. . . .

"In the serious emergency which confronts the nation, it is the duty of teachers and all public servants to reduce public expenditures to the lowest possible cost consistent with the maintenance of essential services. This is being done by the schools. Nonessentials have been eliminated. The size of classes has been increased. Salaries have been lowered. In some communities even essential parts of the school have been discontinued. Terms have been shortened. In some sections the schools have been closed.

"In some communities the depression is creating a situation where the members of our profession must choose between depriving the pupils of essential educational services or of making heavy sacrifices of time, energy, and personal resources. Only one choice is possible for our profession. We would prefer to make personal sacrifices rather than to have children denied their educational birthright. It is this loyalty to children that has won for teachers in many communities the admiration of parents and has paved the way for effective cooperation in the defense of the schools.

"Health services, kindergartens, libraries, night schools, and other indispensable educational offerings must be maintained. The integrity of the public school must be guaranteed at any cost. . . .

"The schools, in common with other institutions, such as the home, the church, government, and private business and industrial enterprises, are being severely criticised. . . .

"It is of the greatest importance that teachers should turn an attentive, even tho a discriminating ear to the criticisms which are being made of education. It is true that some of it is purely destructive. But there are thoughtful people who look at the school and see places where it can be improved. Shall we resent their criticisms or profit from them? The latter is the more intelligent course. The teachers of the nation cannot wisely disclaim all responsibility for the evils which now beset the nation. To do so would be to proclaim that the school is a futile organization.

"It is also becoming increasingly clear that the schools alone cannot bring about the improvements which are called for in American economic, political, and social life. Not only the school, but all institutions and agencies which actually educate the children and adults must feel some responsibility for education, if the results of the mal-education which now afflicts our nation are to be eliminated. . . .

"The teachers stand ready to join with industrial, financial, and political leaders, and with all other groups, in carrying forward any sound program for economic reconstruction. They will oppose with every resource at their command, both as citizens and as teachers, the effort of any selfish group to create a peasant class in the United States. Peasant standards are not necessary in our country either in educating children or in other areas of life. Teachers will stand foursquare with parents and with all intelligent citizens of the nation to fight the imposition of such standards upon the American people."

The Superintendent Studies His Job

FATHERS AND MOTHERS: Your school superintendent does not build in stone or steel. Our material is a vivid evanescence. We need to study it constantly and we need your help to study it. The Department of Superintendence, now gathering in Minneapolis for this year's annual convention, is the occasion for superintendents of schools and other administrative officers again to go to school. It is a time when they sit at the feet of master teachers gathered from all over America and overseas. Right now we have come here to learn how best to cope with a situation of which the economic depression is the most obvious outward manifestation. We are seeking guidance as to the best policies to be followed in our respective communities. We thought we confronted the most tragic emergency during the World War but we know now that we confront at present a still greater emergency. Not only are we in the throes of one of the most severe economic depressions this country has ever known but we are facing a possible social depression of far more serious consequences.

The many and varied institutions upon which we depend for our moral and spiritual welfare are being materially affected on every side by loss of economic support. If churches, charitable institutions, libraries, museums, schools, and colleges, public or private, are forced to close their doors or are seriously crippled because of lack of financial support, we cannot possibly hope to escape a social cataclysm. Without these institutions upon which we depend for our general educational, cultural, and spiritual development, a rapid retrogression must be inevitable. As citizens become conscious of decreasing personal incomes, their very normal reaction before considering all the consequences is a desire to reduce or cut off support for activities which formerly they gladly and freely financed. This, ladies and gentlemen, is an unfortunate emotional reflex. We cannot hope to better our condition permanently by failing to provide adequate support for those institutions which are responsible for the training of our future citizens, and from which must come those who will lead us to newer and higher levels of social achievement.

Unfortunately, some of those who are most persistent in their efforts to bring about lower taxes do not always stop to weigh relative values. They sometimes classify services indispensable to a democracy with activities merely advantageous to the politician. In the days of Horace Mann in New England the citizens at their town meetings debated over what they could afford to do and what they could *not* afford *not* to do. They concluded that schools represented an agency so vital to the welfare of the people that they could not afford *not* to provide for them. The question was not could they reduce taxes, for every sane thinking man and woman knew they *must* do so, but how could they be most discriminating in that reduction. In panic times especially they must decide between those cooperative undertakings done best and done cheapest when done jointly and between those which were vitally necessary to continued orderly existence of our democratic social order and those which were less imperative. Having decided upon those that were most vital, the citizens determined that ways and means must be found to maintain them on a high level of efficiency. In every period of panic they actually increased school support while cutting political budgets.

The great danger at the present moment is that selfish or political interests rather than relative longtime values may determine the activities and functions to be most liberally supported. Those without political defenders or special interests to protect them are likely to suffer more severely from taxpayers' indignation. Of course citizens need to consider whether it is more important to continue their liberality in supporting the creations of politicians surrounding themselves at public expense with material comforts of all kinds, or whether it is more important to lend fullest support to those institutions which are essential not only to moral and spiritual welfare but upon which democracy itself depends for its continued existence.

It has not been their purpose to destroy any vital governmental service but they entertain a high resolve to eliminate waste wherever it exists. Unfortunately, we find many wellmeaning citizens willing to cut budgets for schools and other institutions of social betterment below the point necessary for efficient service while they continue blindly to pay bills for antiquated forms of local government, maintaining three or four county seats where one would suffice, spending enormous sums for road building to carry freight sorely missed by the railroads, and continuing to provide vast sums for agricultural development when farmers are already raising more than they can sell. It seems to be a new American characteristic to be liberal in supporting institutions and activities which have strong political backing but to skimp the support of those which have none.

In a time when the ability to think sanely is the most essential gift of citizens, we school administrators must ourselves exert our best energies to safeguard those institutions whose purpose it is to develop in men and women the ability to think straight on social, economic, and political issues. Only as our embryo citizens learn to think sanely without hate or hysteria will the destiny of our nation be in safe hands. It is this business of developing thinking men and women who will occupy positions of responsibility in the future which most concerns school executives today. We think our chief concern must concern every citizen. The business of training boys and girls in our schools must go on. Time lost in the building of a road or the erection of a public building can easily be caught up when funds permit, but time lost in the education of growing children can never be recovered. We bear in mind that the greatest of all public improvements are those which deal in the human materials from which future peace and prosperity are built. This form of public improvement you cannot afford to defer. The rosy wonder of the fleeting moment must be dealt with as it passes, on the instant. That is our job. We are your servants. They are your children. In the making or the breaking of their lives time is the very essence of our task. We solicit your generous sympathy while we are about it.—Radio address [February 26, 1933] by **Milton C. Potter,** president, Department of Superintendence, 1932-33, and superintendent of schools, Milwaukee.

[Members of the Department of Superintendence have already received a complete record of the convention in the *Official Report*. Price to others, one dollar. Could you not use this article for discussion in faculty meeting, or hand it to your local editor, or call it to the attention of parent-teacher leaders?]

The Minneapolis Convention

THE LAND O' LAKES welcomed her guests with a smile of sunshine as the 5000 members of the Department of Superintendence of the NEA crowded the Minneapolis hotels far ahead of the time of registration for the sixty-third annual convention of the Department. By train, by automobile, and by plane, they came—a steady procession of men and women whose souls rejoiced at the warm welcome of the Northwest, but whose faces were set in deep lines of determination.

"We have been meek long enough!" This terse sentence from the Joint Emergency Commission's report epitomizes the temper and spirit of those leaders as they came to the old frontiers of America to blaze a trail for civilization thru a wilderness of chaos and confusion, more perilous than the savage-infested woods long ago traversed by Father Hennepin on his way to the Falls of St. Anthony.

At Minneapolis February 25-March 2, there was held not just another meeting. Many hundreds of long trusted leaders of American life have failed. Paralyzed by the breakdown of old methods and purposes, they enjoy no longer the confidence of the people. This is not true of the country's educational leaders. The Minneapolis deliberations had none of the character of resignation. Only here and there was raised a voice advocating adjustment to failure. In conferences, in committee rooms, in discussion groups, and in the commodious lobbies of the principal hotels, there was no weeping over lost ground. There were abundant plans for recovery. It should inspire the nation to know that educational leaders have not succumbed to the terrifying, unreasonable fear named by the new president of the United States, in his inaugural address, as the cause of the country's ills.

The press and radio widely extended the vibrant determination evident in nearly every speech of the convention and in nearly every individual who attended it. Twenty-seven addresses of convention speakers were broadcast on coast-to-coast radio hookups of two national chains. The International News Service and the Universal Service sent some of their best writers. The Associated Press and the United Press had capable reporters continuously at the NEA Press Service. *The New York Times* and the *Christian Science Monitor* sent staff correspondents. Six local newspapers spread their pages with articles, photographs, and features reporting the activities of the gathering. It was a high purpose of this meeting to go directly to the public with such words as these: "These are your schools; these are your children—shall they be neglected or saved? The decision is yours. The prosperity of tomorrow, the future of America, the fate of civilization, rests upon that decision." The public heard and read this sentiment many times during the convention.

PAUL C. STETSON, president of the Department of Superintendence for 1933-34, is superintendent of schools at Indianapolis, Indiana.

Underneath the resolve that characterized even the most informal activities of the great assembly were reflections of the necessity which impelled members to a resolute attitude. Hundreds came in cars from long distances and lodged in the homes of friends. Not a few rode the railroad day coaches. One newspaper pictured two teachers eating lunch from paper bags. "No pay check for ten months," "Twelve percent discount on scrip," "Two months less school this year," and similar echoes of hard times were often overheard by the visitor who passed groups exchanging experiences in the foyer of the great Minneapolis auditorium or the parlors of the hotels.

Perhaps the following statement illustrates as well as any which could be selected the defiance of despair which permeated the convention. It was made by a superintendent of schools from a small southern city, in a state whose high counsel has threatened a moratorium on education.

> The schools have not failed. When other functions of government go down, schools go on. This country never needed schools and school teachers so much as today. Others may have fled from their high seats in the temple of our civilization, but not teachers—*and they never will.*

More formally the same expression was made in the resolutions as follows:

> Together we need to join in vigorous insistence that this generation of children shall not be deprived of its only chance and that the culture and civilization which we have inherited and which we have developed shall not be impaired or destroyed.

The concern of the educators extended beyond the schools as institutions to the progress of the nation itself. Their resolutions called for a national council representative of our total social life including education, to lay the basis for social planning, and to substitute progress achieved thru intelligent effort for progress attained by chance.

The Minneapolis convention has revitalized the profession; it has stirred public sentiment, and has set the example of courage for the present and of faith in the future. In the land of our last frontiers the educational leaders of the nation have made an historic contribution to the era that lies beyond the crisis.—B. F.

ALBERT EDWARD WINSHIP—In one of the most beautiful and impressive ceremonies of the Minneapolis convention, President Potter paid tribute to the memory of Dr. A. E. Winship, who passed away quietly in his sleep in Cambridge, Massachusetts, early in the morning of February 17. President Potter spoke of Dr. Winship's remarkable career as teacher, lecturer, and editor. ¶ An account of the life and services of this pioneer circuit rider of American education will appear in a future issue of THE JOURNAL.

Ideas from the Minneapolis Convention

To judge by the closing of banks and the closing of schools, the present plight of our country is not matched in the civilized world. England and Canada have hard times but the banks do not fail, and as for schools, Turkey with all her poverty opened in a single province 150 new schools last year and will open 150 more this year.—**William C. Bagley**, Teachers College, Columbia University.

The importance of extension education to the maintenance of an educated citizenry is appreciated only by the few. Education is not static—it should continue thruout life.—**William J. Bogan**, superintendent, Chicago.

The question that faces us is not what we can give to the child, but what can we to our own advantage do with the child until he reaches the age of competence and employment. Very bluntly, parents and the state must do something with children until they are old enough to go to work. Fifty years ago this meant until they were fourteen; now it means until they are eighteen.—**E. W. Butterfield**, state commissioner of education, Hartford, Conn.

If the political and economic leaders had followed the teachings of the schools, we should not be in our present difficulties. The schools never taught war, they taught peace; the schools never taught extravagance, they taught thrift; the schools never taught disregard for law, they taught respect for law; the schools never taught national isolation and selfishness, they taught international participation and cooperation. Now the people, as they strike out blindly to save themselves from economic disaster, are about to wreck the schools as if that would accomplish their end. We can find millions for highways, billions for public enterprises, hundreds of millions, if not billions, for a soldiers' bonus, but we must pare and scrimp on education. We are making helpless children and youth in need of higher training for professional leadership, pay for our folly with shortened school years and inadequate equipment, under teachers whose salaries are being reduced to the point where continued professional growth will be impossible.—**Lotus D. Coffman**, president, University of Minnesota.

One of the first steps to be taken practically in effecting a closer connection of education with actual social responsibilities is for teachers to assert themselves more directly about educational affairs and about the organization and conduct of the schools: assert themselves, I mean, both in the internal conduct of the schools by introducing a greater amount of teacher responsibility in administration, and outside in relation to the public and the community. The present dictation of policies for the schools by bankers and other outside pecuniary groups is more than harmful to the cause of education. It is also a pathetic and tragic commentary on the lack of social power possessed by the teaching profession.—**John Dewey**, professor emeritus of philosophy, Columbia University.

While willing to cooperate as best we can in the lowering of tax rates on a burdened people, desirous of effecting any possible economies in the administration of public education, and agreeing, if the people so decree, to work under a somewhat reduced tax rate, we as school executives should resist with all our ability the present determined attempt of those interested either in mere economy or in other forms of public and patronage service, to deprive the schools of fiscal independence and to reduce the support of education to a yearly log-rolling struggle before some public body for necessary maintenance funds.—**Ellwood P. Cubberley**, dean, School of Education, Stanford University.

Courtesy, Minneapolis Star

President Potter [*left*] *of the Department of Superintendence, and President Rosier* [*right*] *of the NEA, inspecting the exhibit of the Joint Emergency Commission at the Minneapolis convention*

The regional accrediting associations should attempt to develop a better agreement as to the real philosophy of American secondary education and then make a determined effort to have this philosophy understood by teachers and laymen.—**J. B. Edmonson**, dean, School of Education, University of Michigan, Ann Arbor.

The parent who comes to the superintendent for advice and help and who goes away from the office with a solution to his problem becomes immediately a steadfast friend of the schools and a disseminator of goodwill towards the schools among his friends.—**Thomas W. Gosling**, superintendent, Akron, Ohio.

We must by all means reduce the cost of government by getting rid of waste, stupidity, and dishonesty. But we must bear in mind that when we go farther and curtail the beneficial activities of government we damage those institutions which give our property such value as it has.—**Robert M. Hutchins**, president, University of Chicago.

There is a form of adult education which school systems should provide in order to insure their own preservation. It is the education of the people with regard to the changes which are taking place in American schools and with regard to the reasons for these changes. The failure of schools in the past to make clear what they are attempting to do has led to some of the disastrous retrenchments which are now being forced upon the educational system during the present economic stringency.—**Charles H. Judd**, University of Chicago.

Every teacher in America must become a student of the fundamental problems in American life and in education.—**Jesse H. Newlon**, Teachers College, Columbia University.

The real issue today is the welfare of the next generation. It cannot be evaded or postponed. —**Carroll R. Reed**, superintendent, Minneapolis.

Behind all the planning, guiding, and adjusting in the school stands the elementary-school principal. By virtue of position and opportunity the elementary-school principal must inescapably be the leader in any movement to spread culture, provide for leisure, and develop the experiences that mean an understanding and participation in a richer life.—**Helen B. Shove**, principal, Minnehaha School, Minneapolis.

Pressure is being exerted to the end that the only control states have over the quality of candidates for teaching positions shall end. This will mean not only a breaking down of existing standards and a lowering of the quality of those seeking teaching positions, but a tremendous increase in the number of applicants for teaching. If salary schedules are to be maintained on any reasonable level and existing standards for the preparation and certification of teachers kept, immediate and intelligent action must be taken. —**Paul C. Stetson**, superintendent, Indianapolis.

Economies can be effected by the better organization and administration of education thru the establishment of larger units of administration, particularly in rural areas. Waste and inefficiency are necessarily associated with the maintenance of many units of administration so small as to render impossible any highly competent service on the part of either lay control or professional administration.—**George D. Strayer**, Teachers College, Columbia University.

The question "What are the schools for?" should be raised in citizens' forums and discussion groups. Teachers must develop greater skill in teaching; they must become more capable students of social issues; they must take a more vital part in life than they have heretofore done if they are to make the social studies the core of the curriculum as they must be. Teachers must take their place in the middle of the current. It is in the power of the schools to introduce into adult life, in the almost immediate future, millions of young people educated in the problems of social reconstruction.—**A. L. Threlkeld**, superintendent, Denver.

Say what you will about the shortcomings of the public school, it has given wellnigh unparallelled returns on its investment.—**Herbert S. Weet**, superintendent, Rochester, N. Y.

In order that the board of education and the superintendent of schools may be in a position to make their decisions most wisely, the advice and counsel of representative citizens of the community should be sought. These citizens should be invited to visit the schools and to see at firsthand the work which is being carried on. It is a matter of note that many people in the community, even the intelligent and usually well-informed citizens, are unaware of the actual facts in regard to the school situation.—**David E. Weglein**, superintendent, Baltimore.

The Sword Over Education

GLENN FRANK
President, University of Wisconsin, Madison

MR. CHAIRMAN, LADIES AND GENTLEMEN OF THE CONVENTION: I was very much attracted by the repeated use of the word "frontier" in this program. I liked the sense of adventurous advance that it connoted, and yet, since this program was fashioned, the economic and financial plight of the country has become increasingly serious, until today I feel much more like speaking about education in a collapsing world than education for a changing world. Educational leadership at the moment is not so much in the position of having to decide how it will move to the next frontier as to see to it that the stockade on the present frontier is not wholly captured by the Indians.

A sword hangs over education thruout the United States. To prevent this sword from sinking to the vitals of the whole enterprise of education, builded of the blood and sacrifice of pioneers, will demand the utmost of statesmanlike cooperation between the leadership of school and the leadership of society. This sword that hangs over education is but sign and symbol of the peril that confronts all of the social and cultural enterprises of our common life in this phase of unprecedented depression thru which we and the world are passing.

The sword that hangs over education and the other social enterprises of government is the sword of imperative retrenchment forged in the fires of an irrational depression. The peril lies not so much in the existence of the sword as in the way we wield it.

That economy, drastic beyond anything we have been accustomed to think of, is imperative in the conduct of local, state, and national affairs no intelligent man will question. Since 1929 our income has gone steadily down, and outgo has gone steadily up in its relation to income. The expenditures of local, state, and national government, when related to the toboggan slide down which the national income has raced, have bent the back of the American people. Either the back must be strengthened or the burden must be lightened. For a nation cannot long endure a consistently falling income and a consistently rising outgo.

It is confessedly a critical situation that confronts us. In 1931 Americans were putting slightly less than one out of every four dollars of the national income into the enterprises and obligations of local, state, and national government. When the books of 1932 are fully balanced, we shall probably find that at least one out of every three dollars of the national income went into the enterprises and obligations of government. According to the analyses of the National Industrial Conference Board, in 1928 approximately 11 percent of the national income went into taxes, whereas in 1932, it was estimated some months ago, some 33 percent of the national income went into taxes to carry the enterprises and obligations of government.

THE HEART OF EDUCATION

IN THIS economic crisis modern education is fighting to hold the gains it has made over the years. Its troubles, the dangers with which it is beset, the hardships it is undergoing, will be explained and analyzed by its foremost authorities. ¶ We hope that in all the complicated maze of difficulties to be dwelt on, one fact is kept to the forefront: the fact that the teacher, the private in the ranks, is the keystone of the whole educational structure and that in any forced economies the teacher should be last and least affected. ¶ A good teacher, proud of her calling, enjoying the respect and admiration of the community, free of unnecessary financial worries, is the heart of education.—Editorial in *The Minneapolis Star*, February 24, 1933.

There are those who would have us believe that this dramatic rise of the tax draft on national income from 11 percent to 33 percent in four years is due solely to to an unintelligent and unjustified, a wasteful and worthless development of the public services of organized government. That lie must be nailed at the outset unless public thinking on the scientific, social, and educational enterprises of government is to be gravely muddled and grossly misled.

The man in the street, hearing of this rise in the tax draft on national income from 11 percent to 33 percent in four years, is all-too-likely to think that the cost of the public services of government has trebled in that time. Obviously this is not true. Had the national income remained steady at the 1928 level, the tax draft on national income for last year would probably have stood at not more than 18 percent instead of 33 percent, even if all the extraordinary expenditures incurred by depression had been in the picture. The factor that lifted the tax draft on the national income to 33 percent was the dramatic drop in the national income due to the economic muddling that landed us in depression.

I am quite aware that this does not remove the stubborn fact that a 33 percent tax draft on national income is a serious matter with which political, social, and economic leadership must wrestle. It does suggest, however, that the blame for the large proportion of the national income now going into taxes cannot justly be placed upon the shoulders of social and educational leadership, but must, to a very material degree, be placed squarely upon the shoulders of the economic leadership that proved incapable of steering our economic ship past the shoals of depression.

And now this very leadership that has done most to unbalance the nation's life is insisting that we shall balance the nation's budget by plunging a sword to the heart of all those scientific, social, and educational enterprises to which alone we can look to produce a leadership for the future that will be less inept, a leadership that might conceivably use this magnificent machine economy of ours to free the race from drudgery, poverty, and insecurity instead of letting it starve like Midas in the midst of plenty. I, for one, protest the current attempt to make educational leadership the scapegoat for the sins of economic leadership!

Unless this fact is kept clear we shall see an uninterrupted increase in a propaganda that will, with insulting scorn, brand even the most self-sacrificing public servants as greedy and grasping payrollers. This now popular propaganda, if persisted in, will divert men of capacity and self-respect from public service for a generation to come. And it will be our children who will pay the price of this diversion.

The most pressing problem now confronting educational leadership is the problem of imperative economy. The gravest peril now confronting educational

leadership is the peril of irrational budget-making. Educational leadership will be derelict to its duty if it permits economic leadership, without let or hindrance, to do what it will with local, state, and national budgets. I do not believe that the leadership that led us into depression has earned the right to speak with final authority on the budgetary policies most likely to get us out of depression.

Because education's gravest peril just now lies in irrational budget-making, and because I think it is important that educational leadership concern itself with the broad problem of budget policy in local, state, and national government, I want, this morning, to speak first of irrational budget-making before I turn to some of the implications of imperative economy. And, since I can speak only by way of illustration, I shall speak only of national budget policy.

Now there are three popular assumptions respecting federal finances being sedulously cultivated by certain groups: *First,* the assumption that the present federal deficit threatens the federal credit; *second,* that the federal budget must be balanced at once; and *third,* that new taxes must be levied and drastic retrenchment effected in order to save the federal credit.

I think there is a good deal of hokum in all three of these assumptions. I hesitate to run counter to the counsel of the Baruchs and the Traylors and like business leaders who, in testimony before the Senate's clinic on economic dislocation, have contended that the road to recovery can be charted on a calling card with the succinct sentence: "Balance the budget." But I ask very modestly, is this counsel as realistic as it sounds?

I speak with some hesitancy respecting the fiscal problem confronting the government because I am but a lay observer of its operations, and I have not followed the fiscal fortunes of the federal government for the last three or four months. I followed with some care the Republican and Democratic discussions of federal finances during the late campaign and tried to check them against available information. Since then I have been so completely absorbed in the relation of the state finances of Wisconsin to the University of which I am executive, that I have not kept federally uptodate. So anything I say this morning about the federal budget is subject to check in the light of the happenings of the last three or four months.

But certainly as of November last I question much of the budgetary jitters a persistent propaganda has been stirring up.

How do those who insist that the federal deficit today threatens the federal credit and that drastic alterations in tax policy and social expenditures must be made in order to preserve the federal credit, compute the deficit they are talking about, and what does the deficit they talk about really represent?

As anyone who has made even the most elementary studies of the financial situation knows, there are two popular methods of arriving at the federal deficit, used by many of those acting upon the three assumptions I have just listed.

One method is by noting the rise or fall of the gross federal debt from year to year. Another method is by noting the cash condition of the federal government on a given date by the simple grocery-store daybook method of checking expenditures against receipts.

Now, granting the technical accuracy of the figures used in statements resting on these two notations, I submit that they do not necessarily give a true picture of the financial status of the government, and let me indicate why such figures standing alone do not.

First, take the matter of the gross federal debt: The cold figures on the gross federal debt for the two and one-quarter year period ending last fall were as follows: On June 30, 1930, the gross federal debt stood at $16,185,000,000. Two and one-quarter years later, on September 30, 1932, the gross federal debt stood at $20,611,000,000. These figures indicate a deficiency of $4,426,000,000 or about 4.4 billions. But this cannot be taken as an accurate index of the situation unless we examine two related sets of facts. First, what were the purposes for which this debt increase was incurred? Were they purposes that should logically be financed out of current income? What were the number and nature of federal assets that might offset that deficiency?

Let me mention only one offsetting asset to those figures that many of the budgetary Jeremiahs ignore. When the gross federal debt, in the summer of 1930, was some $16,000,000,000, the net balance in the general fund was only $319,000,000. But when the gross federal debt in the fall of 1932 was some $20,000,000,000, the net balance in the general fund had risen to $862,000,000. In other words, with the offset of the balance in the general fund alone, the asserted deficiency of $4,426,000,000 drops to $3,883,000,000, or a drop from 4.4 billions to 3.8 billions, a difference of $543,000,000, more than one-half billion.

It is by ignoring such factors [and I use only this one by way of illustration] that an *apparent* deficit which is far beyond a *true* deficit can be put up by certain business men to scare legislatures and congresses.

If the person alarmed about the condition of federal finances turns from the gross federal debt to the actual cash condition of the federal government on a given date, checking expenditures against receipts, the same uncertainty as to whether he is stating an apparent or a true deficit obtains. It depends upon what is included in his estimate.

For the period from July 1, 1930 to September 30, 1932, if the general fund deficits only are considered, they stand at $4,074,000,000. But if all the trust funds and special funds are brought into the picture, the deficit for that period stands at $4,187,000,000. In other words, there is a difference of $113,000,000 in the deficit estimate, depending upon what is included in the estimate, and in many of the supposedly responsible discussions of the federal deficit, you can find the widest variance in what is included.

But these variations, due to obscure or obsolete federal bookkeeping, are not the important considerations. The important consideration is whether or not there are included in an asserted deficit, expenditures for purposes which a far-sighted government should not, in a period of depression, seek to finance by current taxation, by bleeding white the basic services of government, or by withholding valid public works that might at least soften the tragic impact of unemployment.

The deficit that is said by some to be threatening the government credit and shaking business confidence does include several such expenditures, expenditures that in my judgment should not be covered now either by a serious rise in taxes or by a serious retrenchment in productive government expenditures.

Some of such expenditures that enter into the existing deficit are as follows: [1] Public debt retirements of the last two or three years; [2] federal loans and investments, such as the half-billion-dollar purchase of Reconstruction Finance Corporation stock in 1932; [3] capital outlays, such as the approximately one-third billion dollars of public construc-

tion in 1931 and in 1932. We shall, in my judgment, deepen the depression if, following the lead of those who think all our ills begin and end in the federal budget, we insist that all expenditures of this sort be lumped with the ordinary expenditures of the current services of government and the total impact be absorbed by a serious rise in taxes and a serious retrenchment in those basic services which alone have made government a stabilizing and creative force.

It is my sober judgment, ladies and gentlemen, that the federal credit can be kept sound if as a people we keep our heads and refuse to be rushed by a budgetary hysteria into a wrecking of the scientific, social, and economic services that are the very beating heart of constructive government.

It is the part of political wisdom, it seems to me, to spread the load of depressions out over a more prosperous period. Otherwise, relatively speaking, whenever a serious retardation hits us, we must wreck, in a few years of depression, values and services that will take us a generation to recreate.

Balance the budget out of current revenues, with respect to ordinary expenses? Yes. With respect to extraordinary expenditures, loans, investments, capital outlay, emergency relief, and the like? No. They should be financed out of borrowings and met out of the revenues of a more prosperous time.

If now we stop extraordinary expenditures for public work and go recreant to our relief responsibilities, or if we insist upon paying for them out of seriously increased taxes, we shall surely deepen and prolong this depression. And if now we cut the heart out of the basic services of government, we shall, in preventing a financial deficit, produce a social deficit for which our children and our grandchildren will damn us.

Do not misunderstand me. Upon the imperative necessity for economy in public expenditures there can be no disagreement. I insist only that the situation challenges us to effect that economy with statesmanlike foresight for the future of community, state, and nation. It is possible to be quite as shortsighted in administering economy as in allowing extravagance. And just because there is this possibility of shortsightedness in the administration of necessary economy, a grave national danger lurks in our current concern with economy. We can so easily economize blindly or let limited interests dictate the schedules of retrenchment. We dare not be gullible. Alongside the foresight, intelligence, and sincerity behind the insistence that we establish a sounder relation between our income and and our outgo, there is much blindness, blundering, self-interest, and sheer insincerity in the almost hysterical campaign against public expenditures now sweeping the nation. By all means let us give prudence a permanent seat in our public counsels. By all means let us stop waste. But let us be sure that it is real waste that we are stopping. Real economy may mean national salvation. Bogus economy may mean national suicide.

A WORD OF CAUTION—Let no teacher underestimate the magnitude of the attack on the schools. It is very powerful. It is highly financed by greedy interests who wish to escape taxes or to keep the people in ignorance. It is in the hands of forces who understand the importance of organization more clearly than teachers yet do. Their agents reach into every community. They deny the right of representatives of the people acting as members of boards of education to run the schools in the interests of the people. In the end the people will have to decide between the rights of their children and the selfish interests which would cripple the schools; between the New York banker-power trust forces and their own boards of education.

I ask you to remember that we could dismantle every federal bureau and stop every civil function of the national government—with the four exceptions of construction, relief, loans for shipbuilding, and the Federal Farm Board—and still reduce the federal budget by only 8 percent. The complete cost of the legislative, executive, and judicial activities of the federal government absorbs less than two-thirds of 1 percent of the total federal outlay. Where, then, you may ask, does all the money go? Well, for one thing, almost three-fourths of the total expenditures of the federal government goes to pay the costs of our current military establishment and to carry the obligations incurred in past wars. That is to say, of every dollar we pay in taxes to the federal government about 75 cents go into payment for past wars and preparation against future wars. Think of that the next time you are tempted to applaud the blatherskite or jingo who denounces as puling pacifism every intelligent attempt to outlaw war.

The more deeply we analyze the problem of public expenditures, the clearer it becomes that it simply is not the scientific, social, and educational services of the nation that are bending the American back. And yet, thruout the nation, we are trying to balance budgets by cutting the very heart out of the only things that make government a creative social agency. We slash scientific bureaus. We drastically shrink our support of social services. We hamstring our regulatory agencies. We fire visiting nurses. We starve libraries. We reduce hospital staffs. We squeeze education. And we call this economy. And actually think we are intelligent in calling it that. How the gods must be laughing at us! And how our grandchildren will damn us!

While we are bleeding white the only things that make government socially significant, we go gaily on with political and economic policies that are surely setting the stage for further wars and thus fastening securely upon us three-fourths or more of the existing federal budget. And state governments thruout the nation are committing the same blind sin. In our states we lay the ax at the root of the tree of all the civilizing agencies evolved during the last half century and at the same time blandly tolerate the multitude of unnecessary and criminally wasteful forms of local government which, essential and unavoidable in the days of bottomless mud roads and the one-horse buggy, are indefensible in this day of good roads, automobiles, telephones, radio, and the varied new forces that have conquered both time and distance. We could balance our state budgets and make unnecessary the surrender or starvation of a single socially significant service if we had the vision and courage to effect an intelligent reform of our system of local government. But to effect real economies of that sort is to call for a kind of thought and action we have yet to display.

The real issue confronting us is not economy versus extravagance. That question is well on its way to settlement. Leaders who foster extravagance will be broken. The issue is real economy versus bogus economy. The sword that hangs over education and over all the other social and cultural enterprises of government is the danger of bogus economy.

In the achievement and administration of real economy every responsible schoolman must stand ready to cooperate with the leadership of community, state, and nation. If even one drop of water can be found in any educational stock, now is the time to dehydrate. If there is any-

where in our schools a service that has measurably outlived its usefulness, now is the time to eliminate it. If there is anywhere anything that has been overdeveloped, any phase of our program that has been overspecialized, any overcoddling of the student where we might properly ask him to indulge in a little more self-education, now is the time to correct such errors. Now is the time to declare a moratorium on those vested interests and vested ideas of the academic system which, in more normal times, slowed down healthy processes of educational reconstruction.

But even so utterly sincere and statesmanlike a facing of the challenge to real economy as I have suggested may leave the future of education seriously endangered thruout the nation. It will not be enough to foster real economy. Bogus economy must be fought. Not to save their own skins or to safeguard their salaries, but to discharge their responsibility to the American future, educators—once they have come with clean hands on the issue of real economy—must be willing to put their breasts to the guns in the battle against bogus economy.

There is under way a highpowered drive, national in scope and manned by able leaders who are determined drastically to slash the national bill for education at any cost. It is important for all Americans who want to see the significance of education for the national future safeguarded, to understand the forces back of this drive. The more obvious forces back of this drive are, I think, three:

[1] The epidemic of fear that grips the nation as it watches its income fall lower and lower.

[2] The weakness of a taxation system that, in most places, puts an undue part of the tax load on real and personal property, and prompts millions of harassed Americans to strike out blindly for relief without any too much discrimination about what they hit.

[3] Groups which have always been opposed to adequate support for education and are now taking advantage of the necessity for real economy and the epidemic of fear to achieve their niggardly and antisocial objective.

I suggest three broad lines along which I think educators are obliged to move if they are to discharge their responsibility to the future of community, state, and nation.

First, educators should see to it that the teaching profession and the public are put in possession of all the pertinent facts about any shortsighted and antisocial forces that may be operating in an uncritical drive against educational expenditures. This is not to say that educators should set themselves in opposition to sound economies. It is only to say that they must not permit, if they can prevent it, a blind assault on the enterprise of education by limited and antisocial interests bent upon taking advantage of the time to slash the heart out of education in the cold interest of their pocketbooks.

ALL CITIZENS whose concern is the welfare of American civilization, as it is advanced by the forces of education, will subscribe heartily to the report of the Commission on the Emergency in Education to the Department of Superintendence of the National Education Association. Indeed, he would be a recreant member of society who did not accept and approve the declared objectives of that organization.—Editorial in *The Minneapolis Journal*, March 1, 1933.

Second, educators should meet an unfair propagandizing of the public with a wise education of the public in the actual facts of the situation. Thousands upon thousands of honest Americans, who have always been the friends of education, have been bewildered by propagandists during the last few months. There is, make no mistake about it, an organized drive of national scope to cut educational support below anything that even this difficult time requires. If the bewildered friends of education are not enlightened, the propagandists will be able to get away with a high-handed scuttling of the educational ship instead of buckling down to the unpopular task of fundamental governmental and economic readjustments which, in cutting costs, might reduce the supply of pork.

Third, educators should meet the situation with offensive rather than merely defensive tactics. I mean by this that now is the time of all times to go to the public with farsighted educational programs the importance of which to the future of community, state, and nation can be clear only to sincere intelligence. To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all, the central significance of a creative education in the life of a great people.

Believe me, I am not so much concerned with what a scuttling of the budgets of scientific bureaus, libraries, hospitals, schools, and like agencies will mean in 1933. For a time, we can do far less work on far less money. For a time, drastically reduced staffs can carry drastically increased responsibilities. For a time, we can, even if it will prove bad business in the long run, drastically cut down on the maintenance of the physical plants of our institutions. I am not, let me repeat, so much concerned with what even the severest of necessary economy will mean in 1933. But I am deeply disturbed by what a bogus economy in 1933 will mean for the American life of 1953.

The real results of a bogus economy will not show up in 1933. But if now we hijack the fundamental scientific, social, and educational services of government, it will be a generation or more before we shall be able to climb back even to the efficiency these services now display. If now we beat down the salary scales of public servants, we shall but succeed in further diverting superior capacity from public service. Business and the professions have long drained off from public service the very sort of men and women public service most needs. We dare not intensify this diversion of exceptional ability from public service. I am quite aware that salaries and wages outside public service have had to take drastic cuts in these trying days, but, once the economic curve turns upward, it will be but a question of months until the salary and wage curve in business and the professions will follow the economic curve in its upward sweep, but this will not be true of the salary and wage scales of public servants. And in the meantime, with the memory of the almost insulting scorn to which disinterested public servants are all too often subjected in the midst of an economy campaign, in the years immediately ahead fewer men and women of outstanding ability will be inclined to give their lives to public service. All of which means that it will be our children rather than ourselves who will pay the price of our shortsighted economy. And this must be remembered: We can postpone the building of a road, a bridge, or a building, and catch up on such delayed construction later on. We cannot put educational opportunity in cold storage for the duration of the depression and catch up on it later on. For the children who are denied adequate educational opportunity now, it is lost forever. And we shall stand convicted of having balanced our budgets with the starved lives and frustrated careers of our sons and daughters.—An address before the Department of Superintendence of the NEA, Minneapolis, Minnesota, February 27, 1933.

Jimmy Gets the Floor

HAS the child a right to be heard as to what departments in our schools shall be sacrificed to economy? In many schools physical education, music, art, home economics, and extracurriculum activities have been eliminated. Is it good business to prune the educational program so closely that the child—about whom, it is said, the school centers—loses all live contact with significant educational experience?

Jimmy sat in the principal's office, for Jimmy had played hooky the day before and the moment of reckoning was at hand. Only once before in a ten-year stretch of school attendance had Jimmy been absent without leave. He had received a paddling at the time and considered it cheap as the price of a day's freedom from routine.

Jimmy is a good boy as observed from the base line. Of course, if the observer has reached an apex of human virtuousness and squints at Jimmy from an altitude, he might discover flaws in his moral character; for instance, Jimmy occasionally shoots dice. He would like to shoot more but his teachers have impressed upon him the fact that this is not a high-class vice. Jimmy compares favorably with a million other boys, better than fair. He doesn't smoke, drink, lie, or steal. He does the housework for a widowed mother and brothers a younger Jimmy. He pays his honest debts even if he has to obtain the money thru the favor of the darky's god of luck. He finds school irksome at times. He is athletic and his muscles occasionally complain at the hours of inactivity. On the whole, they are welltrained scholastic muscles, having been caught and caged at the age of six, with stated periods for exercise during the ten-year captivity.

The principal is a kind and understanding man. He hasn't forgotten his own boyhood; neither has he forgotten his struggle to obtain that prized boon—an education. He sadly regards uneasy Jimmy. Here is a boy who has wilfully deprived himself of a golden day of learning; he has treated with contempt the great privilege which his state has furnished him thru the medium of a beautifully functioning, complacent machine.

"Jim," he said, "as man to man, why did you cut school yesterday?"

Now, Jimmy, like his fellows, is an astute reader of the pedagogical mind. He has developed and keeps accessible several defense mechanisms for use in emergencies. He has become so expert in trimming his sails to meet sudden oncoming breezes of disapproval, that his boat doesn't upset. On this occasion he felt a bland confidence that he could steer his craft with one hand while with the other he'd hand this serious-minded man the absolute low-down. He liked this youngish principal better than the several who had preceded him as chief machine operator during Jimmy's transit. In fact, the principal and Jimmy were in fundamental agreement as to certain principles in the grooming of youths for satisfactory citizenship. Both subscribed to the following: a school there must be; every boy and girl must attend school; every student must make passing grades; every fellow must be a good sport. Jimmy now grasped the chance to convert the principal to a more liberal interpretation of these principles.

"Mr. Smith," he replied earnestly, modestly, and as man to man, "I needed a holiday. All the kids need a holiday. Saturdays are no good because everybody has to work if they're a boy, or take lessons and practise if they're a girl. We kids don't get no time to ourselves at all. The schoolboard ought to give us a holiday."

It wasn't expedient, of course, to tell Jimmy that his needs as he felt them, conflicted with the business-like methods of the machine. The schoolboard couldn't grant holidays for the sake of recuperating the muscular systems of the town's small fry. Too, the taxpayers expect results. They demand results. The community more or less reluctantly pays its tax assessments for the upkeep of schools in which to train its young, and the community means "training and not 'maybe'." Is gym period "maybe?" Are school clubs also "maybe's?"

And there is Jimmy's mother, representative of all the mothers. She wants Jimmy in school. If he and a half dozen cronies are running in and out of the house all day, she can accomplish nothing in the way of work or recreation. She wants to be freed from the care of children and she views with alarm any tendency on the part of school authorities to grant holidays or even parts of holidays. "Jimmy," muses the principal, "stands alone in his contention that he needs an occasional change in the regularity of his days."

Are his days so bleak? Is he right in intimating that a slackening of the machine's pace is needed by the kids? Are Jimmy and his ilk a sacrifice to that immense business enterprise of running a school so many hours a day, so many days a week?

At 8:30 A. M. Jimmy takes his books from his locker and hies himself to algebra. Here, if he is a good school citizen, he works intensively for fifty minutes giving a degree of concentration and attention to the extent of one hundred percent. He has three minutes to change classes. During transition he must restrain himself—no yipping, no slapping another fellow on the back, no hurrying.

The edict is that he with the hundreds of other students must proceed in an orderly manner to his locker. He must not slam its door or otherwise indulge in muscular exuberance. In fact, muscles are not countenanced, and as schools advance in efficiency, childhood's muscles will become functionless appendages—like the vermiform appendix — only noticed when they cause trouble.

He goes to his English classroom and gets out his job sheet consisting of fifty questions to be answered in writing. Poor Jimmy—he must again concentrate; poor teachers—they must read his desperate or indifferent scratchings. He wearies of the quest of the Holy Grail. He fidgets. Teacher's all-seeing eye rests inquiringly upon him. He decides he needs a walk down the hall. As he passes, the hall monitor watches him. Let him try to run or slide if he dare. He dawdles; a teacher approaches. Oh, what's the use? He hustles back to his classroom; otherwise, he might answer a query as to his intentions all too truthfully and then he'd get an extra fifty minutes in detention at the end of his day. At last the bell ends the Holy Grail quest.

Three minutes to get to gym and into a gym suit. "Hoopla! Hot dog! Let's hurry. Hall monitor—watch your step or you'll have to sit in the office." Sit, sit, sit; an army of young sitters; eyes to the front; heads to the front; feet to the front. Sit still; stand still; keep still.

Fifty whole minutes of physical activ-

ity two days a week in the good old gym. Jimmy's pal is lucky being in a class which has gym three days a week—three hours of the thirty hours which constitute a school week. Next comes lunch in the cafeteria. Line up and stand still in line. Get your serving, go to the table, eat, and be careful about too much noise.

Fifteen minutes to be out of doors—grand! Jimmy sniffs the air. How good life seems outside. Bell. Three minutes to get to science. This subject is not so bad. Science deals with Jimmy's world; also, he can move about—a little, carefully. This unwonted freedom sometimes goes to his head. He is banished from the science class more frequently for disturbance than from the classes in the solids which exhume the past. That resurrection is truly a sobering task. Jimmy wonders sometimes why so many dead men's thoughts and exploits live after them. He feels sorry for his grandchildren; English and history for them will be colossal tasks.

Spelling and writing are all right. The teacher in these subjects bestows special attention on each pupil. It is flattering to have one's loop letters compared with those of another. In fact, it is thrilling to be regarded as an individual—as an integer. Jimmy has come to regard himself as a common fraction—one-thirtieth or one-fortieth of a class. He has discovered that he couldn't be greater than one-fifteenth, as classes with fewer than fifteen pupils were suppressed. Upon asking his teacher why, she replied that the superintendent kept a sharp eye on costs. He tried to argue that a kid should have what he needed in his course. At that she answered drily that a kid took what was offered.

To return to spelling. In spelling a fellow can demonstrate publicly his ability to learn. He doesn't confide his best work to a written page beheld only by the eye of a teacher, *if* by that. He feels he has achieved when he puts two "c's" in "occupied," and doubles the "r" in "occurrence" to the discomfiture of Bob who missed it. There was a tang, faint, it is true, of battle and victory in that triumph, for the blood of warring ancestors still lubricates Jimmy's bootless muscles and beats in Jimmy's brain.

Next comes geometry. Jimmy wants to be a coach; therefore, he must go to college; therefore, he must spend at least two years with algebra and geometry to satisfy college entrance requirements. The mathematics instructor is also a coach in the small high school Jimmy attends. He is a good math teacher but a poor coach. This fact is consoling to Jimmy in that he himself being poor in math will probably make a good coach. Jimmy's logic is poor but his perspicacity rates high. He realizes that as a coach the math instructor lacks "it." "Too much math," reflects Jimmy. He is glad that geometry makes no appeal to him.

"And so," finally responded the principal, "you kids, needing a holiday, took one without permission. What did you do?"

"Me'n another boy played tennis on that new court that ain't been turned over yet to the club that's makin' it. It was our only chance to ever get on that court."

"It was club day here at school, wasn't it?" suggested the principal.

Jimmy gulped, "Yes, sir, but I don't like school clubs."

"Why?"

Jimmy considered. Should he tell the truth or not? He decided in the affirmative as he was reasonably sure he was in for punishment anyway. Besides, the principal's manner was so confidential and ingratiating. He didn't appear horrified at the depths of depravity Jimmy was revealing. "My club is just another class without a book where you have to sit an' sit an' listen and listen, an' they expect you to like it."

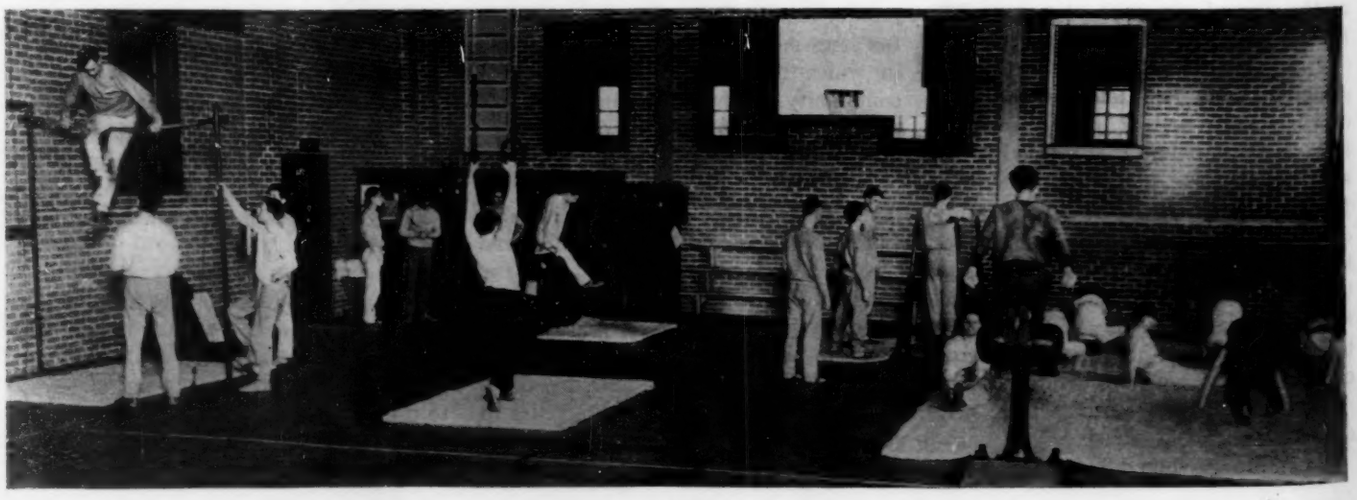
The principal sighed. Participation—expression, evidently, was the answer to Jimmy's indictment. How could classes and clubs be conducted so that forty students might participate satisfactorily in the proceedings?

"I wish't we could have gym every day, or else move a little in class," Jimmy felt encouraged to offer. "I could stand it if I had somethin' to look forward to. In class, we study a little an' the rest of the time about half of us just sit an' wish for the bell. When we get thru studyin', why couldn't we do somethin'?"

A remembered slogan of his early teaching day came back to the principal, "Learn to do by doing." How he had slaved to keep each member of his classes "doing." But then, he had a one-room school and didn't have to perform as a cog in a great machine.

"Jimmy," he said, "you are a truthful boy. I admire honesty. I wish you would try to be as patient with me in the way this school is run as you have been honest with me. Do you believe you could kinda' help me by not playing truant any more? You know I need the support of all you kids and maybe in time we could work in some of these reforms."

Jimmy beamed. Here was a chance to be useful, to do something. "Yes, sir," he answered. "You'n me'll get together an' fix it so's we can have a little movement in this school. An' I'll make the kids do as you say. An'," shamefacedly, "I'll take detention for cuttin' yesterday." But he didn't get it.—**Mrs. Thearle Price,** teacher of mathematics, High School, Muskogee, Oklahoma.



In the Junior and Senior High School

In the junior high school are introduced those regions of the world wherein the major understandings involve relationships, ideas, and concepts of *level-four type*. [*Levels, one, two,* and *three* are discussed in the February Journal, pages 49-50.] Additional cultural factors are considered in their bearing upon the adjustments of the people to their natural environment. Such items as [1] foreign political control, [2] the meeting of two or more races as a result of such control, [3] foreign financial or commercial dominance, [4] transplanted cultures sometimes at variance with native cultures, must be considered in developing an accurate, balanced picture of such countries as Mexico, Union of South Africa, and others of like type. All of the above cultural items play a large part in man's adjustment or maladjustment to the natural environment. For instance in the study of Mexico unless such items as [1] the racial composition of the population, [2] the native culture as well as the Spanish, [3] the foreign interests in oil and mineral development, [4] the almost constant struggle for political dominance between the Indians and the Spanish group, are understood as to their effect upon the development of the country, an entirely inaccurate picture of the individuality of Mexico is left with the children. What is of more importance, wrong attitudes toward the people of the country and wrong habits of thinking are developed.

Such items as have been mentioned above involve problems which are basically geographic. The ideas and relationships considered are complex and of a distinctly junior highschool quality of thinking. Both Africa and South America contain countries wherein such complexity exists at present and will exist to a great degree in the future. Therefore, the new difficulty element in *level-four* understanding of country individualities hinges on the greater complexity of the geographic individualities of countries where a transplanted ruling people make up a considerable part of the population, but where native peoples also are playing a large part in the life of the country. This complexity arises in part from the fact that various policies and methods with regard to the use of the natural resources involved and various ways of living related to them are traceable in a large measure to conditions in the homelands of the people from the outside. Consequently, two sets of relationships, external and internal, are necessary in understanding the countries of *level-four* difficulty: [1] the relationships to natural environment within the country, and [2] those to natural environment in countries from which the outsiders have come.

Furthermore, this implies that the group of countries from which, for the most part, human activities have expanded, such as the United States and Europe, must be developed before the sections of the world involved in the expansion. Only with that background can the rôle be understood which natural conditions in the centers have played in the ways in which both types of people use the resources at hand in the controled lands, whether that control is political or financial in its nature.

At the end of *level four* the children have added a third phase to their initial world concept. They now come to think of the world, not only in terms of "human-use" and "country" patterns, but also as made up of three great groups of countries, namely: [1] independent colonizing countries, [2] independent countries that have not been colonizers to any extent, [3] colonial lands or other lands in which people from elsewhere and native peoples are making adjustments to the natural environment.

Furthermore, they now have a knowledge of four types of world distribution: [1] the distribution of population, [2] the distribution of work, [3] the distribution of countries, and [4] the distribution of different types of countries, in their relations to the distribution of natural features and conditions.

Now that these world distribution patterns have been built up, the children are ready for a major understanding which is on a world basis. Such an understanding concerns a region or a nation placed in its relation to the world natural environment. Therefore, the chief emphasis in *level five* is on external relations, that is, on relationships between activities in one region and natural conditions in other regions.

From the functional viewpoint, the United States would be the first nation placed in its relation to the world natural environment. In *level two* of geographic instruction, understandings of internal relationships in the United States have been developed. These are now utilized as a background in gaining the new understanding of how activities in the United States compare with and are related to activities and natural conditions in other parts of the world. Such an understanding on a world basis is composed of a large number of minor understandings.

For instance, in 1930 machinery was our most important export, consequently bringing us into relations with many other lands. It is one of our most important industries both from the viewpoint of total value, and also in the number of people employed. One phase of the industry, the manufacture of agricultural machinery, is not only related to conditions within the United States such as the large area of farming land, the variety of topographic and climatic conditions in the agricultural regions, and many other factors, but also to conditions in other lands. In 1930, 23 percent of our output of agricultural machinery was exported; therefore, the industry in the United States is related to conditions in those lands buying agricultural machinery from us, such as Argentina, Australia, and Russia. Furthermore, altho the United States continues to dominate the world markets for agricultural machinery, Germany, Canada, England, and France possess important industries in this field, and conditions in in those countries must be considered in their relation to the continued development of our agricultural machinery industries.

The above is only one illustration. Other activities in the United States could not be carried on as they are today if the United States were unable to secure certain products from other part of the world. But man's adjustments to his natural environment in the United States is related to other regions of the world thru his cultural and racial inheritance and contacts. Thru the development of a series of such, the children grasp another aspect of world understanding, *i. e., dependence of man's activities in any given part of the world upon natural conditions outside his own country.*

In *level five* the study of the home community and the home state may be made to the best advantage so that the children can reach an understanding of their home community and their state in their relation to the rest of the United States and to the world.

In the senior high school are introduced *level-six* understandings which have to do with specific major human activities and their world distribution. All major human activities would not be traced, but all which have a worldwide

distribution and consequently international significance. Therefore, the type of major understanding on the *sixth level* has to do with an understanding of how the world's commercial pattern is related to natural factors and conditions thruout the world thru the activities involved in producing and transporting the major commodities entering world trade.

Such an understanding is composed of a large number of minor understandings. It involves an understanding of the major commodities entering world trade, the nature, amount, distribution, and conduct of the trade in each of these major commodities, the activities involved in producing and handling the commodities within the producing regions, the activities involved in the consumption of the commodity in the consuming regions, the activities in connection with the transporting of the commodity from producing to consuming region, as all of these are related to the consumption of the commodity and to other human factors and as they are related to natural conditions in all parts of the world involved.

Level-seven understandings have to do with [1] specific types of natural environment and their world distribution, [2] specific major political activities and their world distribution. The first of these two types of major understandings has to do with the relationships within a region where a specific natural factor or a specific set of natural factors is dominant in its effect upon man's activities. A series of major understandings based on man's adjustments in the various climatic regions of the world, and also in the chief physiographic regions, is developed. The following is a brief statement of a major understanding that would be gained thru a unit on man's adjustments to the rainy low latitude type of climate.

The dominance in regions of the rainy low latitudes of forest collecting, plantation agriculture, subsistence agriculture—mainly migratory and based chiefly on plantation and root crops such as yams and manioc—the comparatively sparse population in most regions, the distribution of the population along streams, the general low standard of living and culture and other adjustments may be explained in part by the steady high temperatures, abundant rain falling in frequent heavy showers, the high humidity, light, variable winds, and other closely related natural conditions characterizing the rainy low latitude of climate.

The second type of major understanding developed at the *seventh level* is concerned with how the internal and external political problems and activities of nations are related to the environment in all parts of the world with which they have to do.

For example, the problem of pressure of population in Japan along with the development of a mechanical industrial system has created many internal problems of a social and economic nature which in turn have reacted upon the political system and created internal political problems. These internal problems are all related more or less directly to the natural environment of Japan—small percentage of arable land, comparatively meager resources of coal and minerals, location in respect to the Asiatic mainland, and the like. However, today, the whole world is so interrelated that these problems do not remain internal Japanese problems. To relieve pressure of population, to secure food supplies, to acquire coal and iron, Japanese leaders look toward Asia; Manchuria with its huge fertile plains, its forests, its rich mineral deposits offers a partial solution to Japan's problems. Other nations are interested in Manchuria; consequently international problems arise.

THRU a program of geographic instruction [such as is described here] extending thru the middle grades, the junior and senior high school, the child, at the end of the *seventh level*, sees the world in terms:

[1] Of regions located at varying distances from the equator

[2] Of special human-use regions, each characterized by specific adjustments to the natural environment

[3] Of countries, each one characterized by outstanding adjustments to the natural environment of the country

[4] Of expanding centers and the regions into which the activities have been extended

[5] Of regions, in each of which the human activities are related not only to the natural environment within the region, but also to natural environmental conditions in other parts of the world

[6] Of regions delineated in terms of specific activities, the location, extent and conduct of that activity in each region representing adjustments to natural conditions within that region and in other parts of the world, *and also as made up*

[7] [a] Of regions with specific types of political problems related to natural conditions in the regions and in other parts of the world, and [b] of regions with specific types of natural features and conditions, each region being characterized in terms of major human adjustments to the outstanding natural features and conditions.

Thru this series of units should come a realization [1] of the significance of man's conscious efforts in stimulating and directing the utilization of the natural environment, [2] of the basic geographic background of most of the national and international problems confronting nations today. With the close interdependence of the world today, the increasing density of population, the keen competition for markets, the demand for higher standards of living, man must apply science, must plan intelligently all his activities.

This course should be the capstone in the geography program of the public schools and thru it the public-school child should secure an appreciation of how science, education, and government can assist man in his use of his natural environment, how many international problems have a *geographic setting* which must be understood before they can be viewed intelligently, how many political conflicts may disappear if man is willing to seek a modern adjustment to the world natural and cultural environment rather than cling to an artificial or traditional "adjustment" which with changing conditions have become maladjustments.

One has, at the end of the period of general education, a *world understanding* to which each level of instruction has contributed an understanding of some aspect of the total. If one is considering a problem which demands a knowledge of relations to latitude and those conditions which latitude signifies, he has that aspect of world relations in hand; if, instead, it calls for a knowledge of human-use regions and the geographic relationships involved, he has surveyed the world from this angle and can bring such understandings to bear on the situation; and so on, other similar examples could be given. As each new level has been attained, he has broadened or deepened his concept of man's relation to the earth and its resources in a definite new way. In general the broadening process may be said to be outstanding in levels one, two, three, and four, and the deepening process in levels five, six, and seven.

There are, of course, various levels in geographic thinking beyond those involved in general education, but those are levels in *special* geographic training—for specialists in the field—and so are not a matter of moment to elementary, junior highschool, and secondary teachers of the subject.

References — *Thirty-second Yearbook of the National Society for the Study of Education.* Chapters XV-XX. In those chapters will be found illustrations of the major understandings of each level and suggested programs of units. Public School Publishing Company. Bloomington, Ill.

—Zoe A. Thralls, assistant professor of geography, University of Pittsburgh.

Selecting the Best for Teaching

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The first approach to a consideration of the problem of selecting teachers is the recognition of its seriousness. At the present rate of a growing over-supply of certified but sometimes mediocre teachers, there will ultimately be a growing under-supply of superior teachers. At this rate we may again go back to the days when unfitness for any other occupation was one qualification for the public-school teacher. This was not such a serious matter when other institutions carried much of the burden of preparing youth for manhood and womanhood, but it is serious today when everybody and everything waits upon the public schools.

Not only do we give certificates to many who are unfit for successful teaching, but we seem often to give them first consideration when it comes to employment. As long as many schoolboards, especially in village and rural communities, continue to let expedience, sympathy, and economy be the guiding principles when employing teachers, it becomes necessary that we eliminate those who, under no consideration, should be employed.

Mindful as we must be of the great progress that has been made in public education, let us not forget that the best means of improving a school system is to improve the teachers. In the teacher is the ultimate influence for better living and the inspiration for higher ideals among our boys and girls. In spite of all our educational progress, there can be no real improvement as long as we permit the misfits of society to teach some of the youth of the land.

There is a common belief that teachers are born, not made. The difficulty lies in the fact that the Lord does not provide enough by this method. Fortunately, we have ample evidence that, given reasonably good human material, our teacher-educating institution can prepare a satisfactory teacher. Let not only the blessing of a good teacher, but the curse of a poor one, burn into the consciousness of our people and they will give the necessary backing to an effective program of eliminating the unfit and also give our teacher-training institutions adequate means for more efficient service. Ours is the problem and the opportunity of providing a satisfactory teacher for every classroom in the nation.

Our first attack is thru selective admission to professional courses. Eliminate the unfit before they enter. It is equally important that we encourage superior boys and girls to come to teachers colleges. Our colleges are making progress in this direction. But let me say that we are entitled to more cooperation from the city superintendent and should utilize his office more than we do, so that the unfit for teaching may be eliminated at the beginning and that a fair share of the nation's brightest youth may be encouraged to enter teachers colleges. No city superintendent should recommend for entrance into a teachers college a girl whom he would be unwilling to employ as a teacher when she has satisfactorily finished the teacher-educating course. All this, of course, presupposes that teachers colleges will also, on their own merits, attract superior students.

Many of our superintendents and high-school principals are graduates from denominational colleges and state universities. Frequently they are found urging the brighter high-school students to go to the institutions from which they were graduated. Witness the gusto with which they present honor students with so-called scholarship certificates at commencement exercises. Again, I fear that some superintendents and principals are not sufficiently sold on the profession of teaching or on teacher-educating institutions, as such, to encourage the superior students to attend teachers colleges. Moreover, the teaching profession itself must be made more attractive to modern youth, especially to men, if we are to get the best material into our schools. America never had a better opportunity to improve her public schools thru better teachers than she has just now. A program of selection is feasible now, but the taxpayer, in order to save an unjust and antiquated system of taxation, will take it out on the teacher thru salary reductions and our present advantage will be lost. May we hope that those who guide students thru high school will paint a more pleasing picture of the opportunities in the teaching service. Let us, therefore, speed the day when teachers colleges shall come into full academic respectability and when the science of education, as well as its rewards, shall make teaching a real profession. The excellent work that many states are now doing in the way of limiting the number of students admitted to their institutions for the education of teachers, and the effective work of many high-school administrators in acquainting their students with the requirements and the rewards of the teaching profession, are indicative of what can be accomplished in any state. In this whole problem lies a responsibility that city superintendents must recognize as their very own.

However, in spite of all that we can do in the way of guidance and selection before students enter upon teacher-educating courses, we shall still have a heterogeneous group in our freshman class. Anyone who has given freshmen tests will know that there is a wide range of ability among incoming students.

The next step, therefore, in the elimination of the unfit is to discover, after they have entered college, those who were not eliminated by the city superintendent. In the main, this can be accomplished by securing the cooperation of high-school authorities in filling out a wellprepared admission blank and by tests and followup work which will give an accurate picture of each and every student. Perhaps the first thing we should know is the student's health and physical fitness for the arduous task of teaching. It is obvious that people with certain physical handicaps, for their own sake as well as for the sake of the children, should be excluded from the teaching service. Again, other students should be selected for special observation and treatment. Our freshmen tests should reveal a student's scholastic achievement. Graduation from an approved high-school course is, in our state at least, no guarantee that the student is equipped with an adequate foundation for teaching. Here again we need a further application of the principle of selectivity. Another question upon which we need more light is the student's general intelligence and fitness for college work. We know from observation, if not from scientific studies, that mental capacity is an extremely important factor in the equipment of prospective teachers.

Next, we come to factors that we talk and write much about, namely, personality and character. I doubt if we can escape the conviction that education is, in the main, but the influence of one personality upon another. I doubt if we can do much in determining personality and character at the time of registration. We study carefully the character and personality rating sent in from high schools and we meet a student in conference and get a general picture of him; but we hesitate to send anyone away, for often we have seen a fine upstanding young man get his degree and have remembered how utterly hopeless he looked on his first registration day. Yet I want to say with all the emphasis I can, that some time before graduation we must either have eliminated the undesirable traits of character and personality or we must have eliminated the student who has them.

The following resolution was passed at a recent meeting of our governing board: That we eliminate from the list of candidates for certification all students who are [a] morally unfit, [b] have physical defects which will interfere with their success in teaching, [c] are addicted to the use of alcoholic liquor, narcotics, or other drugs, or [d] have shown financial irresponsibility. To be sure, we can all say that students of this type are usually dismissed long before they come up for graduation thru the natural elimination that results from failures and low grades. But what are we doing to give every graduate that outlook upon life, that reverence for his calling, that commonsense, and that stability of character that will not only sustain him in temptation, but make him a positive influence for right living in the classroom and the community?

Finally, we come to a factor that I feel is destined to play an important part in this problem of elimination, namely, directed observation and student teaching. Students should not be admitted to practise teaching unless they have a certain average in scholarship. Likewise, they should be recommended for student-teaching by a committee of the faculty appointed for that purpose. We find a few capable individuals who leave nothing to be desired so far as scholarship is concerned and yet we are positive that they will not succeed in dealing with children. For these, no amount of practise teaching will avail. Again, students must not be recommended for a teacher's certificate unless they have shown a reasonable command of skill in teaching technic.

We have the following setup for the elimination of those unfit for the teaching profession:

1. We recognize that we can have both a negative and positive program. The former will eliminate the undesirable student from the institution. The latter will seek to remove those elements that would make a person unfit for teaching. This positive constructive program is a challenge to any teachers college faculty. It calls for the highest type of teaching in our college classrooms; for an organization of the student body that will encourage creative effort; for a scientifically built curriculum; for proper guidance and counseling, so that every student may find his rightful place; for a college atmosphere of culture, industry, and reverence; and for skilful supervision of student teaching.

2. Both the positive and negative program presuppose a wellorganized system of selection and admission of students to the freshman class. Those obviously not fitted for teaching are to be eliminated at the beginning.

3. A system of freshmen tests, consultations, and followup work to discover the weakness and strength of every student.

4. The distribution of all entering students into the following classes: [a] those who are advised not to attend college, [b] those who are advised to enter the junior college, [c] those who are admitted on probation, [d] those admitted to full standing in teacher-educating courses.

I believe it is possible and advisable for every teachers college to have a junior college department. Students who insist upon their right to attend your state supported institutions may be advised to enter and do nonprofessional junior college work if it is thought that they are not going to be successful in teacher-training courses. If a student finds himself and proves his worth, he may be transferred to professional courses.

Those admitted on probation will, first of all, be those who are deficient in general educational achievement. They should be required to take noncredit courses in order to make up for any deficiency that they may have in English, mathematics, and the like. Other students who will probably have difficulty in doing regular college work will be admitted on probation so that they may have an opportunity to prove by their progress that they can do satisfactory work. The old plan was to let students shift for themselves and the reason for failure at the end of the course was not understood. The special probation system means a weekly or monthly report from the instructor, with his reasons for the student's failure to do satisfactory work and suggestions for improvement. The student is properly notified and given special attention. Thru his own self-analysis and the official help and guidance from the dean or assistance from a teacher selected by the student himself, he either will be able to improve or will withdraw from the course. This system of special probation is especially wellorganized at the Ball State Teachers College, Muncie, Indiana.

5. In order to build up scholarship at an institution it is a common practise to use the socalled honor point system. By this we mean that students must have as many honor points as credit hours in order to graduate from the college. For the successful operation of this system one must have a faculty prepared and willing to grade students properly and to adhere in a general way to a normal distribution of marks. Our institutions must continue to pay considerable attention to the removal of all such causes for inferior work as too many outside activities, too many social obligations, unsatisfactory living conditions, and poor study habits. Just now we need to be on guard so that students do not spend too much time working for board and room or doing light housekeeping.

6. Successful experience probably receives more weight than any other criterion in the selection of teachers by superintendents. The returns of a questionnaire from ninety-eight of the classified schools of North Dakota revealed that sixty of the superintendents who responded, gave greater weight, in selecting new teachers, to experience than to additional training beyond the regular two-year period. The trouble here is that there is little agreement as to what constitutes successful teaching or the extent to which the student may be expected to improve. It would seem, however, that in the period of student practise teaching, a considerable number of the unfit might be eliminated. Frankly I feel that prospective teachers should have much more time for directed observation of superior teaching and more time for actual practise teaching. Especially do I think the student should have more of a supervisor's time. This would eliminate some of the trial and error method that obtains in our training school of today.

7. We would recommend more frankness and better cooperation between colleges, to prevent undesirable students from migrating from one college to another.

8. Finally, teachers colleges must be a little more careful in recommending students for graduation and especially in approving them for a certificate. We should recommend only those who are satisfactory in scholarship, excellent in health, and worthy in character and personality; those who have no defects that will interfere with teaching success; those who have given satisfactory evidence of possessing that type of character and personality that schoolboards invariably require; and, finally, those who, as the result of actual practise, we have a right to believe will do the technical job of teaching in a satisfactory manner.

There are two fundamental requirements in the selection of prospective teachers: *first*, a faculty, both in the college and the training school, that works as a unit to one end, namely, the preparation of teachers, not the development of departments or extra courses; *second*, a public that will judge an institution entirely on the quality and not the quantity of its output. We have much to do before every child in the land shall have a teacher with an abundance of health and physical vigor, sound scholarship, excellent character, and sufficient technical skill.—From the *Eleventh Yearbook* [1932] of the American Association of Teachers Colleges, a department of the National Education Association.

Sixty Educational Books of 1932

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association in the Educational Department of the Enoch Pratt Free Library in Baltimore.

It has been especially difficult to select a few outstanding publications from the increasingly large number of worthy candidates. Without the cooperation of hundreds of specialists in the field of education, it would have been a hopeless task. Their votes, together with a study of reviews and of the books themselves, formed the bases of judgment. Those books considered especially useful have been starred.

Since the list is intended primarily for classroom teachers, certain books of highly technical or specialized character can only be called to the attention of those to whom they would appeal. Thorndike's *Fundamentals of learning* is a noteworthy example of an exceedingly important technical work having limited appeal. Each year, excellent revisions are made of books that have appeared on earlier lists. Unless completely rewritten, these are usually omitted, *e. g.*, Kelley, *Scientific method*, and Frank, *The teaching of high school chemistry*.

Four reference works worthy of mention are: Cattell, *Leaders in education;* MacCracken, *American universities and colleges;* Cowley, *Personnel bibliographical index;* Lincoln School, *Catalogue of units of work.* Usually, pamphlets receive small consideration from the voters. Counts, *Dare the school build a new social order*, was an exception as was also White House Conference, *Education for home and family life.*

Each year, it is interesting to note the trends of interest. More titles on rural teaching, on the educational situation in other countries, personnel, and unit method of teaching were forthcoming, as well as the usual number on administration, supervision, and secondary education. All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 25, 1933, and the similar comprehensive lists that have appeared in *School and Society* since 1927.

History, Principles, and Philosophy of Education

BREWER, J. M. Education as guidance: an examination of the possibilities of a curriculum in terms of life activities, in elementary and secondary school and college. 668p. 1932. Macmillan. $2.75.

The purpose of this book is to stimulate teachers to study and criticize their courses and their teaching so as to utilize education as an effective guide and aid to right living. A pioneer in a comparatively new but evidently important aspect of educational guidance, it is especially worthy of attention.

EACH YEAR this list grows in favor among the readers of THE JOURNAL. The teachers are twice as well prepared for their work today as they were ten years ago, and their widened intellectual interests are nowhere better revealed than in the tendency to select and read the best books. For preparing this list, THE JOURNAL is indebted to Librarian Joseph Wheeler and Miss Rebecca Lingenfelter, head of the Department of Education, of the Enoch Pratt Free Public Library of Baltimore, Md., and to the hundreds of experts thruout the country who cooperate with them each year. This is the ninth time THE JOURNAL has presented this annual feature.

*HORNE, H. H. Democratic philosophy of education. 547p. 1932. Macmillan. $2.50.

One of the most significant contributions to recent educational literature is this companion volume to Dewey's *Democracy and Education*. An analysis and evaluation, chapter by chapter, of this wellknown classic in philosophy of education, it will appeal to any reader with adequate background, as well as to the students for whom it was written.

RUSSELL, BERTRAND. Education and the modern world. 245p. 1932. Norton. $2.50.

Russell carries his studies into the field of the school in its relationship with the state. A characteristic vigorous denunciation of present methods, proclaiming that the solution to our educational difficulties, resulting from former practises, might be found in a modification of communistic principles of education.

WASHBURNE, C. W. Remakers of mankind. 339p. 1932. Day. $3.

Based on responses to questionnaires and interviews on aims and ideals in education. Educational and political leaders [including Gandhi and Einstein] in various countries express opinions that will arouse the interest of the general reader. The book will appeal most strongly to students of race relations.

*WOODY, THOMAS. New minds: new men? The emergence of the Soviet citizen. 528p. 1932. Macmillan. $4.

In his usual open-minded way, the author gives a clear description of education in Soviet Russia. More than five hundred schools were visited to discover the "new mind" the Russian school system aims to develop. Fine print and over-documentation may repel casual readers but persons interested in the Russian situation will find the book extremely stimulating and convincing.

Administration and Supervision

*GRAVES, F. P. The administration of American education with especial reference to personnel factors. 631p. 1932. Macmillan. $2.

Attempts "to interpret and clarify existing conditions" as they affect the present administration of education. Discussion is concerned mainly with elementary and secondary public-school systems. Approaching the problem from the practical and typical classroom situation, the author sets forth some chapters on the role of the superintendent, curriculum revision, tenure, salaries, professional ethics, administrative units, and the like. Annotated bibliographies.

MORRISON, H. C. The management of the school money. 522p. 1932. Univ. of Chicago Press. $4.

A timely study of the problems of finance in public education by a wellknown authority. Points out certain activities such as free clinics which he considers frills that should no longer be included in the school budget.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Eleventh yearbook: the principal and his community. 621p. 1932. The Association. $2.

In a day of changing attitudes towards public education, this timely book on school and community relationships will be appreciated by administrators. Material is based on a national community survey and includes the making of home contacts, service clubs, publicity, influence of governmental and social agencies, and the parent-teacher movement.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Fifth yearbook: supervision and the creative teacher. 348p. 1932. Teachers College, Columbia. $2.

Aims to encourage initiative and creative effort in teachers. Part one includes definitions, aims, principles, and procedures of supervision. Part two presents a series of case studies ranging from kindergarten thru secondary schools. Stimulating and rich in suggestions for supervisors as well as teachers.

WOMRATH, G. F. Efficient business administration of public schools. 463p. 1932. Bruce Pub. Co. $3.75.

Public-school officials will welcome this book for its clear treatment of such subjects as: school building sites, architectural requirements, economies in construction, mechanical equipment, insurance, engineering service, and the like. Suggests best methods of extracting the largest measure of service out of the school tax dollar in equipping and administering the school plant.

THE INTELLECTUAL AWAKENING AMONG TEACHERS IS THE MOST HOPEFUL SIGN IN TODAY'S LIFE.

Conduct and Character Formation

***HARTSHORNE, HUGH. Character in human relations. 367p. 1932. Scribner. $2.50.**

Dr. Hartshorne appraises the means by which educators have tried to cultivate character in youth and suggests a theory of training based on practical procedure. Written in a clear, readable style which will appeal to all interested in seeing that young people are adequately prepared for the vital questions of human relationship.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. Tenth yearbook: character education. 535p. 1932. The Association. $2.

That a new age must be served is the view of the commission which has prepared this forward-looking book on the betterment of youth. Helpful material on the agencies, objectives and theory of character education, and home and school cooperation. Presents no specific curriculum but cites many interesting situations in character training.

Child Study

RICHARDS, E. L. Behavior aspects of child conduct. 299p. 1932. Macmillan. $2.50.

Dr. Richards, drawing upon her years of clinical experience, has endeavored to show that the sources of children's conduct and behavior problems lie in the familiar experiences of everyday life. Many case studies are described to illustrate various child problems. Stimulating reading for parents as well as professional persons.

THOM, D. A. Normal youth and its everyday problems. 368p. 1932. Appleton. $2.50.

A clear and interesting treatment of the behavior problems of normal adolescents, for teachers and parents. "The everydayness of the problems" are stressed—the normal rather than the abnormal youth, being the center of discussion. Rich in illustrative material, citing over one hundred cases described in more or less detail.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. Growth and development of the child. Pt. IV: Appraisement of the child. I. Mental status. II. Physical status. 344p. 1932. Century. $2.75.

One of the outstanding volumes of the White House Conference publications deals with the mental and physical evaluation of the individual child, throwing light on such questions as "the nature of genius, special gifts, and mental inferiority." The section devoted to the physical status of the child is rather technical.

Educational Psychology

BOOK, W. F. Economy and technique of learning. 534p. 1932. D. C. Heath. $2.

A guide for the teacher to aid her in developing the highest type of learning in her pupils. The author indorses no particular theories of learning but derives material from experimental work. Includes discussions on teaching how to think, adjustment to individual differences, use of learning curves, and the like. Modern authoritative treatment.

BURNHAM, W. H. The wholesome personality: a contribution to mental hygiene. 713p. 1932. Appleton. $2.75.

A valuable contribution to the field of mental hygiene. Discusses what personality is, its normal development, and the disturbing conditions that interfere with a normal and healthful development. The book is filled with important new investigations and concrete illustrations. Summaries and bibliographies at the end of each chapter are a decided asset.

DUNLAP, KNIGHT. Habits; their making and unmaking. 326p. 1932. Liveright. $3.

The professor of experimental psychology in the Johns Hopkins University presents his "revision of the fundamental laws of habit formation," and develops some of its startling consequences for education. The bibliography, carefully classified and interpreted, is unusually valuable.

***RAGSDALE, C. E. Modern psychologies and education. 407p. 1932. Macmillan. $2.25.**

Gives the distinctive characteristics of the modern schools of psychology and their application to important educational problems. Part I is concerned with the various psychological theories; part II, with current problems such as preschool education, individualized instruction, guidance, experimental education, and the like. A readable account in not too technical terms.

Educational Tests and Measurements

WEBB, L. W., and SHOTWELL, A. M. Standard tests in the elementary school: nursery school to sixth grade. 532p. 1932. Ray Long and R. R. Smith. $2.75.

Well-organized and clearly written account of testing in the first six grades. Discusses the need for accurate testing, describes twenty-six individual tests for various grades and for various school subjects, giving the cost, type, and name and address of the publishers. A useful guide to existing materials and their uses.

WOODY, CLIFFORD, and SANGREN, P. V. Administration of the testing program. 397p. 1932. World Book. $2.

Differs from the usual testing book in that it gives aid to the director who is planning and administering a testing program. Explains the sort of tests needed, how to give them, how to divide the labor of administering and scoring them, and how to use the results so as to receive the greatest educational returns.

Teachers and Teaching Methods

BAGLEY, W. C., and MAC DONALD, M. E. Standard practices in teaching. 189p. 1932. Macmillan. $2.

Aims to present in summary form the recognized standards governing good practise and procedures in teaching. Covers such topics as class management, assignment, questioning, drill, review, testing, project method, and socialized recitation. Valuable in maintaining established practises in teaching as found in schools today. Useful bibliographies at ends of chapters.

KNUDSEN, C. W. Evaluation and improvement of teaching [in secondary schools]. 538p. 1932. Doubleday, Doran. $2.50.

A clear, precise study of supervisory technics. Part I considers a basis for evaluating supervision. Part II treats of the inauguration and continuance of a supervisory program. Part III discusses the evaluation of such programs. Additional features are suggestions for improving secondary teaching, evaluation of teaching exercises, and methods of group control.

***REEVES, C. E. Standards for high school teaching: methods and technique. 558p. 1932. Appleton. $2.50.**

Together with an accompanying workbook, this answers a long-felt need for closer coordination between courses in practise teaching and actual field work of student teachers. Countless problems are presented and solved in a common-sense manner. Consistently practical, the author discusses assignments, projects, special subject methods, testing, and discipline.

RUEDIGER, W. C. Teaching procedures. 472p. 1932. Houghton, Mifflin. $2.

Confront the pupil with vital realities of a subject and then deviate into rules and definitions! This is the direct attack method indorsed by Ruediger, writing from years of experience. A vigorous analysis of modern teaching technics dealing with aims of education, activity programs, units, appreciation, and individual differences.

***YOAKAM, G. A. The improvement of the assignment. 398p. 1932. Macmillan. $1.80.**

Of definite value because it calls attention to the importance of the assignment and need of its improvement in school learning. Considers characteristics and motivation of good assignments and evaluation of work. Treatment of these topics is based on experimental evidence. Practical information on the preparation of new type assignment materials. Useful for reference.

Preschool, Kindergarten, and Elementary Schools

BILDERSEE, DOROTHY. Teaching the primary grades. 332p. 1932. Appleton. $2.

A practical helpful volume of principles and methods, emphasizing the Three R's. Diagnostic and remedial work is covered with an understanding of the daily routine in a typical schoolroom.

MONROE, W. S., and STREITZ, RUTH. Directing learning in the elementary school. 480p. 1932. Doubleday, Doran, $2.50.

Another basic text for the elementary and intermediate teacher which is particularly useful in that, first, general technics of teaching and learning are covered; and second, definite procedures in the special school subjects are treated. Valuable for suggested lesson plans, learning activities, and descriptions of units.

WASHBURNE, C. W. Adjusting the school to the child: practical first steps. 189p. 1932. World Book, $1.68.

A delightfully readable first-hand account of twelve years' experimentation in Winnetka schools, featuring child-centered instruction. Describes teaching programs for each major subject and indicates how these methods conserve one-half of the child's time for creative group activities. "Convincing the community" is a valuable chapter in budget-trimming times.

Secondary Education

COX, P. W. L., and LONG, F. E. Principles of secondary education. 620p. 1932. D. C. Heath. $2.40.

Different in scope, in treatment, in arrangement is this book in that it covers a wider field, and employs an interpretative rather than expository treatment. Its contents are organized under twenty-five principles of secondary education, which are arranged in four major divisions. Indispensable to principals and useful as text for advanced teacher-training course. Well-selected bibliographies.

THE SUREST WAY TO SAVE DEMOCRATIC CIVILIZATION IS TO SAFEGUARD AND IMPROVE THE SCHOOLS.

***DOUGLASS, H. R. Organization and administration of secondary schools. 579p. 1932. Ginn. $2.60.**

This has been called the most complete treatment of high-school administration to date. Intended primarily for the school of 500 to 1000 enrolment, its principles are applicable to the smaller and larger school as well. Covers recent developments which complicate administration. Skilful arrangement of best modern practises for the principal and superintendent.

DRAPER, E. M., and ROBERTS, A. C. Principles of American secondary education. 549p. 1932. Century. $2.25.

The chief contribution of this book is the presentation in one volume of the history, principles, and teaching procedures in secondary education. Discusses such problems as the size, scope, and functions of the modern secondary school. Valuable chapters on the history of evolution of the secondary school in America and in foreign lands.

SMITH, W. A. Secondary education in the United States. 429p. 1932. Macmillan. $2.50.

Undertakes the large task of tracing the rise of the secondary-school system and interpreting its contemporary functions. Despite this broad subject, the author achieves a source of reference for the busy student or teacher. Changing teaching practises, curriculum making, and needs of secondary pupils are topics clearly and critically treated.

School Libraries

***AMERICAN LIBRARY ASSOCIATION. School library yearbook, No. 5. 253p. 1932. The Association. $2.50.**

Acclaimed by school librarians as the best in this useful series of yearbooks. Altho prepared primarily for the school librarian, contains many constructive ideas for the teacher and school principal. Part I outlines standards. Part II contains helpful studies. Part III presents the usual bibliography and directory of school librarians.

Reading, Writing, and Languages

DALGLIESH, ALICE. First experiences with literature. 162p. 1932. Scribner. $1.25.

There is a dearth of material on teaching literature to the nursery-primary child. Here is a unique contribution which has grown out of the author's daily experience. Important phases of children's literary work included are: holiday, Bible, and fairy stories, poems, and the like. Recent favorites are found in the list of books recommended.

***LYMAN, R. L. The enrichment of the English curriculum. [Supplementary educ. monographs, No. 39]. 251p. 1932. Dept. of Educ. Univ. of Chicago Press. $2.**

An inspirational plea for the correlation of English with other academic studies and with life itself. Summarizes a large number of actual experiments presenting the current educational trends in English teaching. Will suggest to curriculum makers, a more vital and purposeful course. Rich in concrete suggestions to enliven classroom instruction.

MONROE, MARION. Children who cannot read: the analysis of reading disabilities and the use of diagnostic tests in the instruction of retarded readers. 205p. 1932. Univ. of Chicago Press. $2.50.

An important contribution to literature on diagnostic and remedial reading, this monograph shows that many behavior difficulties disappear with the removal of reading disability. Reports methods of measuring reading ability, treatment of causative factors, and results of remedial work with case groups. Valuable in showing that with present available technics reading deficiency cannot be neglected.

Mathematics and Science

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Seventh yearbook: the teaching of algebra. 179p. 1932. Teachers College, Columbia. $1.75.

Devoted to the improvement of algebra instruction, this yearbook represents the recommendations of the National Committee of Mathematical Requirements. Includes chapters by authorities on present tendencies in teaching, algebra and mental perspective, mathematics and measuring of world trends in mathematics with special emphasis on the function concept. Valuable to all algebra instructors.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-first yearbook, Part I. A program for teaching science. 370p. 1932. Public School Pub. Co. $2.50 cloth; $1.75 paper.

The teaching of science has undergone such a rapid and complete change in the last decade that this cooperative study is of great value, covering the recent viewpoints on science from elementary school to college, with special chapters on the special science fields. A highly important publication.

Geography and Social Studies

BEARD, C. A. A charter for the social sciences in the schools. 134p. 1932. Scribner. $1.25.

Part I of the Report of the Commission of Social Studies of the American Historical Association. A stimulating statement of objectives in social science teaching which is based on a thoro analysis of courses of study, on summaries of important educational articles, as well as on the commission's own oral discussions.

FANCLER, D. G., and CRAWFORD, C. C. Teaching the social studies. 376p. 1932. C. C. Crawford. Univ. of Southern Calif. $2.

Valuable sourcebook of professional literature in the field, presenting a comprehensive survey of instructional material used in all the social science subjects. Presents no theories of its own but paves the way for further study of special phases of interest. Correlation, extracurriculum activities, and teacher-training are among useful topics.

WADDELL, C. W., and others, *editors*. Major units in the social studies for the intermediate grades. 390p. 1932. Day. $3.50.

Three major units: a study of Chinese life, of colonial life, and of aeronautics as evolved in a teacher-training school. Gives detailed plans and suggestions, and relates art, music, and physical education to this integrated program. Helpful annotated bibliographies of supplementary material. A similar book confined to primary grades is *Beginnings of the social sciences* by M. M. Reed and L. E. Wright.

Art, Music, and Drama

***HARTMAN, GERTRUDE, and SHUMAKER, ANN, *editors*. Creative expression: the development of children in art, music, literature, and dramatics; ed. for the Progressive Education Association. 350p. 1932. Day. $5.**

A compilation of special numbers of the *Progressive Education Magazine*, written by wellknown authors and covering creative expression in art, music, literature, and dramatics. Valuable in presenting actual methods of teaching thru spontaneous expression. There are 115 pages of illustrations, many in color, in addition to the printed material.

MATHIAS, M. E. The teaching of art. 356p. 1932. Scribner. $3.

Rich in content and illustrations, this book brings together information and ideals needed for an understanding of art instruction. For experienced teachers and students preparing to teach art in the elementary grades. Answers the question, "Why teach art?" and discusses art appreciation related to manual activities, and units of work. Useful bibliography.

NORTON, A. M. Teaching school music. 248p. 1932. C. C. Crawford. Univ of Southern Calif. $2.

Presents, in clear, simple style, the part that music is to play in the new education program. Useful as a textbook in teacher-training courses and as a reference source. Among other stimulating topics discussed are: adjusting procedures to individual differences, teaching music thru the activity program, testing results of teaching.

Vocational and Industrial Education

RICCIARDI, NICHOLAS, and KIBBY, I. W., *compilers*. Readings in vocational education: trade and industrial aspect. 570p. 1932. Century. $3.

The compilers bring together, in one volume, excerpts from the best that has been written on the trade and industrial aspect of vocational education. Altho designed for use as a basic text in teacher-training courses, will be particularly helpful to anyone interested in familiarizing himself with recent trends in the field.

Guidance and Personnel Service

***KOOS, L. V., and KEFAUVER, G. N. Guidance in secondary schools. 640p. 1932. Macmillan. $2.50.**

Based on a study of guidance practises in almost 400 secondary schools. Useful to teachers of guidance courses, to administrative officers, and to persons unfamiliar with the nature and functions of guidance. Discusses the following: [1] informing students concerning opportunities; [2] securing information concerning students; [3] guiding the individual student; [4] organizing guidance service.

STRANG, RUTH. The rôle of the teacher in personnel work. 332p. 1932. Teachers College, Columbia. $2.

Contains many features useful to teachers who are engaged in guidance. For example—technic of the case study, the interview in personnel work, use of standardized tests, relation of the teacher to personnel work, and the like. Altho rather technical, may be helpful in warning teachers against attempting too much without adequate training.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. Vocational guidance. 396p. 1932. Century. $3.

The most comprehensive and authoritative survey of the vocational guidance movement in the United States. Discusses the individual's adjustment to some

BY INFORMING THEMSELVES TEACHERS CAN GIVE A WIDER LEADERSHIP TO THEIR COMMUNITIES.

work in life and the preparation for it, and classifies types of occupations and professions. A most extensive and uptodate bibliography of occupational pamphlets is one of the special features.

Health and Physical Education

JACKS, L. P. Education through recreation. 155p. 1932. Harper. $1.50.

With a charming prose style, this noted English educator presents a delightfully readable development of his text, "Let us have more joy in life," as he analyzes the weaknesses in our system of educating for leisure. Stresses particularly the type of recreation which creates a spirit of discipline sorely needed in our lawless communities.

*ROGERS, J. E. The child and play; based on the reports of the White House conference on child health and protection. 205p. 1932. Century. $2.

A rich source for authoritative information on all aspects of play. Discusses play inside and outside the home, the school and play, and municipal recreation. Addressed to busy parents, teachers, and social workers. A readable and interesting style increases its value.

ROSE, M. S. Teaching nutrition to boys and girls. 198p. 1932. Macmillan. $2.

Nutrition is of vital importance in the safeguarding of health. From this viewpoint, Dr. Rose gives a series of lessons utilizing the everyday experience of children to emphasize the food factor. Every opportunity is provided for child activity. Wealth of illustrative material makes it especially useful in intermediate grades.

Extracurriculum Activities

MILLER, H. G., and CHAFFEE, N. W. The auditorium social arts. 413p. 1932. D. C. Heath. $2.20.

Describes auditorium work as classwork, an outgrowth of the reorganization of the elementary school. The description of practises in various cities such as Cleveland, Gary, and Kansas City, from elementary grades thru high school, is an outstanding feature. Under "Teaching aids," suggested methods and a bibliography of books and magazine articles are given.

Rural Education

*ANDERSON, C. J., and SIMPSON, I. J. The supervision of rural schools. 467p. 1932. Appleton. $2.50.

A badly needed volume, based on long experience. Most practical in its ideas and understanding of the problems of superintendent, supervisor, and teacher. A wealth of detailed suggestions on planning and carrying out supervisory work. Especially strong on developing teachers' interest and ability. Useful also for superintendents and ambitious teachers where there are no special supervisors.

Higher Education

GRAY, W. S., *ed.* Provisions for the individual in college education. [Proceedings of Institute for administrative officers of higher institutions, 1932, vol. IV.] 262p. 1932. Univ. of Chicago Press. $2.

The trend toward more scientifically managed provision for the individual is well illustrated by the papers here collected. A valuable supplement to the more comprehensive study issued by the National Society for the Study of Education.

Ways This List Is Used

INDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

3. Persons in charge of professional libraries for teachers use it as a check list in making up purchase orders.

4. Librarians in public libraries use it as a buying list for their teachers room.

5. Librarians in teachers colleges check their last year's purchases with it.

6. Librarians in foreign countries and instructors of foreign students in America use it to keep in contact with educational writings in this country.

7. Directors of extension courses for teachers study these lists to discover new material for reading courses.

8. Editors use it to seek new ideas for their magazines.

MEIKLEJOHN, ALEXANDER. The experimental college. 421p. 1932. Harper. $3.50.

A noted experimenter in education recounts in stimulating style the results of his most recent adventure as director of the Experimental College at the University of Wisconsin. His social theories as well as his ideals of education lend added interest for general readers. Improvement in instruction as well as in the instructed is enlightening.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-first yearbook, Part II. Changes and experiments in liberal-arts education. 310p. 1932. Public School Pub. Co. $2.50 cloth; $1.75 paper.

A valuable compilation of "128 outstanding changes and experiments" in seventy-five colleges; the experiments are listed by college, and are then interpreted under seven "major phases of experimental change."

Adult Education

NEILSON, W. A. Roads to knowledge. 352p. 1932. Norton. $3.75.

Simply written surveys of twelve fields of knowledge: art, biology, science, classics, economics, history, modern languages, English literature, mathematics, music, philosophy, psychology, and sociology. Aims to stimulate adult education by guidance to further study in any of these fields. Selective, classified bibliographies for this purpose. Each essay written by a specialist.

PEFFER, NATHANIEL. Educational experiments in industry. [Studies in adult education series.] 207p. 1932. Macmillan. $1.50.

A good presentation of the dilemma of industrial and vocational education today. Industry [for the most part] will not, the schools cannot solve the problem. A list, with brief descriptions, of the educational activities of many industrial concerns forms the basis of the argument.

Visual and Radio Education

MAC LATCHY, J. H., *ed.* Education on the air: third yearbook of the Institute for education by radio. 376p. 1932. Ohio State Univ. $3.

Papers presented at the 1932 meeting of the Institute, grouped by subjects. In addition to sections on administrative and technical problems, and on broadcasting in schools, includes many reports on research and experimental work in the field. Unfortunately lacks an introduction giving the setting of the discussions.

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THE NAMES AND ADDRESSES of the publishers referred to in this list of sixty educational books are:

American Library Association, 520 N. Michigan Ave., Chicago
D. Appleton & Co., 35 W. 32nd St., New York
Bruce Publishing Co., 524 N. Milwaukee St., Milwaukee
Century Co., 353 Fourth Ave., New York
John Day Co., 386 Fourth Ave., New York
Doubleday, Doran & Co., Garden City, N. Y.
Ginn & Co., 15 Ashburton Pl., Boston
Harper & Bros., 49 E. 33rd St., New York
D. C. Heath & Co., 285 Columbus Ave., Boston
Houghton Mifflin Co., 2 Park St., Boston
Horace Liveright, 61 W. 48th St., New York
Ray Long & R. R. Smith, 12 E. 41st St., New York
Macmillan Co., 60 Fifth Ave., New York
National Education Association, 1201 - 16th St., N. W., Washington, D. C.
W. W. Norton & Co., 70 Fifth Ave., New York
Ohio State University, Columbus
Public School Publishing Co., Bloomington, Ill.
Charles Scribner's Sons, 597 Fifth Ave., New York
Teachers College, Columbia University, New York
University of Chicago Press, 5941 Ellis Ave., Chicago
University of Southern California, Los Angeles
World Book Co., 333 Park Hill Ave., Yonkers, N. Y.

TO NEGLECT THE PURCHASE OF THE BEST BOOKS IS THE WORST FORM OF EXTRAVAGANCE.

Interpreting the Kindergarten

ONLY ONE CHILD in seven in the nation has the advantage of a kindergarten education. Lack of funds in some localities and lack of interest in others have prevented the establishment of enough kindergartens to give every child this opportunity.

Necessity of interpreting the kindergarten—Clearly there is a need of interpreting the kindergarten to the community. And it may also be said that if "the one child in seven" is to retain his chance to attend the kindergarten in this day of drastic cuts to balance school budgets, there is urgent need of beginning the interpretation at once. Too often the kindergarten is classed among the "fads and frills" or is regarded as a stepchild to be turned out of the home when there is not enough money to support the family. This conception of the kindergarten is the result of a faulty notion of its purpose and program. Many people think of it as a play school and of play as trivial activity having no practical value. Its program suffers in comparison with the fundamental necessity of the traditional Three R's of the elementary school. There are other people who recognize the value of the kindergarten but who believe that what the child loses in education at five may readily be compensated for at six or seven, or even later. A few still cling to the idea that the young child is not educable until he arrives at the magic age of six and enters the door of the first-grade room.

Can the child under six be educated?—It is not difficult to find evidence on the importance of the years under six. Physicians agree that the period for basic preventive work in public health is these first six years of the child's life, since one-third of the deaths of the nation occur under six and most of the physical defects originate then. This preventive work includes as a fundamental part the inculcating of health habits.

Psychologists state that the amount of mental growth in the first six years far exceeds anything which the child achieves in any subsequent period and that this mental growth is social, emotional, moral, as well as intellectual, from the beginning. They point out the fact that definite personality trends are laid in these years and that certain behavior patterns become so deeply set that it is difficult to eradicate them later.

Psychiatrists are convinced that the early environmental influence and training are factors which are often responsible for conflicts, disappointments, fears, repressions that leave "scars as devastating to the production of activity as any actual brain lesion known to pathology."

If these facts are accepted there can be no doubt that children under six should have the best education that the home and the state can provide. In the opinion of an increasing number of educators and parents, the kindergarten furnishes the best education for the four- and five-year-old child. The experts in the field of child welfare who convened for the White House Conference on Child Health and Protection called by President Hoover, representing every section of the country, adopted the recommendation that "kindergartens be provided for all children of these years as a supplement to home care."

What can be said in favor of the kindergarten?—The existence of the kindergarten is justified then on the basis of the attitudes and habits that it builds as well as the information which the child spontaneously acquires. The kindergarten teaches thru doing—it has an activity curriculum. Thru play the child gains the coordination of the big body muscles and he manages his body with increasing ease. Very seldom has he had nursery-school experience and only occasionally has the home done a thoro job in making him independent in feeding, sleeping, bathing, and elimination. In the modern kindergarten the child learns how to eat properly, how to brush the teeth, wash the hands, comb the hair, blow the nose, if he has not already acquired these habits; and many kindergartens provide rest and nap periods, baths, training in regular elimination, and treatment for cases of enuresis.

These years are very important in the acquisition of speech patterns and the enlargement of vocabulary. Kindergarten children learn to speak readily and distinctly and they gain a fund of meaningful words. They have many human and nature experiences which supply them with worthwhile bits of information and interesting ideas about the immediate community in which they live. They become familiar with the literary forms of story and verse and gradually develop a desire to read. They learn to concentrate on a given activity over a period of time, to give attention when addressed, to take directions, to find useful occupation, to put away work and clear-up in an orderly way, to initiate, and to criticize.

The social gains are often outstanding. Children develop attitudes and ways of helpfulness, love, and kindness. They learn to wait turns, to respect the property of others, to share with other children, to take part in group enterprises, and to obey the rules of the group.

The happy atmosphere pervading the kindergarten tends to be reflected in the better physical and mental health which often follows the enrolment of a child. Behavior difficulties such as tantrums, sulks, thumb sucking, timidity, and fears frequently disappear or are noticeably improved. Very often the teacher and the parents consult; the teacher visits in the home and the parent in the kindergarten, to the end that the home situation is also controled and the child helped to make a better adjustment there.

These are some of the benefits of a thoroly modern kindergarten conducted by a trained teacher who has average ability. They are not claimed in like measure, of course, for every kindergarten any more than the skills of reading and writing are taught equally well by every first-grade teacher. They do, however, inhere in the objectives, the program, the method of the kindergarten. They should be made plain to parents of every community and the teachers of other grades, as well as to the men and women, not teachers or parents, who help to pay taxes and to make and administer the laws.

Further social implications of the kindergarten—There are some advantages of the kindergarten that have to do more with the family and the community than directly with the child. A mother who has two or three little children and who does her own work, or one who is gainfully employed, finds the kindergarten a boon in taking from her the responsibility for her children for a few hours a day. This relief means increased vitality, often a more orderly home and a more contented family, sometimes a better adjustment between the mother and the father.

The kindergarten not infrequently wins the friendship of the parents for the school and secures their intelligent understanding of their children and their cooperation on school-home problems. It also provides a form of adult education in its parents' meetings and conferences, which is intellectually stimulating to parents and emotionally satisfying in lifting the daily task to the plane of a profession.

The housing problem is somewhat reduced in crowded city quarters by having the children out of the one- or two- or three-room home for a part of the day. Such small space is not adequate to provide children with opportunities for play and work that they should have for normal development. The children are also kept off the streets where the danger of accidents is much greater for younger than for older children. This is not only a relief to the parents but a saving to the community.

Possibly the greatest of all gains to the community, however, is the reduction in future delinquency, criminality, nervous breakdowns, and insanity, the first stages of which are found often in the maladjustments, the bad attitudes and habits of young children. Every year three hundred thousand adults enter our jails and penitentiaries as inmates. We are told that probably 97 percent of these criminals would have become good citizens if teachers, parents, and communities had realized the significance of helping children make wholesome adjustments to perplexing life problems.

How the community may be reached—It is important in interpreting the kindergarten to the community to use all available mediums, to enlist the enthusiastic support of all educational agencies within the school and the community. Friendly approaches to other teachers may succeed in enlisting their active cooperation in helping the kindergartners to convince parents and others of its value. Much can be done thru daily contacts in the informal conversations which take place. The power of the personal word as it travels from one individual to another can hardly be overestimated. Soon the whole town may be talking enthusiastically about an idea which in the beginning was started by one person. If there is a school paper going into the homes or circulating among the teachers, the kindergarten teacher should be alert to see that it carries articles, descriptions of enterprises, excursions, interesting incidents about the kindergarten. She should also send to the parents at least once a month a bulletin or a letter on some aspect of the work, pointing out ways in which they can cooperate. Most schools have facilities for duplicating such letters at a slight expense.

Talks before parent groups, such as the parent-teacher association and child study classes, may yield excellent results if a good speaker can be secured, as may addresses before women's clubs, churches, and men's organizations such as Kiwanis and Rotary clubs.

An attempt should be made to get the kindergarten represented on convention programs of state and local educational groups. The state organizations of the parent-teacher association have kindergarten chairmen who are very glad to cooperate with interested local groups and can often supply literature and speakers. Literature may also be secured from the Office of Education, Washington, D. C., and from the National Kindergarten Association, 8 West Fortieth Street, New York City, which has state chairmen also. The National Kindergarten Association has articles for release to newspapers, some of which give information on the kindergarten and others on various aspects of child care and training. Write-ups of any kindergartens in the vicinity, with pictures of activities, should be featured in local papers and magazines. A shelf of books on the kindergarten and the two outstanding magazines in the field, *Childhood Education*, published by the Association for Childhood Education, 1201-16th Street, N.W., Washington, D. C., and *American Childhood*, 120 East 16th Street, New York City, might be added to the public library. Posters of kindergarten activities, exhibits of kindergarten materials, visits to kindergartens in the vicinity to see an actual demonstration of the work, and moving pictures are additional means of educating the public and are especially helpful in getting attention and developing an initial interest.

One individual, deeply interested and thoroly informed, who works persistently and tactfully, may save the kindergarten to a community which is about to sacrifice it, or introduce it in a section which has not had any kindergartens. If the challenge of the Children's Charter is to be met, it will be thru such definite personal work.—**Edna Dean Baker,** president, National College of Education, Evanston, Illinois.

Printed Material: Economy or Extravagance?

MOST ADULTS went to school in the days when teaching was necessarily mainly oral. At that time printed teaching materials were few, highly condensed, difficult, dull, and otherwise poorly constructed for educational purposes. Under these circumstances, the teacher had to resort to oral instruction, oral directions, oral explanations, oral testing and examination, oral guidance, in all the basal subjects, even those concerned with the simpler instrumental skills, such as arithmetic, reading, and spelling. Consequently, the tradition that the teacher must always be talking became established.

For a long time it has been apparent that the predominantly oral method of instruction is in many ways inefficient and expensive. More than two decades ago, for example, Edward L. Thorndike wrote:

> On the whole, the improvement of printed directions, statement of facts, exercise books, and the like, is as important as the improvement of the powers of the teachers themselves to diagnose the condition of pupils and to guide their activities by personal means. Great economies are possible by printed aids, and personal [teaching] should be saved to do what only it can do. A human being should not be wasted in doing what sheets of paper . . . can do. Just because personal teaching is precious, . . . it should be saved for its unique work.

Let us, therefore, analyze some of the limitations of oral teaching and the advantages and possibilities of teaching by means of the printed word.

In the first place, oral teaching is, except in the lowest two grades, very slow. The average rate at which teachers give instruction orally is about 140 words per minute. Nowadays, children are not long in a good school before they can read the same instructions much more rapidly. Indeed, in the intermediate grades, two or three times this rate may be achieved in reading. An oral lesson, moreover, once it is given, is gone, whereas the printed word remains. In the former case, the teacher either must repeat the lesson or neglect those pupils who were absent or who failed to hear or understand or remember. When the lesson is in printed form, the children can study it at any time or place and as frequently as necessary. In this way alone, the printed word saves an enormous amount of the teacher's time.

In other ways the oral method is notoriously poorly adapted to individual differences among the pupils. The teacher must talk at one rate, a speed too slow for some pupils and too rapid for others. The material in printed form can be read by each child at the rate most suitable for him. He can attack the printed lesson in any odd moment. He can skim it occasionally for review and thus keep the ideas from being forgotten. While spoken words, phonograph and radio reproductions, motion and sound-motion pictures, demonstration apparatus, and other devices have special merits for certain educational purposes, none of them has proved to be nearly so self-manageable, so adaptable to individual needs, so generally useful, and so inexpensive as the printed word.

Establishing the reading habit

Another and an even more serious deficiency of extensive oral instruction is that it teaches children *how to be taught* rather than *how to learn* by themselves. When nearly everything was taught laboriously by word-of-mouth by the teacher, the pupils acquired habits of waiting to be told what to do and when and how to do it. They learned patiently to be instructed and not how to learn by themselves. It is now apparent that there was a sound basis for the criticism of employers that students just out of school had yet to learn how to learn. Teaching pupils how to be taught by word-of-mouth is something very different from teaching them how to educate themselves. In out-of-school life, the sympathetic and competent teacher, unfortunately, is not always at hand. If pupils are to become capable of self-education, they should be allowed to learn the technics before they leave school. Indeed, the failure of the predominantly oral method to produce independent ability to manage one's own learning is one of the most expensive and serious weaknesses of the older program.

In recent years, great progress has been made in developing printed materials to make learning more economical, enjoyable, and more richly self-educative. Experts have discovered newer and better means of enriching the pupil's life by means of books and other materials in the "content" fields—history, geography, physical and social sciences, biography, current events, travel, literature, health, and the like. During the same time, great progress has been made in developing in printed form, materials which enable the pupil simultaneously to acquire most of the basal facts and instrumental skills, as in reading, spelling, arithmetic, grammar, writing, which were formerly taught slowly, laboriously, and often painfully by formal oral instruction.

How far the fundamental skills may be learned from printed materials by the pupils themselves is suggested by a significant study conducted a few years ago. The investigation was concerned with skills in reading, which are among the most subtle and difficult to teach. To eliminate oral instruction completely, deaf-mute children were used as subjects and the "teacher" was a woman who had never taught reading to anyone or any subject to deaf-mute children. Thus, the materials themselves were forced to provide all instruction and motivation. The children were slightly younger than typical first-grade pupils. They could not read, speak, lip-read, write, or spell a single word, and they had not been in school before. They were far less well-equipped for self-teaching than typical beginners in grade one. Using materials prepared under the newer conceptions of self-education, these children, despite their handicaps, learned to read even more rapidly and

effectively than normal first-grade children taught by conventional methods. If children as handicapped, as young, and as inexperienced as these can learn by themselves by means of printed materials, it is evident that normal children can do as well in the first grade and much better with every additional year of experience.

It has been shown in fact that pupils may learn by the eighth grade or earlier to read with adequate understanding at least as rapidly as 3 or 4 words per second in heavy matter, 5 or 6 in medium, and 7 or 8 in light material. If only this speed were maintained and utilized in school or in adult life, it would mean that a person spending only one hour a day for self-education would cover the substance of 80 representative books per year. If two hours were available, he could read comprehensively 160; in three hours per day, 240. Thus, a person trained to read effectively and to learn while reading, could in a leisure hour daily cover an educational program of considerable range. But only by being instructed in school in such a way as to develop these interests and abilities, can one learn to utilize such possibilities for self-education in school and later life.

Even in prosperous times, there is need to supply pupils and teachers generously with books and other printed materials, not only for enrichment of experience, but also for developing the basal skills and information without excessive demands upon the teacher's time. Unless the teacher is adequately provided with such material, she must spend so much time teaching orally and making up study-and-test material to develop the basal facts and skills that little time or energy is left for meeting the other more important objectives of education. She has little opportunity for developing character and personality, improving health, establishing proper emotional habits, teaching pupils how to live with one another, providing recreational resources, and cultivating an intelligent and constructive participation in the life of the community. Even in prosperous times, the teacher's task of putting into effect a reasonably broad program of education without ample assistance from books and teaching materials is very difficult indeed under our present system of large classes.

In such a period as the present one, the task becomes much greater. Policies of retrenchment have usually eliminated or reduced the amount of various forms of materials, apparatus, and assistance which served to lighten the teacher's load. In times of stress, children are likely to be more restless and easily distracted than normally. Classes, moreover, are frequently increased in size. With an increase in size comes greater crowding, more difficult teaching and learning conditions, a greater range of individual differences, and greater difficulty in meeting the needs of individual cases. Backward children, absences from school, the inevitable failures to understand fully the spoken word, difficult problems under the best conditions, become still more difficult and, of course, more numerous.

In our educational system, the teacher endeavors to serve as a substitute for the parent. Her primary function is to do all that parents could do to develop character and competence in the children of the nation. Indeed, her high purpose is to acquire and apply greater insight, knowledge, and skill in the training of youth to participate constructively in the complex life of our society than parents are capable of doing. In addition to serving in the rôle of an ideal parent, the teacher must simultaneously teach children many subtle scholastic skills and a wide range of information in the arts, sciences, and other studies. The teacher's family is becoming almost overwhelmingly large. The layman who asserts that an addition of five pupils to a class of forty will make a small difference might be invited to spend a few weeks serving as parent to the group. He would perhaps find that the added five were alone sufficient if he undertook to administer to their individual needs as a parent and to teach the common branches, too.

Larger classes, for the time being, are perhaps inevitable in many places. Teachers have assumed and will assume responsibility for larger school families. But, if they are at the same time deprived of the most essential and least expensive aids to large-class instruction, they can scarcely be expected to accomplish their primary purpose of developing sound scholarship, character, and citizenship in a group of diversified personalities. To diminish the teacher's primary instructional equipment is to force her to reduce the time she would otherwise devote to her high purposes and to increase the time spent in the trivialities of the rôle of drill-master. To force the teacher to substitute her major functions and high purposes in order to do—as Professor Thorndike remarks—what could be done equally well by a few sheets of paper, would be a tragic blunder in American education at this critical time.

There is substantial evidence that books, self-manageable directions, work-and-study exercises, and other printed teaching materials are the most economical as well as the most helpful devices available for helping the school to carry on at the present time. It is estimated that the cost of books in the country as a whole is less than one dollar per child per year. It rarely amounts to 2 percent of the total costs of education in any public-school system. It may, therefore, be seen that to substitute oral instruction for learning thru the printed word would be greatly to increase the expense of education. The amount of printed teaching materials could be doubled or tripled for the money that would bring a barely perceptible increase in teachers' time. Conversely, a drastic reduction, say of one-half the expenditure for printed materials would be trifling in the amount of money saved. It would, however, be tremendous in the extent to which it would handicap the school. It would add greatly to the burden to be carried by already overburdened teachers. It would reduce the effectiveness of education enormously. It would, as Commissioner Cooper has repeatedly stated, be a prime example of a "penny-wise, pound-foolish policy." [*American School Board Journal*, October 1932.]

To summarize—A greater and more effective use of school books and printed materials designed to aid or wholly to enable the pupil to learn by himself what must otherwise be laboriously and expensively taught orally, has been advocated by experts in learning for a quarter-century. During recent years, such materials have been vastly improved in usefulness and reduced in costs. They represent an equipment which schools should provide abundantly in the most prosperous times even if the more expensive oral instruction and mechanical teaching devices could be easily afforded. The liberal use of books and printed learning materials is a sound policy under any circumstances. Under the present conditions, when the need for reduction of expenditures is insistent, a marked extension in the use of books and printed learning materials, instead of being an extravagance, is the most obvious and certain means of economizing without impoverishing education.—**Arthur I. Gates,** Teachers College, Columbia University, New York.

Chicago and the Summer Convention

When America's great crisis is a story in the pages of history, there will be a significant chapter devoted to the unfailing sacrifice of the Chicago teachers, who are now carrying on under almost inconceivable difficulties, far beyond the point which might fairly be considered the limit of human endurance. The things that are hardest to build are usually the longest to stand.

The most significant tribute which the present renders these teachers is the pride of the harassed city in their accomplishments during a hundred years of progress, to the celebration of which Chicago invites the world next summer. Some of the important educational achievements of the city will be on display at the International Exposition which marks 1933 as a year of appraisal for all that mankind has done during the last century. The exhibit of progress in American public-school education will be of interest to every teacher who attends the 71st annual convention of the National Education Association in Chicago, July 1-7, 1933. Milestones in the progress of the schools will be depicted thru motion pictures and by exhibits known as dioramas, which are unique combinations of life-size figures that blend into painted backgrounds.

An important unit of this exhibit will be devoted to the achievements of the Chicago public schools. One of the dioramas will show a model of Chicago's first schoolhouse, a log building originally used as a stable, located on the muddy banks of the sluggish Chicago River. In contrast to this log school of 1833 a model of the new Lane Technical high-school building, erection of which is practically completed, will typify the growth of the city's schools and the expansion and adaptation of their educational services to the needs of a changing world.

As host city, Chicago will exhibit in a downtown store samples of classroom work for the inspection of the delegates at the convention of the National Education Association. Every study and type of organization from art craft to the truant school will be illustrated with the specific purpose of showing how Chicago is preparing its young people for good citizenship.

El Greco's "Assumption of the Virgin," *one of the most famous of the paintings which will be brought from all parts of the world for exhibition at the Chicago Art Institute as a part of the Century of Progress Exposition in the summer of 1933*

The Art Institute of Chicago has been designated the Fine Arts Department of the Century of Progress Exposition. Here will be housed for the summer the most important exhibition of European and American paintings and sculpture ever assembled in this country. Teachers may enrol June 26-August 4, in the Institute for courses in art and in the history of European and American painting and sculpture.

The fine universities and colleges, a newly constructed Museum of Science and Industry on the grounds occupied by the Columbian Exposition in 1893, the extensive parks, great fountains, aquariums, and recreation facilities of Chicago are all monuments to an educational system that has established a high order of appreciation for cultural advantages.

President Rosier is preparing a convention program which will forward plans begun at Minneapolis to mobilize the nation in defense of its schools. Already he has received the acceptance of prominent leaders from other fields to speak at the sessions of this meeting. Among them are Louis Johnson, national commander of the American Legion, and Clarence E. Martin, president of the American Bar Association.

Back of all the progress exhibited at Chicago is a century of American schooling. In the very presence of this display of achievement based upon universal education, next summer the teachers will call upon the nation to help save the schools which have made such progress possible. The teachers of Chicago and of every city and state are awake to their obligation and at work on the task. No citizen interested in the welfare of children and the future of the nation, with the illustrations of progress spread out before him and the inspiring example of Chicago's devoted teachers as a reminder of what it has cost to continue progress, can say "Stop." The American people will follow the teachers forward.

Courtesy, Don Rogers, Chicago Board of Education

The earliest and the most recent buildings of the Chicago Public Schools. The drawings are made to scale. The little log schoolhouse at the left was twelve feet square. In 1833 there were twelve pupils, only four of whom were not of Indian extraction.

Hull House in 1932

AROUND THE SOCIAL WORKERS of Hull House today there stretches a sea of misery more appalling even than that which discouraged Miss Addams in the nineties. This winter even those families who have previously managed to hang on to their own savings and earnings have been forced to apply for relief.

A relief-worker's cross-section of an industrial suburb shows the sinking level of the standard of living. The people are mostly Poles. Every pressure has been brought to bear on them to make them spend their money on motor-cars, radios, overstuffed furniture, and other luxuries. And they are caught now between two worlds with no way of living comfortably in either of them—indeed with little prospect of living at all.

A handsome girl of seventeen interprets for her mother, and changes not only her language but her expression and gestures, her personality, passing from English to Polish. She had till lately been doing all the housework for a real-estate man for $2 a week; but she decided he was imposing on her and quit. . . . Her brother had had a job on the conveyor at a book-bindery; but they had managed by a mechanical improvement to eliminate his job, so that he is laid off with no prospect of reemployment. The girl . . . shows you the little-used upstairs with all the things the salesmen have sold them: wadded couches and chairs that seem never to have been sat on . . .; a victrola; a wallpaper patterned with large blue, pink, and magenta blossoms.

In another place, a family of five have only three small rooms in a basement and they have sunk below any standard: the father grinningly glaringly drunk in the middle of the morning, the mother stupid or discouraged with her struggle against poverty and filth. . . . All they know is that they have that dirty little hole from which they have not yet been expelled and where the man, with a little liquor in him, can imagine himself the shrewd substantial father of a family. . . .

The single men go to flophouses. During the last year 50,000 have registered at the Clearing House. . . . Others are sent to the asylum, the poorhouse, the veterans' home; referred to the blind pension, the juvenile court. About 500 men a month are disposed of in this way. The Oak Forest poorhouse, called "the Graveyard," has people sleeping in the corridors and turned 19,000 away last year. . . .

None of these shelters, however, produces such an impression of horror as the Angelus Building on South Wabash Avenue, where families of homeless negroes have taken refuge . . . seven stories, thick with dark windows, caged in a blackened mesh of fire-escapes like mattress-springs on a junk-heap, hunched up, jam-crammed in its dumbness and darkness with miserable wriggling life.

The children play in the dark halls or along the narrow iron galleries of an abysmal central shaft, which, lighted faintly thru glass at the top, is foggy and stifling with coal-smoke like a nightmare of jail or hell. In the silence of this shaft, ominous bangs and breakages occur—then all is deathly silence again. The two top floors have been stripped by fire and by the tenants' tearing things out to burn or sell them; apartments have lost their doors, and bathroom plumbing lies uncovered. These two floors have been condemned and deserted. Relief workers who have visited the Angelus Building have come away so struck with horror that they have made efforts to have the whole place condemned—to the piteous distress of the occupants who consider it an all-right-enough place to live when you've got no other place to go. And where to send these sixty-seven black families? . . .

Men who want to keep clear of the jail-like shelters live as they can in the streets and huddle at night under the Loop or build shacks on empty lots. . . . The inhabitants forage from the city dumps, as do many of those whom charity will not help or who for one reason or another will not go to it or for whom the relief they get is inadequate. There is not a garbage-dump in Chicago which is not diligently haunted by the hungry. Last summer in the hot weather, when the smell was sickening and the flies were thick, there were a hundred people a day coming to one of the dumps, falling on a heap of refuse as soon as the truck had pulled out, and digging in it. . . .

The family of a laid-off restaurant dish-washer lived on food from the dump for two years. . . . Their little girl got ptomaine poisoning. . . . A widow who used to do housework and laundry, but now had no work at all, fed herself and her fourteen-year-old son on garbage. Before she picked up the meat, she would always take off her glasses so that she couldn't see the maggots; but it sometimes made the boy so sick to look at it and smell it that he couldn't bring himself to eat it. He weighed only eighty-two pounds and was badly undernourished. . . .

At five oclock in the morning of December 8, the thermometer went down to almost zero. Opening the door and going outside was like breaking thru the ice of a lake. The vagrants and the independents who had held out against the flophouses, reenforcing their patchy shacks, hugging their niches of doorways under bridges, hanging on in unheated lodgings, were driven with livid skins and red noses to the refuge of the heated shelters. They stood around in the halls, the recreation rooms, the urinals, the bull-pens; when they got tired, they lay down on the floor. . . .

During a cold spell, crime revives. . . . The night of December 13, no less than seven people were shot or otherwise done to death: the proprietor of a drug-store shot a twenty-four-year-old boy who was trying to stick him up; the police shot a twenty-year-old motor thief who was getting away with a car; liquor gangsters shot a policeman in a beer-flat . . .; a man described as a former light-weight was found with a bullet in his abdomen in a tailor shop that sold beer; two bandits, who were robbing a candy store and stole $2.96, gagged the daughter of the proprietor in such a way that she choked to death; and an unemployed printer . . . shot and killed two policemen who had come to arrest him for not sending his children to school, his failure having been due to his objection to vaccination.

"Jack-rolling"—robbing people and beating them up in dark streets—has become conspicuously more common lately; and the brutality of the assault is often so far out of proportion to the resistance which the victim could have put up that it suggests an outbreak of fury. This city with its great vitality, its handsome women, its excitement of high expectation, that excitement that New York has lost, is going to death like the others—it is merely going with greater violence.—Abridged from an article by **Edmund Wilson** in the *New Republic*.

Shall We Provide Medical Care for All?

THIRTY DOLLARS per year is the per capita cost in the United States for the prevention and care of illness. But not every person receives the care which this amount represents. Forty-six percent of the persons whose family incomes are under $1200 receive no medical, dental, or optical care. The same statement is true of 42 percent of those who are members of families with incomes of $1200 to $2000.

How much of the income of your family will be paid to your family physician during the next year? You say you do not know because you cannot tell whether or how long one or more members of the family will be ill. For this reason the average family cannot budget for medical care. One year there may be much illness in the family and the next year none.

These problems have recently been studied by the Committee on the Costs of Medical Care, which consisted of fifty members representing the fields of private practise, public health, medical and special institutions, the social sciences, and the general public. Ray Lyman Wilbur was chairman. In view of the facts found, such as those cited above, the Committee made, among others, these significant statements:

> No one fact is more clearly demonstrated by the Committee's studies than this one: that the costs of medical care in any one year now fall very unevenly upon different families in the same income and population groups. The heart of the problem, therefore, is the equalizing of the financial impact of sickness.
>
> The unpredictable nature of sickness and the wide range of professional charges for nominally similar services render budgeting for medical care on an individual family basis impracticable. On the present fee-for-service basis it is impossible for 99 percent of the families to set aside any reasonable sum of money with positive assurance that that sum will purchase all needed medical care.
>
> Certainly no solution to the problem of medical costs can be reached thru a reduction in the average of professional incomes.
>
> Thousands of people are sick and dying daily in this country because the knowledge and facilities that we have are inadequately applied. We must promptly put this knowledge and these facilities to work.

In order to solve such problems of medical care the Committee suggests three avenues of approach:

[1] *The development of organized or group practise that will more effectively and economically meet the community's medical needs*—Rapidly increasing specialization has tended to relegate the family physician to an unimportant place; and the increase in capital investment required for study and treatment of disease has made it impossible for the individual practitioner to afford the necessary equipment or to learn how to use it. The solution of these difficulties, the Committee believes, lies in the organization of groups of practitioners into "community medical centers" which are termed the "keystone of the concept of satisfactory medical service for the nation." There should be one in every city of 15,000 and larger cities will require more than one. Each center would include a well-equipped general hospital with offices for physicians and specialists for the practise of modern scientific medicine. In smaller cities a less elaborate center, affiliated with a city center, would be established. For rural areas a series of medical stations would be under the supervision of the nearest medical center. All centers would be established around existing medical facilities.

> **LOOKING AHEAD—The development of "community medical centers" and the plan of supporting them described briefly on this page, in the opinion of the Committee, "may well constitute a goal for community effort in the organization of medical service. Some features of it are impractical at the moment because of the present state of mind of the American people and of the professions concerned. Other features are not feasible immediately in the face of existing economic and social conditions. The plan as a whole, however, and all the essential elements in it are within the range of practicability within the next two or three decades."**

[2] *Distribution over a period of time and over groups of families or individuals of the costs of service*—The Committee states that the costs of medical care are felt as a burden more because they are unevenly distributed among the people than because of their total amount. The cost of these centers therefore should be met "by a combination of insurance and taxation." Under this plan an average weekly or monthly amount which every individual or family "could pay without undue hardship" would be determined. The local government would pay the balance, assisted where necessary by the state or federal government.

[3] *Provision for the planning and coordination, on a local and regional basis, of all health and medical services*—The Committee believes that there should be a coordinating body in each community which would not have definite authority but would rely upon education and persuasion to have its recommendations made effective. The purpose of this body would be to coordinate facilities so that maximum use would be made of the medical resources and to recommend steps toward remedying deficiencies in these facilities. In addition to local bodies of this type there should be a state coordinating board which would have authority to enforce minimum standards of medical service.

Questions for discussion—How many doctors are there in your community? How many are general practitioners? Are there too many specialists in some fields and too few in others? Does your family try to budget for medical care? Do the members of your family visit the doctor periodically for a health checkup even tho they appear perfectly well? Why? What does your school do for the health of its pupils? Does it furnish special services to pupils who would otherwise receive no care at all? Does your community have adequate hospital facilities?

Things to do—Discuss the above questions. Make a survey of the community's resources for taking care of the health of its people. Survey also those factors which tend in any way to undermine the health of the people. Report progress the community has made in the past ten years. What improvements are planned or underway? Who is taking the lead in these things? Visit your hospitals and the local health department; interview doctors; discuss the problem with parents and patrons.

To teachers—Study of the medical care and health facilities for your community can be made an enticing and profitable unit of work in English, hygiene, social science, and debate classes. For additional material consult the report of the Committee on the Costs of Medical Care printed by the University of Chicago Press in a book entitled *Medical Care for the American People*. Other material may be secured from local and state health departments.—L. W. A.

Who Is the Criminal,

What does society offer—to children in slums?

According to the Bible, there were many persons among the early Jews who were possessed of the devil. It was believed then—and even up to fairly recent times—that the insane, the feebleminded, and the offender against the group were victims of unseen devilish forces. This viewpoint in subsequent years took a new turn. Where formerly the devil took possession without invitation, many good people began to believe that he entered a few lives upon cordial invitations.

These conceptions of the criminal led to various types of treatment. Little effort was made to prevent the familiarity of the devil. After he had moved in, the case usually called for beatings and cruelty designed to make his stay short. Later developed the penitent idea from which has come our word penitentiary. Then the efforts to reform offenders led to the development of reformatories, the hardened and older criminal being usually placed in a prison. Today a shortage of facilities has all but erased the differences between penitentiaries, reformatories, and prisons.

Many of the early investigators of crime sought the single or major cause of misbehavior. Some felt that the defective families—with mental or physical deviates—supplied most of the criminals. It was believed that the control or elimination of these families would solve the problem. Others centered attention upon poverty, disease, and other socalled unit causes. Today workers in the field believe that each criminal is the product of numerous factors, many of which are due to the neglect or indifference of society.

Illiteracy, poverty, and unemployment—Data have been cited to show that the prison population contains many who are illiterate. Altho the proportion is higher in prisons than in the general population, the difference may be due in part to the advantage which the literate have in escaping imprisonment. Today authorities look upon illiteracy as a condition found in association with other factors, but in itself not a direct cause of crime.

Poverty is a socalled "cause" which has been given some support by lawyers. They contend that inability to employ competent lawyers has caused many men to receive severe punishments. Admitting this condition, there is a prior question: Why did the man become an offender? Here poverty undoubtedly played a rôle, but poverty itself arises from a constellation of obscure causes, such as illiteracy, shiftlessness, unemployment, lack of education, and physical and mental defects.

Unemployment has apparently contributed to the increase of crimes against property, according to studies of the Wickersham Commission. The reports of this group stated emphatically that *security of employment* is an important means of crime prevention. But behind employment there are numerous problems of removing the fluctuations in business, of providing vocational education, and of giving every child personal and social guidance.

The World War, the frontier spirit, and mobility of population—These forces have been given considerable publicity in recent years. Without doubt they oversimplify crime factors and thereby prevent an understanding of true conditions.

The War has been blamed for every social change since 1914. Undoubtedly it did change many individual attitudes and break down social bounds. Homicide rates, however, have increased but slightly since the War, altho authorities do believe it has led to increases of crimes against property.

As Americans, we derive no little satisfaction from the implied "rough and readiness" of our forebears. We probably unconsciously view the machine-gunning bandit of today with some of the hero-worship given to Two-Gun Ike of Bloody Gulch. Yet when other young pioneer nations, such as Canada, Australia, and South Africa, do not begin to measure up with our law-breaking tendencies, the "frontier complex" seems less convincing.

The mobility of our citizens has been cited as a factor which lessens family ties and weakens social controls. While little objective evidence has been published to substantiate this viewpoint, it appears that this factor is assuming increasing importance in the minds of competent authorities.

Newspapers and motion pictures—Studies which have been made of the newspapers and the motion pictures are not conclusive as to their *direct* influence on specific crimes. There does appear to be a cumulative effect which cannot be denied. The steady drumming of crime news upon perverted minds undoubtedly leads into acts of imitation. The portrayal in the motion pictures of loose morals has undoubtedly tended to lower the standards accepted in some communities. These tendencies, coupled with the fact that the juvenile delinquent has a wider movie experience than the nondelinquent, point to the need for changes in the light of further investigations.

Physical, mental, and emotional defects—Some of the early studies of crime have emphasized the percent of defects among prison inmates. These data, altho taken often as of great significance, are practically meaningless as we do not know the amount of those same defects among the general population. There are today in society, working in a reasonably normal way, many persons with physical or mental abnormalities. These persons lead now and will continue to lead entirely normal and constructive lives as long as they are protected from disease, unemployment, or other factors.

Western Reserve Nursery School

—to children in the care of the schools?

Society or the Individual?

Liquor and drugs—Physiologists are in general agreement that a person under the influence of liquor or drugs may commit a crime which he would ordinarily avoid. When one goes into the data on the effects of the Prohibition Amendment upon the total amount of crime, he encounters highly controversial evidence and propaganda which make unbiased conclusions difficult.

Immigration and diversity of social standards—The immigrant has often been charged with contributing unduly to the crime problem. Evidence collected by the Wickersham Commission does not lend much support to this viewpoint. The foreign-born citizens in general commit fewer crimes in proportion to their numbers than do the native-born. In crimes for gain, the immigrant is farthest below the native stock, but in crimes of violence he often approaches the "American standard." On the other hand, the experience of social workers points to the children of the immigrant as a real menace. Slum conditions, poverty, disease, and other factors seem to conspire with irregular family controls to sweep many children of immigrants into behavior difficulties.

Diversity of social standards has been mentioned in connection with the families of immigrants. This same factor operates between families in different social levels, and between the white and the colored. Great differences between social standards as revealed in the laws of various states in themselves tend to promote defective law observance.

—to children surrounded by parents' love?

Availability of firearms and lawlessness in law enforcement—It has been asserted, without convincing denials, that in no other country can the criminal element obtain firearms as easily as in the United States. Gangs in the large cities possess the most modern weapons for dealing death and injury. Homicide and assault will probably continue to exist in large amounts as long as effective controls are not applied to the means of destruction.

Just as the criminal class possesses unlawful weapons, so police sometimes utilize unlawful devices, such as the third degree. The Wickersham Commission, after careful investigation of police lawlessness, has concluded that such methods breed hatred and tend to promote crime. It is perfectly clear that brutality cannot be substituted for skill, knowledge, and intelligence in police work.

What the teacher can do about the factors associated with crime—Up to this point only a few of the major elements underlying crime conditions have been discussed. Many readers will be able to think of other factors which have operated in particular cases of social maladjustment. But one point is clearly revealed by the brief presentation: *that the forces underlying crime are ultimately the responsibilities of organized society.*

Teachers can do much both with children and with adults to sublimate the "gospel of greed" into something more socially constructive. Our stress upon "getting ahead" or "winning the game" is often at the sacrifice of any consideration of the other fellow. Does "success" mean material wealth regardless of how it is obtained?

If current practises in newspapers, movies, and cheap literature in a particular community are factors which predispose to crime, then the schools should cooperate with civic groups in bringing about the necessary improvements. Schools can do much to encourage public support and proper recognition of an efficient police department. By well-directed classroom discussion, teachers can develop attitudes in youth which in adulthood will not tolerate the corruption found today in public office.

Local culture patterns and customs which encourage or sanction violence are evidence of the need for new group standards. The parent-teacher groups, adult study classes, law enforcement associations, and similar organizations can aid the school in the promotion of better social standards.

National Child Labor Committee

—to working children, exploited in industry?

Public education owes something to the criminal who returns to the community. If teachers and other educators do not rehabilitate leisure-time habits, then there is great probability that the individual will become a second offender. Such a program would require safeguards to protect impressionable boys and girls.

The amount of illiteracy, even as measured by the relatively superficial methods of the federal census, continues to be a blot upon the national record. More important than "mere ability to read and write" is the use that adults make of their fundamental skills. Do they read constructive books? Do they write letters which bring happiness, or do they write kidnaping notes? Do schools teach pupils to discriminate between tested evidence and the cheap gossip in the daily newspapers? Education must make intensive efforts to carry learning to the point where skills are utilized in socially worthwhile ways.

Educators should have a place in city planning, and should prepare themselves by study to take that place. There is evidence that communities can eliminate slums, disease, and other environmental conditions of crime. In their places can be developed model apartments, clinics, parks, social centers, playgrounds, and other devices for making life more wholesome. Visiting teachers and other social workers, who go directly into the homes, can point the way from poverty, disease, ignorance, and economic instability.—**Frank W. Hubbard,** associate director of research, NEA.

Membership in Education Associations

States and other units	Estimated number of teachers in 1933	Membership in National Education Association							Membership in State Association			
		Jan. 1 1932	Jan. 1 1933	Percent of teachers members 1933	Relative rank Jan. 1 1933	Rank in size groups[1]	Life membership Jan. 1 1932	Life membership Jan. 1 1933	Jan. 1 1932	Jan. 1 1933	Percent of teachers members 1933	Relative rank Jan. 1 1933
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	924,985	220,149	207,418	22	.....	.....	4,742	4,926	712,393	682,607[6]	74	.....
Alabama	17,346	1,485	1,204	7	47	C- 4	71	69	12,423[7]	8,612[8]	50	45
Alaska	154[2]	188	192	125[4]	1	E- 4	4	5	.....	.....	.....	.....
Arizona	3,334[2]	2,683	2,305	69	4	D-14	48	49	2,891	2,205	66	36
Arkansas	12,722	755	654	5	50	C-10	70	72	8,000[8]	8,445[9]	66	35
California	40,717	24,731	20,416	50	8	A- 6	433	438	37,686	37,145	91	15
Canal Zone	202	36	7	3	52	E- 3	2	3	.....	.....	.....	.....
Colorado	9,860	4,766	4,381	44	11	D- 1	60	60	8,625	8,651	88	16
Connecticut	10,677	1,937	1,916	18	25	C-14	50	52	10,812	10,862	102[4]	4
Delaware	1,511	1,051	1,035	69	5	E- 1	23	24	1,548[7]	1,563[7]	103[4]	2
Dist. of Columbia	2,857	1,531	1,563	55	6	D-17	68	74	1,225[e9]	1,400[e9]	49	46
Florida	11,592	2,090	1,898	16	28	C-12	54	53	7,977[10]	7,954[9]	69	32
Foreign	.....	204	172	.....	.....	.....	12	11	.....	.....	.....	.....
Georgia	19,198[2]	2,277	1,589	8	45	C- 1	66	68	15,500[7]	14,000[9]	73	30
Hawaii	2,551	2,669	2,618	103[4]	2	D-18	133	133	.....	.....	.....	.....
Idaho	4,683[2]	769	664	14	34	D- 8	27	25	4,443	4,374	93	11
Illinois	48,630	11,831	9,842	20	23	A- 3	231	242	39,842	36,473	75	26
Indiana	24,273	6,519	6,144	25	19	B- 5	122	126	14,832	14,684	60	40
Iowa	25,774	3,634	3,605	14	35	B- 4	104	102	18,708	18,935	73	27
Kansas	20,784	3,567	3,225	16	30	B-10	68	66	17,640	17,173	83	21
Kentucky	17,188	1,579	1,469	9	43	C- 6	44	49	13,886[7]	12,537[8]	73	29
Louisiana	12,305	733	685	6	49	C-11	34	35	12,000[e9]	10,775[9]	88	17
Maine	6,275	2,125	2,395	38	14	D- 6	30	39	6,931	6,053	96	9
Maryland	8,776	2,059	1,854	21	22	D- 4	41	46	4,832[10]	3,625[8]	41	49
Massachusetts	26,402	4,801	4,634	18	27	B- 2	101	109	19,500[e]	21,000[e]	80	22
Michigan	35,849	14,103	9,739	27	17	A- 7	111	113	32,609	31,024	87	19
Minnesota	22,152	4,424	4,945	22	20	B- 8	78	81	15,000	14,900	67	34
Mississippi	16,429[2]	569	473	3	54	C- 7	26	26	7,911[9]	9,619[9]	59	42
Missouri	24,200[2]	4,425	6,165	25	18	B- 6	104	115	24,214[9]	24,136[7]	100	6
Montana	5,988[3]	935	730	12	38	D- 7	30	30	4,360	3,900	65	38
Nebraska	14,913	2,379	2,313	16	31	C- 8	98	105	13,011	11,818	79	23
Nevada	899	694	680	76	3	E- 2	4	4	563	659	73	28
New Hampshire	2,970	515	558	19	24	D-16	17	17	2,847	2,785	94	10
New Jersey	27,341	10,359	11,183	41	12	B- 1	170	180	28,778	28,000[e]	102[4]	3
New Mexico	3,724	676	662	18	26	D-12	33	34	3,170	2,540	68	33
New York	77,488	11,461	12,505	16	29	A- 1	284	307	45,773	45,638[11]	59	41
North Carolina	24,070	1,249	1,026	4	51	B- 7	72	71	16,000[7]	16,638[9]	69	31
North Dakota	8,794	924	762	9	42	D- 3	59	53	5,052	4,437	50	44
Ohio	44,449	24,859	21,523	48	9	A- 4	418	448	41,870	38,689	87	18
Oklahoma	20,055	2,460	2,474	12	37	B-11	70	67	20,061[9]	18,500[8]	92	13
Oregon	6,961[2]	3,003	2,792	40	13	D- 5	59	60	6,807	6,446	93	12
Pennsylvania	61,999	26,794	29,408	47	10	A- 2	386	397	60,956	60,818	98	7
Philippine Islands	26,167[2]	127	121	[5]	55	B- 3	26	29	.....	.....	.....	.....
Porto Rico	4,567[2]	364	137	3	53	D-10	26	26	.....	.....	.....	.....
Rhode Island	3,987	386	400	10	41	D-11	13	12	4,350	4,000[e]	100	5
South Carolina	13,426	1,075	759	6	48	C- 9	24	26	11,102[9]	8,787[8]	65	37
South Dakota	9,375	1,213	980	10	39	D- 2	40	43	8,427	5,993	64	39
Tennessee	17,695[2]	1,776	1,827	10	40	C- 3	63	68	10,064	8,500	48	47
Texas	44,238	3,570	3,356	8	46	A- 5	256	270	21,216[9]	19,866[9]	45	48
Utah	4,633	2,639	2,409	52	7	D- 9	28	28	4,959	4,830	104[4]	1
Vermont	3,462	403	432	12	36	D-13	13	12	2,710	2,700	78	24
Virgin Islands	131	8	11	8	44	E- 5	6	7	.....	.....	.....	.....
Virginia	17,294	2,546	2,644	15	32	C- 5	74	75	15,902[9]	15,946[9]	92	14
Washington	11,200[3]	3,942	3,741	33	15	C-13	41	45	11,096	10,903	97	8
West Virginia	18,045[2]	2,535	2,642	15	33	C- 2	66	68	14,012[9]	13,894[9]	77	25
Wisconsin	21,671	4,764	4,713	22	21	B- 9	123	127	18,900	18,500	85	20
Wyoming	3,002	952	841	28	16	D-15	28	32	1,372	1,675	56	43

THIS table shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 220,149 on January 1, 1932 and 207,418 on January 1, 1933. This latter figure is 22 percent of the 924,985 teachers in the United States and territories. The life membership in the National Education Association on January 1, 1933 was 4926.

The figures for state associations for January 1, 1932 show a membership in these associations of 712,393. This figure for January 1, 1933 is 682,607, which is 74 percent of the 924,985 teachers in the United States and territories.

In the United States in 1931, 23 percent of the teachers of the country were enroled in the National Education Association; in 1932, 23 percent were enroled; the corresponding percent for 1933, given at the head of column 5 is 22. The percent of teachers enroled in state associations in 1931 was 74; in 1932, 75; and in 1933, 74, the percent given at the head of column 12. The preceding percents are based upon the number of teachers in each state in 1930-31, as reported in National Education Association, Research Service Circular, No. 11, 1932. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from officers of those associations.

e The letter "e" indicates that the figure is an estimate.

[1] Column 7 enables each state to compare its membership achievement with that of other states in its size group.

The states marked "A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000; "C" 10,001 to 20,000; "D" 2,001 to 10,000; "E" 2,000 or under.

[2] Data for 1929-30.

[3] Figure furnished by Officials of State Association.

[4] The percents in excess of 100 percent are accounted for by the fact that members are enroled among teachers in private schools, institutions of higher learning, and laymen.

[5] Less than one percent.

[6] Total for reported and estimated memberships.

[7] Membership in colored state teachers association is an estimate. Figure includes enrolment in both white and colored associations [separate organizations].

[8] Figure does not include members enroled in statewide organizations for colored teachers.

[9] Includes enrolment in both white and colored associations [separate organizations].

[10] Membership in white association is an estimate. Figure includes enrolment in both white and colored associations [separate organizations].

[11] The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely thru local organizations. There are approximately 32,000 teachers in New York City.

NOTES and ANNOUNCEMENTS

LOYALTY HAS ALWAYS BEEN an outstanding characteristic of teachers—loyalty to ideals, loyalty to pupils, and loyalty to the profession. The membership reports of 1932, which appear on page 130 of this issue of THE JOURNAL, bring out this characteristic more conspicuously than usual. Thousands of teachers who are receiving no salaries and others whose salaries have been severely reduced are continuing membership in their professional organizations—local, state, and national—because they realize that strong organizations are needed now as never before to save the schools from the hysterical and organized attacks of those short-sighted or selfish individuals who would make the children pay the price of the present fiasco.

In spite of the serious economic difficulties which teachers experienced almost everywhere last year; in spite of the unprecedented demands for contributions to community chests and other local welfare projects of feeding and clothing needy children, the membership of the state and national associations has held up remarkably well. These membership reports are an eloquent tribute to the spirit of loyalty which characterizes the teachers of the nation.

The Association adapts its budget to the emergency—Members of the National Education Association may well be proud of the way the budget of the Association has been managed over a considerable period of years. The wisdom of the policies which have been set up by the Representative Assembly, the Board of Directors, and the Budget Committee is shown in the way the Association has been able to meet the present crisis. When it became apparent that reduction in the funds received for advertising and for membership would require economies, the Association began a series of "payless" pay days, under which each member of the staff contributes services without salary. The cooperation on the part of the staff has been 100 percent, with the finest spirit of loyalty and devotion thruout. There has also been an increased determination to perform a better service than ever before so that the Association, like the schools thruout the country, has had an enlarged service at a reduced cost. As a still further precaution, it is probable that the JOURNALS for May and June will be combined in one issue, which will go into the mails about the middle of May.

MEMBERSHIP ACHIEVEMENTS NATIONAL EDUCATION ASSOCIATION, 1932

The total membership for the year was 207,418.

This was 24 times that of 1917 and 41 times that of 1907.

Pennsylvania again won first place for largest total [29,408] and for largest increase [2614].

Ohio stood second [21,523]; California, third [20,416]; New York, fourth [12,505]; New Jersey, fifth [11,183]; Illinois, sixth [9842]; Michigan, seventh [9739].

Fourteen states made increases ranging from 14 to 2614.

Three states made increases of more than a thousand each — Pennsylvania [2614]; Missouri [1740]; New York [1044].

Missouri and Maine made the largest percent of increase over 1931.

Hawaii [2618] and Alaska [192] had more NEA members than public-school teachers.

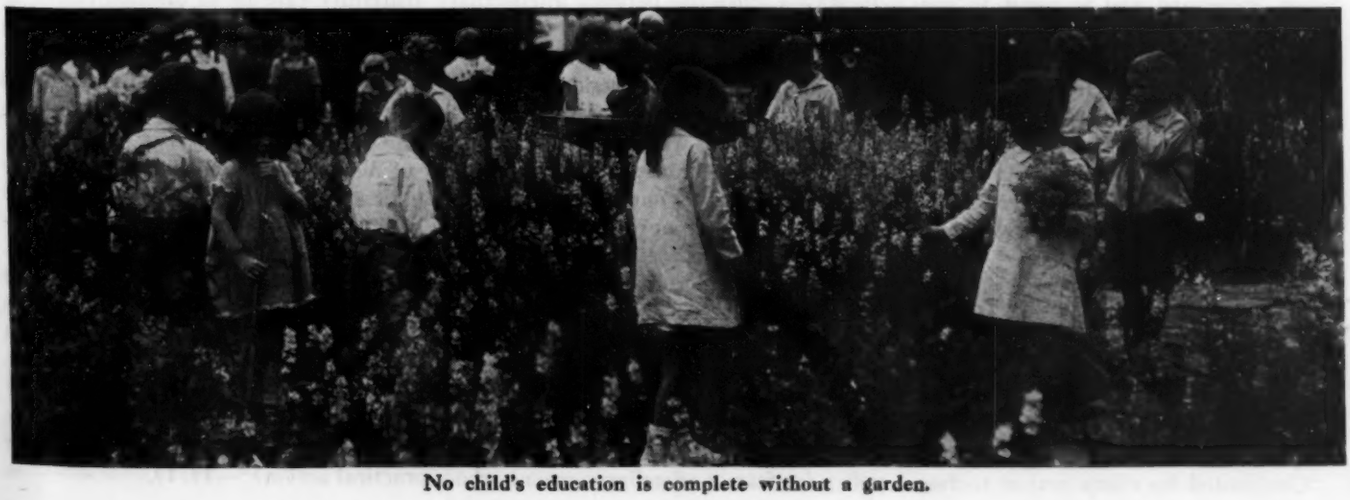
The six states having the highest percent of membership were: Nevada [76%]; Arizona [69%]; Delaware [69%]; Utah [52%]; California [50%]; Ohio [48%].

Cities having more than 2000 members were: Philadelphia [5206]; Los Angeles [4678]; Cleveland [3257]; Detroit [2960]; St. Louis [2495]; Minneapolis [2219]; New York [2194]; Pittsburgh [2006]; Chicago [2004].

States having 100% counties were: Pennsylvania [5]; Ohio [5]; Utah [4]; Delaware [1]; Florida [1]; Maryland [1]; Tennessee [1].

Community gardens—Elementary and junior high schools of Atlanta, Georgia, are carrying out an extensive program. Each school secures vacant lots in the neighborhood to plant a garden. The school department furnishes the fertilizer. Thru the Penny Club and the Emergency Relief Committee, free labor is furnished for the plowing and preparation of the lots. The seeds are secured thru the Red Cross. When the vegetables are mature, the Parent-Teacher Association will look after the canning. It is planned to use this food in the school cafeterias for children unable to provide their own lunches.

Secretary J. W. Crabtree, whose vigorous leadership has carried the Association thru one crisis after another, has sent an appeal [*Continued on page* A-48]



No child's education is complete without a garden.

An Evening with the Magazines

THE KIND OF SCHOOLS WE WANT—The American Legion is urged to expand even further its efforts in behalf of the public schools. Writing in the *American Legion Monthly* for February 1933, Secretary J. W. Crabtree of the National Education Association calls upon the Legion to protect the schools in the present industrial crisis.

"The public schools . . . need defenders, advocates, fighters. It is no situation for pacifists. The very life of the schools is jeopardized in thousands of communities. Schools in some states have been closed for lack of funds to operate them. In other states schools have been injured to the point of crippling. Business stagnation, unemployment, bank closings, farm foreclosures, tax delinquency, all have borne heavily on the schools.

"There are forces in this nation working to cut the cost of public education regardless of damage to childhood. They care not for child welfare or for the integrity of the public-school system. Their concern is with a form of anti-social tax reduction which they call economy. The schools need the support of all friends of education to save them from wrecking. How sorely they need champions from the citizenry to combat this tendency unreasonably to slash school budgets and cut teachers' salaries beyond reason!

"What an unprecedented, unparalleled service might the Legion perform for America if it were to espouse education as its chief, permanent, long-pull, generation-after-generation interest! This apart, of course, from constant zeal for the welfare of victims of the war. How better 'safeguard and transmit to posterity the principles of justice, freedom, and democracy?' "

View from a Classroom Window—"What has this depression done to us—the current college generation?" Warren E. Thompson, University of Chicago, '33, presents his answer to the question, in the December 1932 *New Outlook*.

"Let us see what this depression has done to the college generation. Half of us have gone to work. . . . Many of us are undergoing extreme hardships and rigid personal discipline to make possible this realization of the very most from our personal endowments. . . .

"Confronted by every reason to lose faith in the values of a college education, to lose confidence in this social system organized and directed by an older generation, American youth today seems to feel that there is still reason and merit in making preparation for participation in the activities of the community and the nation, chaotic as they may be. . . . It is that conviction, manifested by our very presence in the colleges and universities, which causes the writer to feel that the real significance of this depression will be determined by youth. . . .

"Young people today are being treated to a vision of society in one of its weaker, unsuccessful periods. We are catching this glimpse at a time when we are forming political and social ideals.

"It will be our task to see that society profits by the experience it is suffering. It will only be thru our changed attitudes and increased social intelligence—both of which must differ materially from those of the prevailing adult generation—that this depression will not have visited society in vain."

Universities and Change—An editorial in the *Nation*, December 7, 1932, appraises the significance of the recent conference at New York University on the relation of the modern university to the changing social status.

"When, however, it comes to the question of the actual contributions made at the conference, the only two of genuine importance were made by Englishmen. . . . American university presidents galore maintained that our universities must not despise anything intellectual, but not one of them had the courage to define what he meant by intellectual, or to draw a sharp line between intellectual activities and other pursuits to which the name cannot be applied. . . .

"Did any university president make a stand for culture, for intelligence, as against the things which induce big business men to give money, and legislatures to vote money, to our socalled higher institutions of learning? Sir Arthur Salter took the bit in his teeth in dealing with economics, whether rightly or wrongly, and Sir James Irvine was clear and unmistakable in discussing the intellectual function. Few others mentioned music or art or philosophy or in fact anything concrete. You cannot start a discussion in America on the details of educational policy for fear of offending someone who may have a dollar to bestow."

What the Young Man Should Know—A review of mental and physical skills not gained in ordinary schooling is made by Robert Littell, writing about his own small son, in the March 1933 *Harper's*. He mentions such accomplishments as swimming, public speaking, handling firearms, cooking, typewriting, playing a musical instrument, driving a car, dancing, proficiency at outdoor games, ability to speak a foreign language, and the habit of reading.

"Ordinary education, even high-priced education, will not guarantee him the essential skills, and some of them are better learned after 'education' is over. . . .

"The boy who goes to summer camp usually comes back knowing how to swim, fish, paddle a canoe, toss a flapjack, and not cry too much when hurt. . . . Why not enlarge the camps and to their outdoor curriculum add German, taught as thoroly as they teach canoeing? Why not, in fact, apply the basic principle of Americanism and have two systems of education competing against each other? On one side, the formal schools, pouring contents into rebellious minds; on the other, summer camps where the children are taught definite humane skills, some of them much better taught than the schools can ever expect to do?"

Children—The annual report of the federal Children's Bureau is a profoundly disturbing document, says an editorial in *Judge*, February 1933.

"Between the cold lines of government print one reads a score of menaces to our children. Whether in the statistics of maternity care or of unemployment relief, of child labor or of the increase in juvenile theft, of nutrition or of schooling, page after page betrays a national demoralization which is bitter disgrace to 'civilized' people. . . .

"We have endured patiently—all too patiently—the failures of businesses and banks, the widening morass of unemployment, the lengthening of bread lines. Now comes the miserable testimony of the children. Our own generation is suffering enough, in all conscience. Must the next suffer yet more? Is there no shame among us, no pity, no wisdom? Where is our vaunted capacity for public indignation, our genius for swift and practical action?"—**H. D.**

The **Journal** *of the*
National Education Association

Published monthly, except July, August, and September, by the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

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

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

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Joy Elmer Morgan, *Editor* — Harold A. Allan, *Business Manager*

My Tribute to the Teacher

THERE WILL BE no moratorium on education. A moratorium on education would mean a moratorium on civilization. This is one of the reasons why teachers will continue the schools, pay or no pay. The nation, as it becomes aware of the services and sacrifices of teachers and of the great significance of their courage and farsightedness, will show the appreciation that it has shown to its soldiers who sacrificed their lives for their country.

In the crisis of the seventies, I was amazed, as a boy, at the sacrifices made by the pioneer teacher of that day. Since then, I have observed that whether in time of famine or in time of plenty, the teacher has lived, not for self, but for the children and the community. I have noticed that the selfish man or woman seldom remains long in the profession.

When the terrible days of the World War came upon us, who led in food conservation? Who led in the sale of liberty bonds? Who led in collecting food, clothing, and funds for the Red Cross? Who kept the schools going, whether funds were available or not? And what of the teachers of today? They are serving in a worse crisis than ever before. Their responsibility is greater. Environment is more destructive in its effect on children. The teacher-load is almost doubled. In spite of all this, the teacher is again leading in welfare activities. There may be a delay in pay—a month or six months—or the pay may be cut off for the year, yet the work of the school goes on!

Who is it that removes gloom from the lives of children who come from homes filled with sorrow and suffering because of the depression? Who is it that inspires children with courage and ambition? Who teaches them to look forward to better days? Who is it that is saving civilization in these dark hours?

All honor, therefore, to the teacher of 1933! Your courage and your devotion stand out as the safeguard of our democracy and as the hope of the nation!—Statement released by Secretary J. W. Crabtree of the National Education Association, thru the press associations of the country during the bank moratorium in early March.

Cut on this Line

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.

We plan to use THE JOURNAL as text for teachers meetings during the second semester. All agree that many of the articles are excellent and interesting.—J. D. Williams, principal, Avondale School, Birmingham, Alabama.

I plan to have the article "A Program of Art Education" used as the basis for a discussion on art in highschool art classes.—Catherine Henson, Clarkdale, Arizona.

Articles in THE JOURNAL are discussed at our monthly meetings of the Kings County teachers of social science. Of course we also discuss articles from other good current magazines.—Mary Hampson, principal, King School, Hanford, California.

I use any JOURNAL article on mental hygiene or personality development in my highschool biology classes.—Gladys Whitmore, Senior High School, La Junta, Colorado.

I have used THE JOURNAL for years in English and history classes. It is an inspiration as well as being highly informational.—Helen F. Bashforth, Griggsville School, Griggsville, Illinois.

THE JOURNAL, for news of our schools, for editorials, for helpful advertising, is a magazine of distinction.—Daisy Brown, Central School, Stillwater, Minnesota.

I make use of JOURNAL articles when discussing school problems or when preparing talks to be given before teachers or parents. —Harvey S. Miller, Sparta Township Schools, Sparta, New Jersey.

The leaflet idea, "This Year or Never" in the February JOURNAL, is very helpful. We used it in our parent-teacher meeting.—Nettie A. More, West Side School, Kane, Pennsylvania.

I have always been grateful that I am a life member and wish some, or rather all, the money I have lost had been invested in life memberships for some of our faithful workers.—Ethel M. Dutnell, Gates School, Elyria, Ohio.

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 APRIL 1933

	Select Five
A National Board of Strategy for Education	------
The Superintendent Studies His Job	------
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Selecting the Best for Teaching	------
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Shall We Provide Medical Care for All	------
Who Is Criminal, Society or the Individual	------
Membership in Education Associations	------
An Evening with the Magazines	------
My Tribute to the Teacher	------

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 February: "The Great Transition," editorial]

Builders of Our Profession

We are building every day,
In a good or evil way,
And the structure as it grows
Will our inmost self disclose.

Till in every arch and line
All our faults and failings shine;
It may grow a castle grand,
Or a wreck upon the sand.

Do you ask what building this
That can show both pain and bliss,
That can be both dark and fair?
Lo, its name is Character.

Build it well, whate'er you do;
Build it straight and strong and true;
Build it clean and high and broad;
Build it for the eye of God.

—I. E. Diekenga

New Life Enlistments

The number of life members enroled in the National Education Association on March 1 was 5080. The following life members have been reported since the list was published in the March JOURNAL:

CALIFORNIA—Gail W. Buckmaster.
DISTRICT OF COLUMBIA—Mary Jane Winfree.
MASSACHUSETTS—Grace K. Adams, Elmer L. Ficks.
NEW YORK—Alphonsus L. Bowes, Walter A. Preische.
OHIO—Charles Barthelmeh, Mary Alice McCartney, Arthur L. Schacka.
TENNESSEE—Rolfe Lanier Hunt, W. Roy McGehee.
VIRGINIA—Hugh L. Sulfridge.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their 100 percent enrolment in the National Education Association. 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 March JOURNAL.

Fourteen Years

IOWA—*Keokuk*, Elementary Teachers' Club, Garfield, Jefferson, Lincoln, Torrence, Washington, Wells-Carey.

Thirteen Years

MINNESOTA—*Minneapolis*, John Hay.
TEXAS—*Beaumont*, Junker.

Twelve Years

ILLINOIS—*East St. Louis*, Hawthorne.

Eleven Years

CONNECTICUT—*East Hartford*, Second North.
ILLINOIS—*Decatur*, Oglesby.

Ten Years

CALIFORNIA—*South Pasadena*, El Centro; *Stockton*, Monroe Primary.
HAWAII—*Hakalau*, Hakalau; *Papaikou*, Kalanianaole; *Olaa*, Olaa.
OREGON—*Hood River*, Coe, Junior High, Park Street.

Nine Years

ARIZONA—*Flagstaff*, High.
CALIFORNIA—*Berkeley*, Whittier.
HAWAII—*Hilo*, Intermediate.
MINNESOTA—*Minneapolis*, Hiawatha.
MISSOURI—*Kansas City*, Scarritt.
NEW YORK—*Yonkers*, Public Number 14.
OHIO—*Logan County*, Logan County Public Schools, Stokes Rural, West Liberty Village; *London*, Exempted Village Schools, Grade, High.
OREGON—*Portland*, Beach.
PENNSYLVANIA—*Greenville*, Margaret Brown, Columbia, Washington.
TEXAS—*Beaumont*, Magnolia Elementary.
UTAH—*Salt Lake City*, Washington.

Eight Years

CALIFORNIA—*San Francisco*, Franklin.
COLORADO—*Fort Lupton*, Fort Lupton Public Schools, Grade, High.
HAWAII—*Kihei*, Kihei; *Wailuku*, Elementary, Intermediate.
MAINE—*Dover-Foxcroft*, Grammar.
MISSOURI—*Kansas City*, Greenwood, Sanford B. Ladd.
NEW JERSEY—*Bridgeton*, Pearl Street.
WASHINGTON—*Spokane*, Logan.
WISCONSIN—*Eau Claire*, Eau Claire Public Schools, Deaf, Development, Eighth Ward, Fourth Ward, Junior High, Ninth Ward, Second Ward, Senior High, Seventh Ward, Sixth Ward, Tenth Ward, Third Ward, Vocational.

Seven Years

COLORADO—*Fort Morgan*, Baker Platoon, Central Platoon, Lincoln; *Kirk*, High.
HAWAII—*Lahaina*, Honokowai.
MAINE—*Augusta*, Webster.
MICHIGAN—*Dearborn*, Dearborn Public Schools, Garrison, Southwestern; *Pontiac*, Crofoot.
MINNESOTA—*Minneapolis*, Edith Cavell, Eugene Field.
OREGON—*Portland*, Portsmouth.
PENNSYLVANIA—*Kresgeville*, Polk Township High.
VIRGINIA—*Richmond*, Oak Grove.
WEST VIRGINIA—*Switchback*, Elkhorn District Public Schools.

Six Years

FLORIDA—*Daytona Beach*, North Seabreeze.
HAWAII—*Haiku*, Halehaku, *Maui*, Hamakuapoko; *Lahaina*, Honokohua; *Maui*, Kahului; *Lahaina*, Puukolii; *Spreckelsville*, Spreckelsville.
ILLINOIS—*East St. Louis*, Wilson.
IOWA—*Dubuque*, Bryant.
MICHIGAN—*Dearborn*, Senior High, Whitmore-Bolles; *Detroit*, Edgar Guest.
MINNESOTA—*Minneapolis*, Whittier.
MISSOURI—*Kansas City*, McCoy.
MONTANA—*Great Falls*, Roosevelt.
NEW JERSEY—*Absecon*, Absecon Public Schools; *New Brunswick*, Weber Number 8.
OHIO—*Cincinnati*, Kennedy; *Youngstown*, Parmelee.

Five Years

CALIFORNIA—*Huntington Beach*, Elementary.
HAWAII—*Huelo*, Huelo; *Paia*, Paia.
ILLINOIS—*Des Plaines*, West; *East St. Louis*, Harding; *Gurnee*, Warren Township High.
INDIANA—*Indianapolis*, Catherine Merrill Number 25.
KANSAS—*Wichita*, Lowell.
MAINE—*Waterville*, Grove Street.
MICHIGAN—*Dearborn*, Lindbergh, Oxford.
MISSOURI—*Kansas City*, Lykins.
NEW JERSEY—*Delanco*, Delanco Public Schools, Hickory Street, Walnut Street.
OHIO—*Canton*, Stark; *Cleveland*, Patrick Henry Junior High.
OREGON—*Ashland*, Lincoln.
TENNESSEE—*Chattanooga*, Mission Ridge.
TEXAS—*Dallas*, Eagle Ford.

Four Years

CALIFORNIA—*Chico*, Nord Avenue; *Kerman*, Elementary.
CONNECTICUT—*East Hartford*, Center, South Grammar.
DISTRICT OF COLUMBIA—*Washington*, Blake.
HAWAII—*Pauwela*, Haiku; *Hilo*, Standard, Union; *Honomu*, Honomu; *Honokaa*, Kaapahu; *Hilo*, Kaiwiki; *Pahoa*, Kalapana; *Lahaina*, Kamehameha III; *Hilo*, Kapiolani; *Kapoho*, Kapoho; *Kaumana*, Kaumana; *Kurtistown*, Kurtistown; *Laupahoehoe*, Intermediate; *Ninole*, Ninole; *Paauilo*, Paauilo; *Pahoa*, Pahoa; *Pepeekeo*, Pepeekeo; *Hilo*, Waiakeakai, Waiakeawaena.
ILLINOIS—*Bellwood*, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; *Des Plaines*, Central; *Harvey*, Harvey Public Schools, Bryant, Cary, Holmes, Lowell-Longfellow, Whittier.
MARYLAND—*Frederick County*, Liberty Elementary.
NEW JERSEY—*Camden*, O. V. Catto; *Dunellen*, Dunellen Public Schools; *Highland Park*, Hamilton; *West New York*, Public Number 3.
OHIO—*Rootstown*, Rootstown Township Public Schools.
OKLAHOMA—*Oklahoma City*, Shidler.
OREGON—*Portland*, Atkinson, Holman.
PENNSYLVANIA—*Bloomsburg*, Fifth Street, Third Street; *Susquehanna*, Susquehanna Public Schools, Laurel Street, Washington Street.
SOUTH DAKOTA—*Aberdeen*, Garfield, Lincoln, Monroe.
VERMONT—*Newbury*, Central.

Three Years

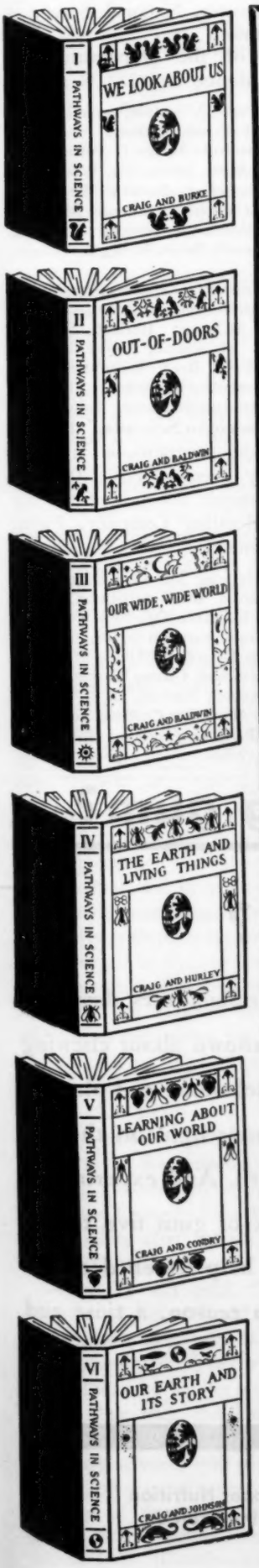
CALIFORNIA—*Siskiyou Union High School District*, McCloud High.
HAWAII—*Pahala*, Kapapala; *Hilo*, Keaukaha; *Mt. View*, Mt. View; *Naalehu*, Naalehu; *Ookala*, Ookala; *Paauhau*, Paauhau; *Pahala*, Pahala.
ILLINOIS—*Peoria*, Harrison.
INDIANA—*Indianapolis*, Charity Dye Number 27, Public Number 64, Public Number 90.
MAINE—*Bangor*, Bomer Street; *Rockland*, Camden Street, Junior High.
MISSOURI—*Kansas City*, Linwood; W. W. Yates.
NEVADA—*Pershing County*, Lake Consolidated.
NEW YORK—*Oneonta*, Academy Street.
PENNSYLVANIA—*Confluence*, High.
SOUTH DAKOTA—*Aberdeen*, Aberdeen Public Schools, Adams, Central High, McKinley, Henry Neill, Roosevelt Junior High, Simmons Elementary, Simmons Junior High.
TEXAS—*Texarkana*, Central.
VERMONT—*Ludlow*, Woodward.

Two Years

CALIFORNIA—*Beverly Hills*, El Rodeo; *Fresno*, Benjamin Franklin; *Los Angeles*, Gravois Avenue; *San Francisco*, Twin Peaks; *Siskiyou Union High School District*, Happy Camp High.
GEORGIA—*Macon*, Howard.
HAWAII—*Keahua*, Keahua; *Waiakoa*, Keokea; *Lahaina*, Lahainaluna Technical High; *Makawao*, Makawao; *Opihikao*, Opihikao; *Puunene*, Puunene; *Wailuku*, Waihee.
ILLINOIS—*DuPage County*, Public District Number 7, Warrensville District Number 31, Public District Number 70, Granger District Number 90.
INDIANA—*Indianapolis*, Public Number 72.
MAINE—*Belfast*, Peirce; *Camden*, Knowlton Street; *Caratunk*, Lincoln; *Castine*, Eastern State Normal; *Thomaston*, High.
MASSACHUSETTS—*Athol*, Silver Lake.
MICHIGAN—*Dearborn*, Edison.
MINNESOTA—*Minneapolis*, Calhoun, Lincoln Junior High, Rosedale.
MISSOURI—*Kansas City*, Allen, Attucks, William Cullen Bryant, J. S. Chick, Humboldt, Jackson, Jefferson, Junior Vocational, Marlborough, E. C. Meservey, Mount Washington, Northeast Junior High, D. M. Pinkerton, Springfield Opportunity, E. F. Swinney, Switzer, Mark Twain, West Junior High, Westport Junior High, Wheatley, Woodland.
NEW HAMPSHIRE—*Portsmouth*, Farragut Training, Haven.
NEW JERSEY—*Burlington*, Shedaker.
OHIO—*Woodstock*, Woodstock Public Schools.
OREGON—*Lookingglass*, Lookingglass; *Portland*, Ainsworth, Buckman, Capitol Hill, Collins View, Fulton, Hudson, Mills Open Air, Multnomah.
PENNSYLVANIA—*Benton*, Joint; *Rankin*, Rankin Public Schools, Hawkins, High, McCrady, Public Number 1, Public Number 2, Special Teachers and Supervisors; *Rogersville*, Center Township Vocational High.
UTAH—*Salt Lake City*, Ensign.
VIRGINIA—*Norfolk County*, Ingleside; *Richmond*, Grace Arents, Bellevue, John B. Cary, Chimborazo, Helen Dickinson, Ginter Park, Madison, Ruffner, John Smith, J. E. B. Stuart.
WEST VIRGINIA—*Shinnston*, Shinnston Public Schools.
WISCONSIN—*Eau Claire*, Orthopedic; *Superior*, Bryant.

Current Year

ALABAMA—*Jefferson County*, Crestline Heights.
ALASKA—*Bethel*, Office of Indian Affairs.
ARIZONA—*Marana*, High.
CALIFORNIA—*Pescadero*, Union High; *San Francisco*, Hill Crest, John Muir; *Tennant*, Grammar.
COLORADO—*Hudson*, Hudson; *Kline*, Marvel High.
CONNECTICUT—*Fairfield*, Dwight.
HAWAII—*Maui*, Standard; *Hilo*, Piihonua.
ILLINOIS—*Bellwood*, Wilson; *Des Plaines*, Des Plaines Public Schools, Central, Junior High, North, West; *Evanston*, Haven; *Highland Park*, Braeside; *Melrose Park*, Melrose Park; *Riverside*, Riverside-Brookfield High; *Urbana*, J. W. Hays.
LOUISIANA—*Burrwood*, Burrwood.
MAINE—*Castine*, High.
MARYLAND—*Lonaconing*, Rockville; *Smithsburg*, Forrest.
MASSACHUSETTS—*Achushnet*, Marie S. Howard; *Adams*, Hoosac Street; *Athol*, Hapgood Street; *Belmont*, Payson Park; *Lexington*, Franklin; *Lynn*, Euclid Avenue.
MINNESOTA—*Minneapolis*, Folwell Junior High, Monroe.
MISSOURI—*Kansas City*, Adams, Ashland, Boys Parental, Bristol, R. J. DeLano, Faxon, Garrison, Hamilton, Kensington, Lowell, Manchester, Martin, Penn, John J. Pershing, Special Teachers and Supervisors, Sumner, Booker T. Washington.
NEW HAMPSHIRE—*Hampton Falls*, East.
NEW JERSEY—*Belmar*, New Bedford; *Bergenfield*, Lincoln.
NEW YORK—*Buffalo*, Harding Elementary; *Loudonville*, Loudonville; *Oneonta*, High, River Street; *Watervliet*, Public Number 3.
OHIO—*Cleveland*, Benjamin Franklin; *Holland*, Holland.
OKLAHOMA—*Tulsa*, Pershing.
OREGON—*Portland*, Benson Prevocational.
PENNSYLVANIA—*Mifflin*, Mifflinborough High; *Reading* Douglass and Weiser Junior High.
RHODE ISLAND—*Warwick*, Potowomut.
SOUTH CAROLINA—*Warsaw*, Warsaw.
TENNESSEE—*Knoxville*, Claxton.
WEST VIRGINIA—*Pageton*, Consolidated.
WYOMING—*Newcastle*, Newcastle Public Schools.



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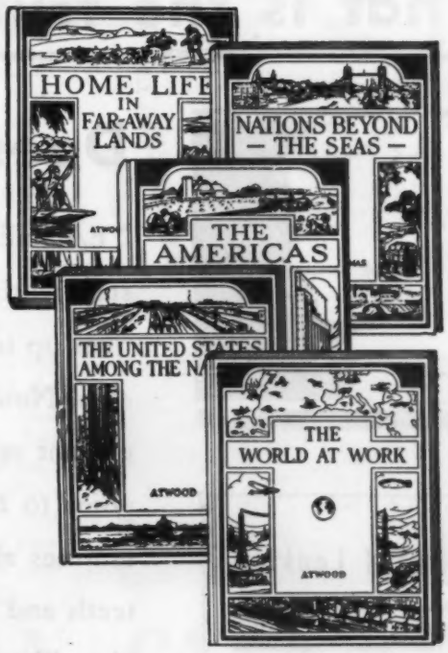

GINN AND COMPANY

Boston New York Chicago
Atlanta Dallas Columbus San Francisco

[*Continued from page* 131] to city superintendents to join with the NEA in putting up a "united front."

Here is a letter typical of many we have received during the last week or two: "I have done far too little as yet, but your last letter awakened me to the necessity of beginning on a more definite and a more constructive plan of publicity. I called a teachers meeting, read the letter to them, and explained that their fullest cooperation would be necessary this year to keep our schools intact. We are planning extensive means for informing the thinking public. I had foolishly thought I ought to do all this work and not add it to overloaded teachers, but I can see now that this is a work for all. We are putting up a good fight."

Other superintendents report they were in error in waiting a year or two before using the entire force to acquaint the public with the work of the schools. We are in a new situation. We have had to learn what was best. It is not surprising to find that teachers are most willing to cooperate and that they are skilful and diplomatic in this work. We have not yet heard of an instance where the teachers have not rendered most excellent assistance.

Secretary Wilbur, at the recent Citizens Conference, urged the friends of the schools to fight and to fight hard. The work described above is a good type of fighting. Sometimes you may need to publish figures and facts to offset extravagant statements or you may need to enter into a real contest of strength with militant reductionists. In that case call on the PTA and on all civic agencies. Call on the American Legion. It has not been called on half enough. Here is what National Commander Louis Johnson says:

"We shall do everything possible to back up the national association and you may take my pledge that we of the Legion are going to stand behind it *and back of the teachers of America not only 100 percent but more than that.*"

Public schools should have more of our time. It is far more important that we should serve on the parent-teacher association than as a director of the local bank. Banks, corporations, and most other things to which we devote so much time are merely interested in the tools of civilization; but these various young people's movements, in training the men and women to use these tools, determine whether the tools will be used to upbuild or to destroy.—Roger W. Babson.

No state in the Union today equalizes the educational tax burden satisfactorily. No state can hope to do so unless it abandons the obsolete principle of throwing the whole tax burden upon local communities. New York, Delaware, Maryland, North Carolina, Missouri, and California are examples of states that approach the ideal more closely than the majority of the states. They lead the nation in providing equal educational opportunities to all school districts within the state.—Paul R. Mort, associate director, National Survey of School Finance.

Officers of the Department of Superintendence for 1933-34 are:

President—Paul C. Stetson, superintendent of schools, Indianapolis, Indiana.

First Vicepresident—Milton C. Potter, superintendent of schools, Milwaukee, Wisconsin.

Second Vicepresident—David E. Weglein, superintendent of schools, Baltimore, Maryland.

Executive Secretary—Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.

Executive Committee, Members by Election—Charles B. Glenn, superintendent of schools, Birmingham, Alabama; Herbert S. Weet, superintendent of schools, Rochester, New York; Carroll R. Reed, superintendent of schools, Minneapolis, Minnesota; Charles S. Meek, superintendent of schools, Toledo, Ohio.

"Our American Schools," the NEA series of radio programs, is broadcast each Sunday evening 6:30-7:00 EST over a nationwide network of the National Broadcasting Company. Future programs include:

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

April 9-16—Easter vacation

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

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

What is the truth about chewing gum?

Does it affect health?

TEACHERS want to impart truths. Honest manufacturers desire to state truths. But practically all that anyone has known about chewing gum up to within a few years ago is that it is wholesome and pleasurable. Now scientific discoveries are throwing a new light on the important relation of chewing gum to mouth health. And experiments point to the fact that by enjoying a fresh stick of gum five to ten minutes after at least two meals a day, you can help lessen decay of teeth and reduce formation of tartar. There is a reason, a time and place for Chewing gum.

Forward Looking

business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their product. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers

N-8

Four Factors That Help Teeth Last a Lifetime Are Proper Nutrition, Dentist's Care, Personal Care, and Plenty of Chewing Exercise

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

Support the NEA—The National Education Association is doing a piece of work that commands the support of everyone interested in education. Thruout the nation it has been the first line of defense against those interests that have been trying to tear down public education. Thru its work in research, publicity, field work, and radio programs, it has brought valuable information to every part of the country.

Thousands of teachers are dropping out of the Association because they have lost their positions or because they are not receiving their pay. We in New York State are more fortunate than our fellow-workers in other parts of the country. It is the duty of every teacher in New York State to stand by the National Education Association in this critical period. The membership dues are small and for the sake of the educational interests of children no teacher can now afford to stand back and allow the splendid work that the National Education Association has been doing to be curtailed in any way.

Superintendents, principals, and teachers are urged to give this matter immediate attention. Let us show our faith in the work that the National Education Association has been doing for public education by rallying to its support. Join now! —Editorial, *New York State Education*, March 1933, p483.

San Francisco schools are cooperating with the Recreation Commission by keeping gymnasiums open after school hours and by operating schoolgrounds as playgrounds after school hours and on Saturdays and holidays.

April 23 will mark the eighty-first birthday of the poet and former schoolman, Edwin Markham. It will be fitting for teachers to observe the celebration of his birthday by having students read his "The Man with the Hoe" and other poems.

Many schools will close earlier this spring and open later next fall than usual, because of financial conditions. What plans are you making, as school administrators, to [*Continued on page* A-50]

Cruise to ALASKA

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$90
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LOW SUMMER RAIL FARES
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Alaska's sky-piercing mountains and the scenic wonders of the Inside Passage of the North Pacific make this 9-day cruise a vacation to remember always.

SAIL in luxury over a thousand miles of glasslike water past giant peaks, crackling glaciers and stepping-stone islands . . . to fascinating ports of call: Indian villages with totem-lined streets and stores gay with native souvenirs. Juneau and the nearby giant Taku Glacier . . . Skagway where the midnight sun and the thrilling Trail of '98 beckon you on into the Golden North . . .

Here is a vacation that combines the rest and relaxation of the sea with the romance of Gold Rush Days! Two sailings weekly from Vancouver. Just two weeks' time — from home and back! Through rates and convenient connections from all Pacific Coast cities. *(For an added vacation treat include the Canadian Rockies in your itinerary.)* Write for booklets.

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NORTHERN PACIFIC
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To the Pacific Northwest and California—America's Newest Transcontinental Train, the

North Coast Limited

[*Continued from page* A-49] keep in touch with your communities in these months? Could you not plan for a community recreation program for the summer? Could you not interest highschool boys and girls, unemployed college graduates, and other adults, as leaders in such a program? Could you not use the school grounds or prepare, with the help of your young people, vacant lots for recreation and outdoor games? Reading and discussion groups for young people and adults might be welcomed by many, as a means of developing leadership, as a wholesome use of leisure time, as a means of keeping up morale. There are a few persons in every community who are carrying too heavy a load in constructive activities, such as church and Sunday School, Scouting, parent-teacher work, community recreation, and the like. Why not enlist your young people in helping in such work? A long summer vacation spent in making contacts with your community outside the schoolroom, would add to the effectiveness of your program of interpreting the schools to the public next fall.

The best way to protect the schools—Few projects can be more effective than for every teacher to visit the home of every child under his charge and to talk over that child's welfare with the parents.

I believe that there ought to be a fine school library in every school building. It ought to be open all day and all evening. It should be a beautiful, quiet, restful room of gracious hospitality, for the wise men and women of the world dwell there.—Angelo Patri.

A worthwhile project—Every school building in America should have a complete bound file of THE JOURNAL of the National Education Association for permanent reference use by its teachers.

A semester course in English based entirely on reading in current magazines is being offered in the Roosevelt Intermediate School of Wichita, Kansas, in the eighth grade. The course is meeting the needs for:

[1] A source of pertinent, vital material for the teaching of the mechanics of English reading, writing, and speaking; [2] reading material to correlate with history, civics, science, and other subjects offered in school; [3] establishing the value and habit of nonfiction reading for recreation and information; [4] pupil appreciation of the good and poor in current literature.

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cated below give us greater courage to carry on:

Miss Sarah A. Marble, director of kindergartens, Worcester, Massachusetts, recently wrote: "I inclose my check for $10 which I should like to have credited to five teacher memberships, in the name of those who are unable to pay at this time. I hope it will help in the good work that I and all Worcester teachers feel you are doing for us and our profession."

Miss E. Mabel Skinner, 40 Irving Place, New York City, recently sent $4 to cover her own dues and those of "some other teacher who would like to join the NEA, but cannot afford to do so."

Miss Mary E. Ellis of Westerly, Rhode Island, and Mrs. Mellicent A. Stevens of South Glens Falls, New York, have both suggested that since duplicate copies of THE JOURNAL are coming into their homes, their copies of THE JOURNAL may be sent to less fortunate teachers who cannot afford to pay dues this year.

Dates to be remembered—

April 12-15—Convention of the Eastern Commercial Teachers Association at the Wardman Park Hotel, Washington, D. C.

April 29-May 6—Boys' Week. Suggestions may be obtained from the National Boys' Week Committee, 211 West Wacker Drive, Chicago.

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

May 18—World Goodwill Day. For suggestions, write to the Division of Publications, National Education Association, 1201-16th St., N. W., Washington, D. C.

May 21-27—Thirty-seventh annual convention, National Congress of Parents and Teachers, in Seattle, Washington.

June 19-30—Meeting of the American Association for the Advancement of Science, in Chicago.

June 26-30—Meeting of the American Home Economics Association in Milwaukee.

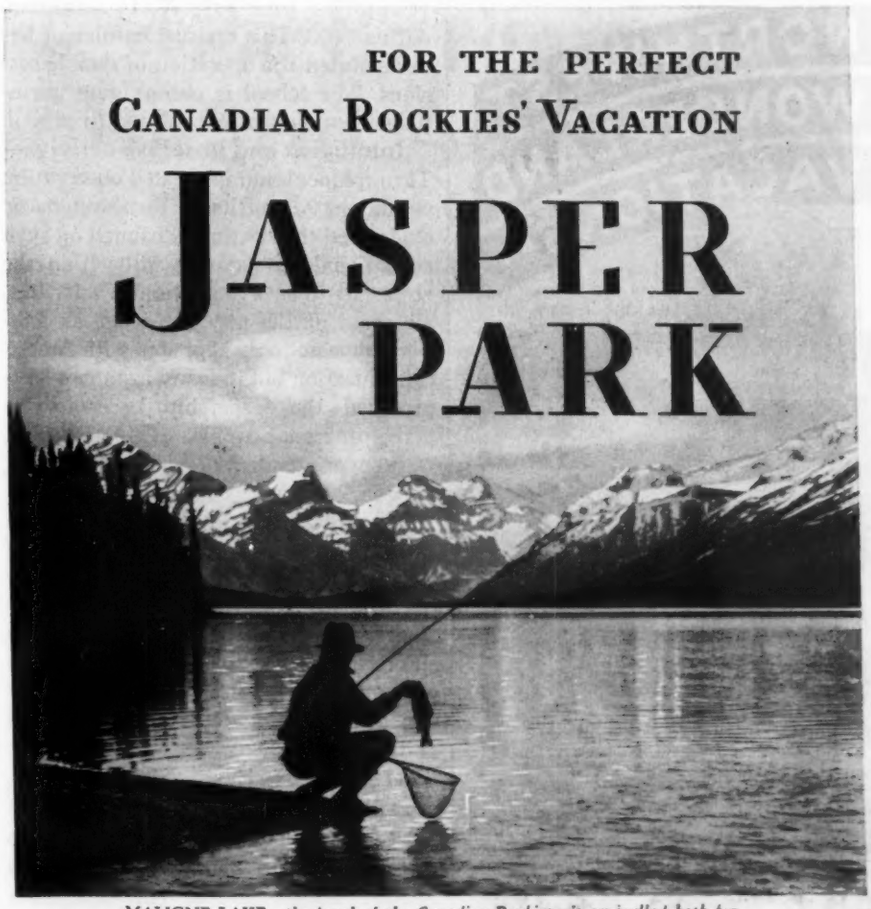
June 27-July 1—Convention of the Association for Childhood Education in Denver.

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

July 29-August 4—Dublin meeting of the World Federation of Education Associations. Further information may be secured from Augustus O. Thomas, 1201-16th St., N. W., Washington, D. C.

What about the others?—If there is a proposal to reduce taxes in your community to a point where vital services to childhood would be crippled, inquire: Have telephone rates been reduced? Electric light rates? Gas rates? Interest rates on money? Has the amount spent for useless indulgences been cut down? Benjamin Franklin observed that we are taxed most heavily by our follies.

The Huntington, West Virginia, high school, altho designed for only 1200 pupils, is now [*Continued on page* A-52]



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THIS summer vacation at Jasper Park in the very heart of the most thrilling mountains on this continent.

Fish at Maligne Lake whose sheer beauty defies description — and whose waters offer the finest brook trout on the American continent! . . . Drive to Mt. Edith Cavell with its dazzling Angel Glacier; to Pyramid Mountain; Maligne Canyon — and along the Pocahontas Highway where mountain goats and sheep often pose for their pictures . . . Follow trails that lead to jewelled lakes and snow-capped peaks. Take the saddle trips to Athabaska Falls and the Tonquin Valley . . .

Make Jasper Park Lodge your headquarters for this perfect Canadian Rockies vacation. Golf on its championship course. Swim in the warmed outdoor pool. Enjoy the informal luxury of the main lodge, or the privacy of your own perfectly appointed bungalow.

Low round trip fares permit a wide diversity of routes and stopovers. Unexcelled service on the Continental Limited that follows the Jasper Park Route to the Pacific Coast. Booklets, travel films and all information (including hotels at Jasper Town) may be obtained from any office listed below.

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CHICAGO 4 So. Michigan Blvd.	KANSAS CITY 705 Walnut St.	PHILADELPHIA 1422 Chestnut St.	ST. PAUL 83 East Fifth St.	LONDON, ENG. 17-19 Cockspur St.
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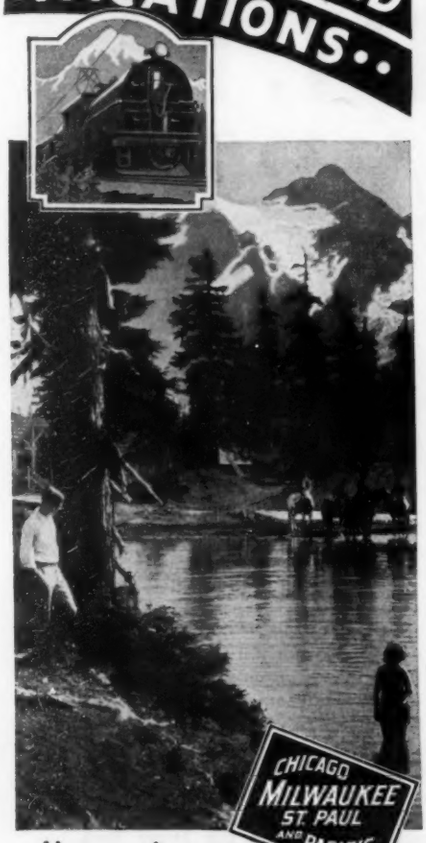

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[*Continued from page* A-51] accommodating 2100. This unusual enrolment has necessitated the operation of double sessions. The school is encouraging unemployed graduates to continue in school.

Intelligent and unselfish activity—Thru frequent and interested observation within the school itself, thru systematic study, and thru sitting in council on such educational problems as fall within the scope of the organization's activities, members of the parent-teacher associations have not only kept step with American education but in many instances have provided the leadership necessary to make progress possible.—C. A. Howard, state superintendent of public instruction, Oregon.

Michigan Citizens Conference on the Crisis in Education—Members of thirteen statewide organizations officially participated in this conference at Lansing, February 15. The conference was similar in purpose to the Citizens Conference on the Crisis in Education that convened in Washington, D. C., January 5 and 6.

Merchantville, New Jersey, schools—feeling that good music and good entertainment will help to keep up the morale of the community—have been offering numerous free entertainments during the year.

Alabama is to be commended for the emphasis placed in the Constitution, in the laws, in appropriations, and in administrative policies on education, correctly recognizing it not merely as a desirable activity but as an inescapable obligation of the state; for education is—or it has the possibility of being—the basic channel thru which public life and public service in all their ramifications may be improved. Conversely, inefficient or inadequate educational facilities or administration sets up a vicious circle of retrogressive influences leading inevitably from bad to worse.—From the recent survey of the government of Alabama by the Institute for Government Research of the Brookings Institution, Washington, D. C.

The uses of adversity—The present period of adversity thru which we are all passing will not be without its compensations if it awakens us teachers to a fuller realization of the fact that the schools are not isolated laboratories, but are a vital part of an organized society. The schools are affected by business and political conditions. This period of depression should teach us that we must be not only workers in classrooms, but also ac-

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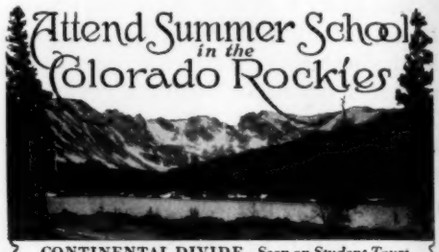

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Courses in Arts and Sciences, Medicine, Law, Education, Business Administration, Journalism, Art, and Music. Field courses in Geology and Biology. Maison Française, Casa Española. University Theater with special instruction in Dramatic Production. Many special courses for teachers, supervisors and administrators. Special opportunities for graduate work in all departments. Excellent library; laboratories. Organ recitals and public lectures.

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tive participants in the maintenance of a social order. The hard hand of experience is teaching us that we must be not only educationally minded, but must also be students of politics and economics.—From *Massachusetts Teacher*, December 1932.

Children or roads?—An editorial in the January *North Dakota Teacher* points out that a highway recently completed in that state, and costing about $7000 per mile to grade and surface, was built alongside two rural-school houses, both closed because of lack of funds. The cost of a mile of that road would have maintained either school for a period of seven years.

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn material limitations which is the foundation of all great art.—Dorothy Canfield Fisher.

We want your help—In our efforts to develop THE JOURNAL and improve our service of educational interpretation, we need photographs. These need not be expensive or even professional photographs. Clear and attractive glossy photos will be entirely satisfactory. The following would be especially helpful:

[1] Pictures of children in striking poses.
[2] Photos where the child or the child's activity are emphasized—a close-up of a few children is better than a crowded or stilted group picture.
[3] Photos of active and interested students in classroom, gymnasium, library, or laboratory.

Ideas from Minneapolis—

Education is a close reflection of the social order but it should be a little ahead of the present social order since it is preparing folks to live in the future.—**William John Cooper,** U. S. commissioner of education, Washington, D. C.

As one observes the easy readiness with which a large number of the citizenry, charged with responsibility for the lay oversight of schools, retreat from their posts as defenders of the cause, one wonders whether there is not a tragic and immediate need for education for education. It should not be forgotten that boards of education are the instruments of the people rather than the profession of education.—**Edward C. Elliott,** president, Purdue University, Lafayette, Indiana.

Milwaukee, feeling that recreation is education and should have the same quality of thought and guidance as does the academic life of its youth, has placed the responsibility for its municipal recreation into the hands of the schoolboard, putting into its care the public playgrounds, the municipal athletics, and the social centers.—**Dorothy Enderis,** director, Extension Department, Public Schools, Milwaukee.

[*Continued on page* A-54]

New Bargains *in* Fun and Adventure

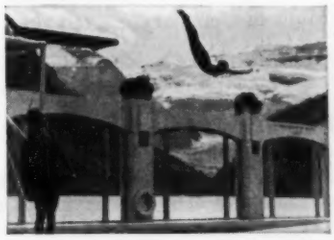
in the Glorious CANADIAN ROCKIES...

Prices are never so important as *places* in choosing a vacation trip—but when the *place* is the roof-garden of the world, then new low prices become the biggest *news* of the season. And here it is! The whole scale of rates in the Canadian Rockies is *down*. Banff, Lake Louise and Emerald Lake are linked in new feature tours that add the bargain lure and *never* could you *do* so much, *see* so much, for *so little!* Here are the places and the tours.

All Expense Tours

Banff—Everything in superlatives: Mile-high golf, trail riding, climbing with Swiss guides, warm sulphur or cool clear swimming pools, fast clay court tennis, fishing, boating, and always interesting people.

6 Glorious Days $70
2 Days at Banff
2 Days at Lake Louise
2 Days at Emerald Lake
126 Miles of Spectacular Motoring



Lake Louise—One of the supremely beautiful places of the world. A lake that puts soul into colors. A chateau as *foreign* and as *interesting* as you can imagine. A snow-topped background in a foreground of brilliant Alpine poppies. Sheer magic!

5 Wonderful Days $60
1 Day at Banff
2 Days at Lake Louise
2 Days at Emerald Lake
126 Miles of Spectacular Motoring

Emerald Lake—A green gem, unlike anything in the Rockies. It is hidden in the wilds, where a central Chalet clubhouse, individual bungalows with all conveniences of home, give the effect of a quaint little Swiss village. A world of its own.

4 Colorful Days $50
1 Day at Banff
2 Days at Lake Louise
1 Day at Emerald Lake
126 Miles of Spectacular Motoring

5 Outdoor Days $40
For those who love to climb and hike. Stay at Chateau Lake Louise, Emerald Lake Chalet, Wapta and Yoho Valley Chalet-Bungalow Camps. Also motor tour.

All Tours Begin at Banff or Field—They provide a marvelous means of exploring the whole region and discovering the *one* place where you will want to spend your summer. They are leisurely tours in which you enjoy the best of everything with lots of time to golf, hike, climb, ride, dance, play tennis, swim in warm sulphur and clear cool waters, or just relax and enjoy the thrill of the scenery.

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HAPPY TIMES

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[*Continued from page* A-53]

Our new economic and social frontiers are international as well as national. We did nothing in 1914 to aid in preserving the peace of the world, and we are doing our best to pussyfoot around most of the powder and lighted match situations which now menace it. We are ready, evidently, to throw the Philippines into the lap of Japan. We have lost much of our influence in South American affairs. We have steadily refused to join the League of Nations and give to that organization the support which it needs and deserves in its efforts to maintain sanity in world affairs.—**Harley H. Lutz**, professor of public finance, Princeton University, N. J.

A good organization of guidance in a large school can be made by selecting six teachers with the right qualifications. Each one should be placed in charge of the pupils of a grade. He remains in charge of the individuals of this group as they progress thru the school. He makes personnel researches on each one, gives individual attention to each thru counsel, and meets them all in class discussions twice a week thruout their school career. Thru these activities the guidance department accumulates recorded facts that are of inestimable value in supervision.—**Charles F. Towne**, assistant superintendent, Providence, R. I.

The American Association of Teachers Colleges at its meeting in Minneapolis in February elected the following officers:

President—Frank E. Baker, president, Milwaukee State Teachers College.

Vicepresident—W. A. Lewis, president, Fort Hays Kansas State College.

Executive Committee—George A. Selke, president, State Teachers College, St. Cloud, Minnesota; H. L. Donovan, president, State Teachers College, Richmond, Kentucky; U. S. Conn, president, State Teachers College, Wayne, Nebraska.

Dean Charles W. Hunt, School of Education of Western Reserve University, was reappointed by the Executive Committee to act as secretary of the association and executive secretary of the accrediting committee.

The Tribune does not share, with some, the spirit of cynicism and rebellion with which they view the schools today. We do not believe that our educators, as a class, are conniving to evade their responsibilities in the depression. We think that they are alert to the fact that education must bear its fair share of the burden of retrenchment and they are simply desirous, for the most part, that everything that is good and substantial and worthwhile in our school system be preserved during this difficult period of testing.

That the period is a difficult one for the schools no one can deny; and that those who are directing the destinies of our schools are meeting their problems resourcefully, and in a spirit of self-sacrifice, there is abundant evidence. Wherefore we salute the educator, even at a time when the costs of education are

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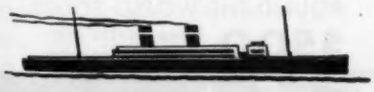

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being critically surveyed, as one whose loyalties to the common good run deep and true.—Editorial in *The Minneapolis Tribune,* February 27, 1933.

Take the article by Glenn Frank, page 107, to your local editor with the request that it be printed; also "The Superintendent Studies His Job" [page 104] by Milton C. Potter.

Children first—In this depression, don't forget your children. Time and again in England we had to watch carefully so that when we made our economies, we didn't economize on our children. Don't let them cut down on your education or on any agencies dealing with children. They mustn't suffer in this economic crisis. You can always build your bridges and your roads. If you neglect your children, you can't build them again.—Lady Astor.

A depression byproduct—The movement to stop child labor is gaining momentum. Two legislatures have ratified the child labor amendment to the Constitution within the past month. In three more states one branch of the legislature has voted by an overwhelming majority in favor of ratification, and final approval is almost certain. All five of these states had previously rejected the amendment.

Several of the legislatures now in session have taken preliminary steps for ratification. In the conservative strongholds—Massachusetts, Connecticut, and Maine—influential newspapers have begun campaigns for action.

Grownups who sit idly at home and watch their children go out to earn the family bread are not going to believe any longer the fantastic tales spread to defeat the amendment—assertions that with the amendment in the Constitution children will no longer be able to wipe the dishes for their mother, or milk the cows for their father.

There is now a chance that the amendment may be ratified before the year is over, under the stress of necessity. If this happens the depression will not be without its bright spot.—*Washington Daily News,* March 9, 1933.

There is one supreme test for any business man who proposes to run public affairs. That is: How has he run his own? This is no time to turn over public trusts to men who have already violated public faith in their financial or industrial undertakings.

Last of all there is the teacher who believes and honestly believes since his selfdelusion is perfected, that, due to certain monetary obligations to which he is honor [*Continued on page* A-56]

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from New Orleans—Cruises of 9 or 16 days—variously to HAVANA, GUATEMALA, HONDURAS, PANAMA. From $90 and $115 minimum. Sailings Wednesdays and Saturdays.

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[*Continued from page* A-55] bound, he cannot afford the dues that make possible the work professional organizations exist to do. Suppose he were to analyze this decision so as to obtain the real implications in it. Underneath is a comforting conviction that others will join, will pay the bills, that the work in his behalf and in behalf of children whom he loves, will not cease. He is like the man who refuses to take out health and life insurance. Whether he consciously admits it or not, he is trusting to the generosity of his fellows were disaster to strike him. Yet there are teachers who are honest in the selfdeception that they can, and should, decide, as a mere personal convenience, whether they will join any professional group.—Editorial in *Pittsburgh School Bulletin*, March 1933.

Seven hundred home visits were made by Bellaire [Ohio] teachers during one month. Thirty-two teachers participated in this program of calling upon the parents of each of their pupils.

Governments and universities—In June 1931 the six premiers of the states [in Australia] met in conference with the prime minister of the whole commonwealth and devised a scheme whereby all budgets—federal and state—should be balanced within three years. It was decided to reduce all adjustable government expenditures by 20 percent—state and federal. It was decided to convert the whole internal debt on the basis of a reduction of 22½ percent in interest rates. This was successfully accomplished. About 97½ percent of the holders of government stock volunteered to accept the reduction. All social services suffered the general reduction—including old age, invalid, and soldiers pensions. Wages and salaries were reduced and a reduction of interest rates on bank deposits and advances was also brought about. In New South Wales an act was passed reducing rents by 22½ percent. The commonwealth budget was balanced and the state budgets are well on the way to being so. Behind this plan stand the universities of Australia [one in each state]. The professors of economics in the universities have been in constant touch with the federal and state governments, furnishing them with statistics, giving advice, criticizing, drafting reports. In my opinion that is as it should be. I have no wish to see such experts—as in modern conditions only a university can furnish—in executive control in government; the business of formulating policy is best left to the people's representatives in parliament. But sound

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licy must be based on sound knowledge hich it is a university's main business foster and advance. The university on part should be glad to be of assistce to the state in its difficulties. There ould be the closest cooperation between vernment and the universities.—R. S. allace, vicechancellor, University of dney, Australia.

A community should sacrifice its ool halls, its picture shows, its tobacco, d some of its automobiles before it crifices the schools.

The schools are everywhere being ttacked and our professional organizaons, the National Education Associaon and the Washington Education ssociation, are practically the only deenders in the field. These organizations eed more than ever the united support f teachers. Yet, in this time of greatest eed, there is a tendency for their suport to fall off, thus endangering the onstructive work so needed now.

You are a member of the WEA or you ouldn't be reading this article. But are ou a member of the NEA? If not, oesn't it strike you that a two-dollar inestment in such a membership is the ery best investment you could possibly ake? No matter how far down we go ith the depression, we shall have exactly he same problem to solve that every ther group will have; namely, how to limb back up and out. If we all work ogether loyally thru the WEA and the EA, the climb will be quicker. All it akes is a check for two dollars to the ational Education Association, 1201 ixteenth Street, N. W., Washington, . C.—From "Teachers and the NEA" y Orville C. Pratt in *Washington Eduation Journal,* March 1933.

Let the citizens of each state proide by law, as it is now proposed in Illiois, that the assessed valuation of public tility corporations shall be the same as he declared valuations upon which rates re based.

Have you encouraged parents to fford play facilities for their chilren?—Perhaps an empty room, an unsed attic, a basement, or garage, with a ittle effort could become a center for the lay activities thru which children delop skills, get exercise, and acquire inrests. Why not make a survey of the ome play facilities provided for the chilren in your room?

Faculties will find timely material n this JOURNAL—such as "The Sword Over Education," "Interpreting the Kindergarten," "Printed Material: Economy or Extravagance?" and other artices—for discussion in teachers meetings.

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