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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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

Our teachers rate the articles each month. The articles which are placed first by them are made the basis for the regular monthly staff meeting. Why not print the list of titles every month? It is a convenient form for rating by teachers.—R. W. Arnold, principal, Roosevelt School, Kenmore, New York.

"Is There a Place for John?" in the March 1933 JOURNAL demands our clearest thinking. I wish we had the time and opportunity for working with children as individuals.—Ethel M. Dutnell, Gates School, Elyria, Ohio.

The teachers of the nation are a unit in their great appreciation of the fine work that all of you at headquarters are doing to save education in this crisis.—Kyle T. Alfriend, secretary, Georgia Education Ass'n, Macon, Ga.

The March 1933 issue of THE JOURNAL is

an unusually valuable number. I have read every article in it and I think that they are all pertinent and significant in this present crisis in education.—Edward H. Fuller, superintendent, Darien, Connecticut.

I always get valuable information and inspiration from THE JOURNAL.—M. Larkin, teacher, Galtier School, St. Paul, Minn.

"The Sword Over Education" by Glenn Frank in the April JOURNAL should be reprinted and placed in the hands of legislators, members of school boards, and other.—Carl Cooper, Western State Teachers College, Kalamazoo, Michigan.

It is too bad that THE JOURNAL reaches only those in our profession and that it is not sold as conveniently as popular magazines. Many laymen might do many things, and better, if THE JOURNAL were brought to their attention.—May A. Zwick, art teacher, Stonehurst-Hills School, Upper Darby, Pennsylvania.

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.

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Name and position of reader making report.....

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[The article ranked highest in March: "The Schools and the Present Crisis," editorial.]

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May 22—12:35 p.m., EST
Felix Frankfurter, Harvard Law School
May 27—7:00 p.m., EST
A. Lincoln Filene, Boston Merchant
May 29—12:35 p.m., EST
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4. **EXHIBITS** displaying activities to meet the crisis will be shown at the Chicago Convention, July 1-7.
5. **RADIO SPEAKERS** on 25 coast-to-coast programs are taking the case for the schools to the American people.

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The Joint Commission invites every member of the profession to a mass meeting, Monday night, July 3, at the Chicago Convention, to discuss the crisis in the schools.

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Enlarging Our Horizon

IN KEEPING with the plans of the Joint Commission on the Emergency in Education to encourage teachers to study the report of the President's Research Committee on Social Trends in the United States, THE JOURNAL is presenting this analysis of that report by Superintendent Chester F. Miller of Saginaw, Michigan. He points out the educational significance of these new conditions and the importance of interpreting their meaning to laymen.

The report as a whole is a two-volume work entitled Recent Social Trends in the United States. It is published by the McGraw-Hill Book Company.

The price of this 1568-page work is \$10, but arrangements may be made by the Emergency Commission for a special school edition or a special discount to educators.

The thirty-nine chapters cover such diverse themes as population, natural wealth, invention, communication, occupations, education, rural life, vitality, the family, leisure, health, welfare, law, religion and government. The volumes are rich in data covering the most astounding twenty-five years in all history. On the basis of the facts here presented, plans can be made for a new era in the national life.

Here is an important body of data which will help the teacher in formulating the curriculum and which suggests lines of observation and inquiry into the social forces which now operate in the country. There has not been a time since Horace Mann went about teaching the people the importance of the common school, when social information and social vision among teachers could mean so much as now. The school can save itself only by saving society.—J. E. M.

THE AVERAGE adult citizen has grown to maturity in a changing environment. He has been compeled gradually to adapt himself to new methods of communication, transportation, housing, and social situations due to the machine age, without realizing the significance of

these changes on the lives and education of children. His training was formal and academic. He lives in a modern age with

FOR THE SUMMER

THERE ARE three major activities which will command the time and the energy of wise teachers during the summer months, each according to his need. *First, health*—the determination to come into the service of the next school year with poise, reserve, patience, good cheer, and high courage. *Second, study of economic, political, and social conditions*—the determination to know and to understand these conditions that there may be sound teaching and sane leadership. *Third, companionship with the people*—determination that in purpose, in understanding, in mutual affection, and in aspiration, there shall be no gap between the teacher and the parent, between the school and the home, between civic leadership and educational leadership. These activities are not mutually exclusive. Many teachers will be able to combine all three.—Joy Elmer Morgan.

"mechanical servants" at his beck and call but he estimates the education of children in terms of the environment and the formal and academic methods of his own school days. In other words his own associations and living are influenced by machines and inventions but he has not in the same way been identified with education. Education has remained fixed in his experience. To him the school is like the fire department. If he has children of his own and needs the school, he wants it modern and efficient in service. If he does not need the school, it is simply another public institution. He fails to realize that education is social insurance fully as protective and more extensive in its application than life insurance or other types. He has a Three-R complex. If we contemplate the problem of adjusting our schools to the needs and capacities of the boys and girls of today, it is obvious that limiting the school to the old Three-R curriculum is

not sufficient for our social welfare. It is most unfortunate that art; music; health; social, political, and economic understanding; and even guidance have been dubbed "fads and frills." They are all basic elements in our social situation. The Three R's are fundamental tools of learning but by no means do they comprise all the fundamentals of the education demanded to meet presentday conditions.

Some of the most successful men and women in creating the new tools and ideas which have shaped modern development were not interested in the Three-R curriculum and quit the old school. The curriculum was not satisfying. Its formalism was anesthetizing initiative and deadening the development of the creative ability on which they depended for success. Thru selfstudy and experiment they were able to give much to civilization. The formalized Three-R curriculum of the old school undoubtedly dwarfed in embryo many poets, musicians, inventors, and social leaders who might have carried us further in our national development. Today all are forced to attend our schools either thru legislation or on account of the social and industrial situation. If children are to master our complicated civilization, they must be given an opportunity to do so while in the school. This situation has compeled us to evaluate again the fundamentals of education. The evaluation compels us to make fundamental the development of high standards of taste, appreciation, and social understanding. It demands the cultivation of a mind at once appreciative and critical of a society of which it is a part. It places emphasis on the development of creative ability and builds on child interests. It calls for less direction and more planning for normal growth and development.

In order to justify the above change in emphasis, I have made a detailed study of the findings of President Hoover's Research Committee on Social Trends. On the following page are a series of contrasts drawn from the report.

LET THIS BE the beginning of a new era, when the leaders of American education go again among the people preaching the gospel that the strength of democracy resides in the trained intelligence of the people.—Lotus D. Coffman. ¶We should think of education as a permanent and longtime undertaking which has a vital relation to the progress and development of modern life and society.—Joseph Rosier.

The Increased Demands upon the School

IF EDUCATION is not adjusted to new conditions young people are handicapped as they attempt to take their places in the world of practical everyday life. The following contrasts will be useful in visualizing for laymen the new situation involved in the education of youth. Let each teacher and each layman compare the conditions which surrounded his own childhood with those which surround children

today, and consider the educational significance of this changed environment. New types of school activity are required to meet the demands of the child's growth and development under these changed conditions. The following are a few contrasts selected from *Recent Social Trends in the United States*.—Chester F. Miller, superintendent of schools, Saginaw, Michigan.

THREE-R CURRICULUM CONDITIONS

MODERN CURRICULUM CONDITIONS

Majority lived on farms and in villages.....	Majority live in cities
Majority lived in one-family houses.....	Majority live in multi-family houses one-fourth smaller
Few families without children; 5.9 persons in each family.....	31 percent families without children; 3.57 persons per family
Domestic system of food production.....	Majority purchase food
Family life and property protected by its members.....	Property protected by police, firemen, courts, legislation
Family taught ideas, ideals, and aspirations.....	Increasingly these depend on outside agencies
Religious observances in majority of homes.....	Home worship declining
Marriage permanent.....	One out of seven homes broken
Children an economic asset.....	Children an economic burden for a longer time
Domestic industry in the home.....	One in seven home workers gainfully employed outside home
The individual dependent on family economically, socially.....	Individual less dependent on family for work and social life
Home an economic and social institution.....	Home a social organization
Housework done in home.....	Former home industries such as canning now performed outside
Complete kitchen facilities.....	Approximately four out of ten apartments have kitchenettes
All meals at home.....	Each person in family averages two meals a week outside home
Three generations in the home.....	Insurance and economic independence for older generation
Death rate and infant mortality high.....	Complete health program with emphasis on keeping well
Family finance on "pay-as-you-go" basis.....	Extension of instalment buying
Children dominated by parents.....	New freedom in the home
Families restricted to limited area.....	Area extended by modern transportation and communication
Education formal.....	Education liberalized to augment diminished home education
Citizenship in family setting.....	Schools, churches, community
Recreation in home centers.....	Recreation outside the home
Families entertained themselves.....	Families pay to be entertained
Farm-home duties educative.....	Such duties replaced by "units of instruction" in schools
Reading aloud common practise.....	Reading aloud reduced to 33 percent, rural homes; 13 percent, city
Little leisure time.....	Average employment fifty hours per week for 50 percent of workers
Few cultural opportunities for the masses.....	Libraries, art galleries, museums fostered by civic groups
Simple recreation.....	Specialized sports, games, amusements
Art for the select few.....	400 percent increase in professional art students in a decade
Creative opportunities little recognized.....	Creative expression encouraged to discover creative ability
Emphasis on utility of a product.....	Design, color, harmony, large factors in industrial products
Highschool courses strictly academic.....	General, specialized, vocational highschool courses
Over 18 percent of 10-15-year-old children employed.....	Less than 5 percent of 10-15-year-old children employed
Life work selected by chance.....	Vocational guidance and tryout courses offered in schools
Hand tool manufacturing.....	Mass production machines
Simplified home manufacturing.....	Specialized manufacturing
Heating and lighting cared for by members of family.....	Janitors in multi-family dwellings
Power and heating from wood and coal.....	Power and heating from coal, oil, gas, electricity
Practically all house repairs by members of family.....	Specialists employed to make repairs and improvements
Age-old occupations.....	25 percent of workers in occupations unknown 25 years ago
Length of working day—daylight to dark.....	Working day six to eight hours, average fifty hours per week
Unskilled labor predominant.....	Decreased demand for unskilled labor
Professions limited.....	6 percent gainfully employed in professional service
Employment varied.....	Job monotony due to specialization
Family taught industrial arts to children.....	Industrial arts taught in the schools
Horse transportation.....	Machine transportation engaging over 7 percent of workers
70 percent employed in agriculture.....	75 percent in occupations other than agriculture
Scattered community manufacturing.....	Manufacturing concentrated in industrial centers
Ideas expressed thru speech.....	Ideas expressed thru newspaper, radio, telephone
Independent life.....	International interdependence
Seasonal unemployment.....	Technological unemployment

The West Virginia Day Dinner

WEST VIRGINIA DAY was celebrated at Clarksburg by a great dinner in honor of three men who are this year presidents of three of the leading national organizations of the United States. A great audience of West Virginians and guests filled the Masonic auditorium and paid tribute to the three native sons who have gained national recognition—Louis A. Johnson of Clarksburg, national commander of the American Legion; Clarence E. Martin of Martinsburg, president of the American Bar Association; and Joseph Rosier of Fairmont, president of the National Education Association. Each of the honor guests made an address suitable for the occasion. President Rosier's address follows:

I ASSURE YOU that as one of those honored on this occasion I am deeply appreciative of the recognition which has been given to me and to the other honor guests.

A community and a state may be judged by the type of citizen it produces and by the attention which it gives to those who have rendered service or attained success. While occasions of this sort mean much to those who are honored, they have a greater significance for the young men and women who may be inspired to greater effort.

I happen to have been born within a few miles of the place where we now are. My life has been spent, with the exception of one year, in two counties of our state. Here in this neighborhood in this grand old county I grew to manhood and in the adjoining county I have spent a generation in the public service. As I look out over my life experiences and count the privileges and the blessings which have come to me, I am tonight thoughtful of those who in early life contributed to my education and my thinking.

After all, my friends, the greatest blessings that can come to any man or woman are the guidance and the instruction by example and precept of teachers. They may have been teachers in the classroom who have led us thru the

mazes of knowledge and the romance of learning or they may have been friends who by their own lives and words of wisdom have given us inspiration for achievement and visions of finer lives. In this respect I have been richly blessed. Were it fitting I could name over tonight many men and women who have lived and died in this community who have been beacon lights to me in my own life. May I pay tribute to the character and the culture of the men and the women who have been leaders in the church, in education, and in the civic and political life of this remarkable community. Few neighborhoods in all this great country of ours have furnished more men of character and achievement to the state and the nation than this one in which we are now assembled.

It is a pleasure and satisfaction to call attention to these past leaders and their services and to honor the living who have reached places of prominence and distinction, but such ceremonies would be without value unless they furnished inspiration to those who come after us.

We are all proud of our heritage in this community and in this state, but grand as it is, it cannot protect or preserve our future. That future must rest upon the continuous development and preparation of the leadership which has been characteristic of our people in preceding generations. The significance and meaning of our achievements which are tonight celebrated by this community and state will depend largely upon the contribution which we make to the future welfare of society.

Having spent my life in the field of educational service, it would be expected that I would tonight emphasize the value and the importance of the education of our young people for future usefulness. Our community and state have developed in the last forty years great material wealth. I remember this county and community from boyhood. I have seen its great material development. Great as that material development has been, however, it sinks into insignifi-

cance as compared with its spiritual and intellectual achievements. Our people in their primitive days of hardship and poverty did not neglect the intellectual and spiritual training of their children. In the days of great material development they have built schools and provided more thoro and inspiring instruction for their children.

This spirit of our people has made possible the development of that leadership which is recognized in ever widening circles. I speak tonight with great reverence for the sacrifices and the devotion of the men and women whose lives in this state have been dedicated to the guidance and the training of the young. Ralph Waldo Emerson once made the statement that the greatest human enterprise is the care and the culture of men.

It is inspiring to think that the dead whom we remember with reverence fully realized the importance of men and women as do the living who join in this community celebration tonight. Without such visions on the part of those who have gone before, this occasion tonight would not be possible. I must take advantage of this occasion to impress upon our people the fact that the greatest and most significant institution in our great country is the American public school. The founders of our government early recognized the fact that the existence and the perpetuity of free institutions must depend upon the intelligence of the people and that such intelligence is not possible without universal education. In response to that thought of the founders of our republic, a great system of free public education has been provided.

It is important to emphasize this fact when depression and economic trouble darken our vision and cause us to be negligent of our primary obligation to society and our institutions.

The greatest duty of any parent is found in the training and education of his children. Education is a debt which age owes to youth. Children only grow up once. Whatever may be our economic difficulties we cannot afford to neglect the

TO THE TEACHERS AND CITIZENS OF AMERICA—The gravity of conditions thruout the country today calls for unprecedented cooperation. This is no time for partisanship, for weeping over past mistakes, for quibbling over details, for divided counsels, or for delay. The needs of the people and the necessities of the national life demand farsighted, confident, courageous, constructive, and unhampered leadership. In order to prevent a further collapse in finance, industry, and education, I wish to urge upon the teachers of the nation and upon citizens everywhere, united and wholehearted support of the President of the United States in his efforts to put into immediate operation plans and policies which give promise of bringing a new day in the national life.—Statement issued by President Joseph Rosier of the National Education Association on April 20.

education of our children. Whatever greatness has been achieved by the sons and daughters of this fine county and this great state is due to the sacrifices of parents who in the past were more deeply concerned about the education of their children than they were about any other matter.

I call upon the people of this community and of my state in the midst of their economic troubles and difficulties to dedicate themselves anew to those great spiritual principles and intellectual activities which are vital to the well-being of human society. It would be a tragic and futile thing to celebrate our achievements here tonight and then go out to join in some movement that would restrict and hamper the development and education of the coming generation.

We here in this country are engaged in the great experiment of building and maintaining a democratic society. It has been said that America is another name for opportunity. No greater disaster could come upon our people than to have the educational opportunities and privileges of our people restricted.

The vital principle underlying American democracy is the thought that the doors of opportunity shall remain forever open to every capable and worthy boy and girl that cares to enter. The glory of American institutions and achievements

is due to the fact that thruout the years we have preserved this great principle of the freedom of opportunity.

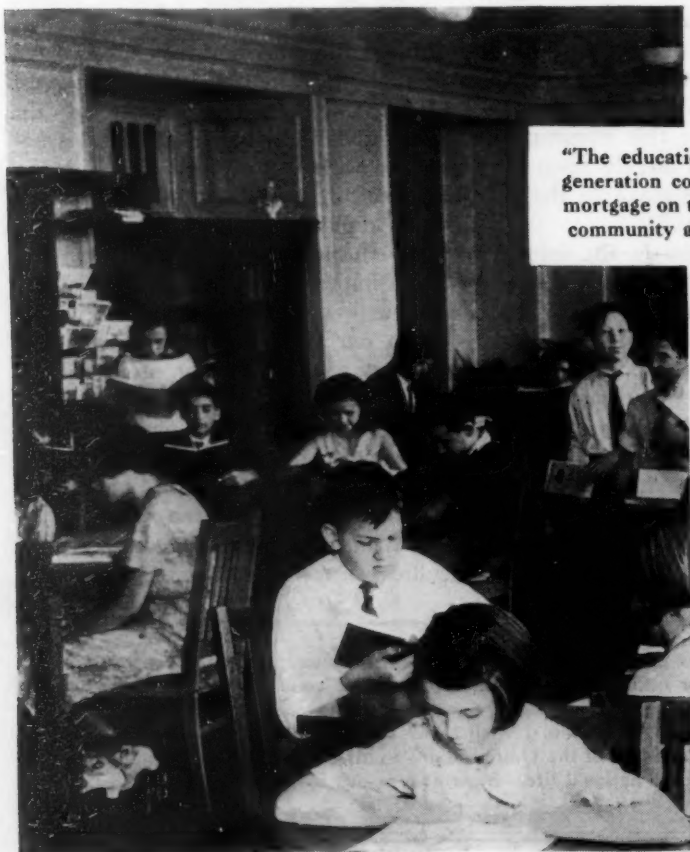
The greatest institution for the preservation of this freedom is the American public school, extending from the first grade thru the elementary school, the high school, and the college and the university. May I make the broad assertion that, in guaranteeing this freedom of opportunity, the education of the rising generation constitutes a first mortgage on the wealth of the community and the nation.

The results of a period of economic depression are not all bad. In the days of prosperity we were moved by materialistic ideals. Human success was measured by the amount of our material possessions. In the days of adversity we are made to realize the futility of material achievements. We are, therefore, in these days taking a new outlook upon life. We are learning that those things which endure are spiritual and intellectual. Education in the next period of human development will place greater emphasis upon the fundamental elements of human character. The chief cause of past failures has been found in defective character. Selfreliance, honesty, integrity, and a high sense of individual honor and social responsibility must have a greater place in the lives of men and women in the

future. We must learn the lesson that we do not secure from the world anything of real value unless it has been earned by genuine service. History teaches that human selfishness and greed lead to disaster. Out of this depression must come an economic and social life built on foundations of human worth.

The finest results of this occasion should be found in the development of higher ideals of living among our people. Our great state should place the spiritual and intellectual values above all consideration of material gain or possessions. We will be recreant to our social responsibility if we do not show a willingness to make sacrifices for the welfare of future generations, remembering always our debt to those who have sacrificed for us. The people of our commonwealth must remain loyal to the highest and best interests of the state. As we have freely received from those who have gone before us, so we should freely give to those who come after us in order that human progress may move ever onward.—**Joseph Rosier**, president, National Education Association.

[One of the general sessions programs of the Chicago convention will be called "West Virginia Night." On that evening, Wednesday, July 5, 8:00 P. M., addresses will be made by Joseph Rosier, Louis Johnson, and Clarence Martin.]



"The education of the rising generation constitutes a first mortgage on the wealth of the community and the nation."



The Tenth Generation

THE OLD LAWYER hung up his telephone receiver and turned slowly back to his deep-seated leather chair. His appearance and every motion betokened the Southerner of a type almost extinct. The message he had received disturbed him not a little. A prominent capitalist and bank officer had asked permission to call and discuss a personal matter with him. For privacy, as he had explained, and to avoid interruption, he preferred to come to the lawyer's residence. Their names are not important in this record.

Seated again, the old practitioner crossed his long, thin legs, leaned back and matched his fingers in thought—a characteristic habit. He had granted personal interviews in his home on other occasions and always with serious aftermath. The gentleman who had just phoned him was, by common consent, a man of vast wealth. But you can't always tell. There had been serious disturbance in financial circles lately, far-reaching in its results. And there were always speculation and dishonest employees. And divorce. He wondered what there was in the air of importance sufficient to send this busy man across the city for an interview with one but slightly known to him, and not at all professionally. Presently he arose, drew an easy chair into the strong light of his hooded lamp, and resumed his own chair in the twilight which half concealed the luxuriousness of the spacious Colonial room. Fifteen minutes later a car door slammed outside and an aged negro butler ushered in his visitor.

The capitalist was a man of about fifty; short, strong of frame, vigorous, quick of motion, and alert; the opposite, in all, of his host. But he had the face and eyes of the dreamer. Or so the lawyer decided after the customary courtesies of speech had been exchanged, and the visitor was seated.

"First, I wish to thank you," began the latter with perceptible embarrassment, "for giving me some of your leisure, and permitting this invasion of your home. Perhaps, in a business way later, I may be enabled to show my appreciation."

The lawyer smiled, lifted a hand slightly, and shook his head.

"Let us proceed without regard to business. You spoke of some personal matter. I am glad, sir, for this opportunity

of meeting you socially. Our paths have not crossed often. How may I serve you, sir? Will you smoke?" His hand fell on a box of cigars.

The visitor declined with a gesture.

"I am at a loss, Colonel," he began, looking into the shadow and hesitating, "just how to introduce my subject; but for an opening I might say that I have an heir coming, ten generations away, and I'd like to devise some plan to protect him financially, together with his forebears back to my six-year-old son. Can it be done?" A playful but appealing smile accompanied the odd question. "Sounds a little foolish, I am afraid."

The old Southerner, round-eyed with surprise for a moment, flashed him a message of appreciation.

"On the contrary, sir, the issue is of tremendous import. And I have never heard it better framed." The other hastened to add:

"I should have said in advance that while I come to you as a lawyer deservedly noted, I come, mainly, because I have read with full appreciation and deep interest your recent articles on sociology. I have derived much from them." Again the face of the lawyer wore its slow, friendly smile. He nodded, but did not speak at once. After a moment or two he said:

"Before I answer your question, do you mind telling me, briefly, something of your family and of yourself? Not to gratify mere curiosity; I have a reason."

"I think I understand. Well, I'll make it as brief as possible, under the circumstances. I am the product of eight Colonial families that figured more or less actively in the Indian and Revolutionary Wars."

"Eight?" The shaggy eyebrows of the host went up.

"Yes. There are quite a number of names on the record, as I learned thru some newly discovered relatives in the North. I have had them looked up, too, by a genealogist—my wife aspires to the Colonial Dames. They came over from England, Scotland, Ireland, and Wales in the latter half of the seventeenth century."

"Say about two hundred and fifty years ago; two hundred and fifty years before your boy was born."

"Yes, about. By the way, counting twenty-five years a generation, that was just ten generations back, wasn't it?

Funny that we should have started to figure that distance ahead and have landed back there."

"It is, indeed!" The Southerner was smiling broadly. "Perhaps you now understand my request better. You, yourself, are the boy of the tenth generation one of your Colonial ancestors may have wished to provide for. Well, one of them maybe, did, but unknowingly. Proceed."

"Between then and now I don't know much of what happened to my family. As far as I have been informed, I am the only one that ever amassed any considerable fortune. They were mostly improvident and spenders, I suppose."

"And now, about yourself."

"Why, and how, I succeeded is still a mystery to me. We were desperately poor and ignorant; mill people usually, I understand. The fact does not disturb me, but there is no use to spread it. My wife cares very much. Of my sisters we won't speak. They were servants, and lived according to their lights, I suppose; but the lights went out, here and there. The boys took any job that offered when they worked at all; and mated without marriage. Our father was—well, just a sot, spending on drink what he could take away from the family. One brother died in a penitentiary out West; one in a bar-room fight. Another just vanished. But my mother was good. I was the youngest and she clung to me until death ended the unequal struggle. Her people were good people, she said. She was fond of telling me traditions of what they did in America's three wars. I was proud of them. Possibly I was, in reality, her only son. When she died I ran away from the others—a boy of nine—and lived a hard life for years, selling papers, shining shoes, doing whatever offered if there was a dime in sight. But always I carried a hope and ambition. With a steady job at last, I took on night study and got a start. There were helping hands, of course. Years after, I was prosperous—highly so. I had made a character for myself and was a trusted bank officer. Then came the great war. I had a chance at contracts and low-priced stocks that advanced 500 or 600 percent. And I struck it rich in Florida. And then my oil stocks proved good. Before I realized it the millions had come.

"And now, sir, perhaps you, too, understand my question better. God helping me, my boy, and the boys and girls

who are to follow him, shall never travel the hard road my little feet trod, the way by which I came. It is thought that money can do anything. Can it protect the boy two hundred and fifty years away? And those between him and me? Can it? Can it? If so, how? The matter has become almost an obsession with me. I lie awake at night and dream of those unborn children. I see them starving, stealing, slouching in the shadows, haunted by fear, hunted by the police—the boys and girls diseased, in the gutter, objects of charity—good God! It is not imagination with me, it is a picture from memory—it is real. Show me the way out, my friend." He arose and began to pace the room.

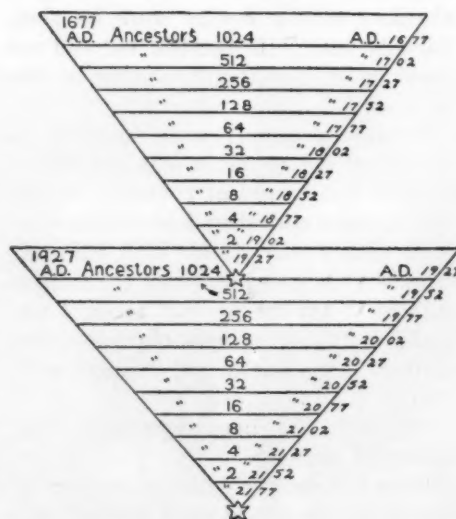
The Southerner, his hands matched before his face, but shaking a little, sat rigid, otherwise, until the burst of emotion had spent itself, and, with a muttered apology, his guest had resumed his seat. Then, suddenly, without reference to what had been said, the old lawyer straightened in his chair and began to talk:

"There is in the death chamber of our penitentiary tonight, awaiting electrocution, a young man. The picture of his unshaven, animal face pressed against the bars, his staring eyes, is before me as I speak. His name does not matter. In fact, the courts do not know him. He was convicted as 'Billy, the Rat,' and is known to the underworld as such. He illustrates some theories of mine, and I have taken pains to investigate his history and, in fact, to seek leniency for him. I have his real name under a pledge of secrecy, as he is an escape from another prison. The Rat is still a young man; a hopeless degenerate; an overgrown boy with a mind so utterly untrained as to be incapable of lofty purpose or ideal. Without education, this man zig-zagged thru society seeking food and the gratification of other physical cravings; engaging in every sort of crime that promised drink or dope until, in a moment of desperation, cornered by the law, he slew one of its officers. I have made quiet search into his heredity and find that he is the natural product of ignorance and vice. The generation ahead of him held several criminals; and beyond them his people were of bad repute. One of his kinsmen in this generation, however, is a preacher; a fine type.

"It seems strange that out of the same soil, apparently, two such different men should have come. The explanation is, they came by different routes. Back of

this preacher, somewhere, were education and morality and trained minds. Back of the other, weakness and crime; absence of rightful environment. One was to be lifted, the other cast down. In the case of the latter, bad blood, freighted with error, had trickled down thru the centuries, following the lines of least resistance; ignorance mating with ignorance; crime with crime. But both preacher and prisoner are natural products of pre-existing causes and environment. Whether Billy, the Rat, should be electrocuted is at least open to debate. Personally, I am not in favor of electrocuting any natural product."

He had arisen and was slowly making his way back into the shadow as he laconically delivered himself of his conclusion. Without apology or explanation the old man seated himself before a desk over in a corner, turned on a light, and for ten minutes or more busied himself over a large sheet of paper. Finally, he turned off the light and came back to his guest. Drawing a chair beside him, he seated himself and held up the paper on which were two triangles, one above the other, both composed of lines, and each poised on its apex. At each apex was a star, the upper star being in the middle of the longest space of the lower triangle.



"I am going to ask you," he said, "to imagine that the star between the two triangles is your six-year-old son; you and his mother the line above it; his four grandparents the line above that; and his eight great-grandparents the next line up. And so on to the top line, which is the tenth and longest, and represents all of the boy's ancestors in the generation of two hundred and fifty years ago; that is, in 1677. Each line in the triangle rep-

resents a generation, and on each I have written the number of the boy's ancestors in that generation. They are ascertained by simply doubling the number from him up. I am holding the star that represents the boy on a level with your eyes to assist your imagination to climb the ladder, for we always speak of ourselves as descended from, tho in the scale of life we really ascend. Assuming that you have scaled the ladder, you are now at the top, and in the generation of 1677, two hundred and fifty years ago. Are you satisfied that every individual on that top line is a Colonial ancestor of your six-year-old boy?"

"Undoubtedly." But the capitalist spoke with hesitation, frowning in bewilderment.

"You spoke of being the product of eight Colonial families. Remember? Well, in that top generation you had a thousand and twenty-four ancestors. You were descended from five hundred and twelve families then in existence. Or, to be exact, from five hundred and twelve couples then, or afterwards, mated.

"Now let's travel the other way, down to that boy two hundred and fifty years off, thru the generations of other children you dream of at night. The second triangle, or diagram, is a copy of the first, differing only in the years named. The first thing that will strike you is that in the generation of your six-year-old son there are a thousand and twenty-three other boys and girls who are going to mate and produce that remote heir of yours. On the principle that the oak is in the acorn, he already exists in them, if they are living. These thousand and twenty-four youngsters are going to grow up, and each will contribute something to that boy coming in 2177. Because of some of them, maybe, he is going to succeed nobly; or, because of some, he is going to fail miserably, perhaps. You say this is admitting too much for heredity. We shall not stop to argue it. Our prize stock—chickens, dogs, race horses—answer the objection. But for heredity, races of men could not have been built up. Let us just recognize that a man is inevitably the sum of all his ancestors and pass on.

"It is impossible to deny that in this generation of boys and girls, to which your six-year-old belongs, are a thousand and twenty-three more whose blood will mingle with his, about two hundred and fifty years from now, just as certainly as the sun will rise tomorrow; provided your son's line extends that far,

and we have assumed that it will. ◇

"I see you are startled; and well you may be. You will hardly pass a child on the street from now on without seeing in him or her possibilities of blood-union at some remote time, if not during your life. The boy of 2177 is going to number you among his ancestors with pride, perhaps, if someone keeps the record; but he is going to have in him the blood of more than two thousand children; the sum of the generations between him and you. They will represent a cross-section of society; descendants of lawyers, doctors, engineers, firemen, merchants, laborers in mines and workshops and mills; sailors, soldiers, farmers, preachers, tramps, and crooks.

"Now, my friend," and the old man wiped his glasses and smiled into the troubled face by his side, "I ask you, as one sensible human being of another, why, looking only to the little lad of 2177, you should be more concerned with your six-year-old and his direct heirs *than with the thousand and twenty-three around him, whose blood is going to mingle with his, and who are today playing around somewhere?* One thousand and twenty-four who are to be the direct ancestors of the boy of 2177.

"And I am going to ask you further, wouldn't you say, knowing as you do, that it takes more genius, more fine qualities to conserve wealth than it does to amass it, that the chances for doing anything for that far-away boy with your money, kept as money, are rather infinitesimal? You speak of that boy of 2177 as yours; why, there is to be less than a thousand and twenty-fourth of you in him; and every one of the ancestors in the generation of your six-year-old will be closer kin."

"I think," said the hearer, gently, "I am beginning to see light. But go on, if you please."

"You will see the sunrise if you face the East, presently. There is only one inevitable conclusion. *You can only endow that far-away boy, that tenth generation and those heirs between him and you, by endowing the whole generation to which your living son belongs.* Only in this way may you stand a chance to benefit the thousand and twenty-four who are to produce the boy of 2177, and the generations of your blood and his blood to precede him. Dismiss the idea that you can tie your money to the line of little lives that will run straight down from you to him. You would have no guarantee of good, if you could. The value of money is not an inherent element; the

value lies in the handling of it. Specialized education, in fact, with something added. Money is but a tool, a weapon, an agent. Neither money, sword, nor wrench is effective in untrained hands. You cannot transmit your skill. It is the history of money that one generation assembles it, the next separates it, and the next dissipates it. The Spanish say, "Butcher, caballero, don, butcher!" We say: "Three generations from shirt-sleeves to shirt-sleeves."

"*Place your reliance and your money on education. It is your one chance to endow your descendants with happiness.* You cannot, by any possible means, know the thousand and twenty-three boys and girls to the right and left of your six-year-old, who are to share with him the honor of bringing into being that little chap ten generations away, and another thousand of his ancestors. You must work for their whole generation, and thereby for the generations that follow, to avoid missing the life vital to that boy. You can only defeat the human law against entail by endowments of institutions of learning and of uplift, whose charters are renewable indefinitely. Yale, I understand, has funds more than two hundred years old. A Colonial was, maybe, looking forward to his remote descendants when he gave it. Colleges, hospitals, churches, laboratories of scientific intent, conservatories of art and music, these are the channels thru which your wealth may flow to complete entail, and give wealth of mind, body, and soul to the unborn.

"I have spoken of those thousand and twenty-four living ancestors of your far-away boy, the boy of 2177. Let us picture them playing now around the parks and waste places; or working in fields, mills, shops, and streets; children of the rich and poor, of the righteous and the erring. When your six-year-old reaches young manhood, one of these may shine his shoes, another shave him, another drive his car, another serve his meals, another take his dictation. He will dance and flirt with others. Then one day, out of the mystery will come a girl with shining eyes to lay her hand in his. It may be the little waitress, the stenographer, or the daughter of a millionaire. She may be of the slums. You can't tell. You, yourself, illustrate how quickly social changes occur in this great country. Whoever she may be, he will see her with new vision as the gift of the centuries. This little girl, possibly not yet born, is as inevitable as the tide. She, with your son, will stand at the head of the ladder,

nearer of kin to the boy of 2177 than you will be. And she will provide little feet for the second round; at least, she will provide two of them.

"Here is your field, the workshop of your dollars. If you have the new vision, look around you and reflect. Your great interests are, to a large extent, here in Georgia; your hundred-thousand-dollar home, your shares in mills, factories, public utilities, banks. This is the growing end of the Union. People are coming in much faster than they are going out. Georgia has gained 500,000 citizens since 1900, a 20 percent increase in one generation. It is certain that hereabouts will be the home of generations of those whose blood will unite with yours; it is more than likely that most of the thousand and twenty-four I have been talking about are within this and adjoining states. Your millions are as yet idle as to their education, but not the money, the labor, the sacrifice of others, thank God! For those thousand and twenty-three children, sons and daughters of God are working, while you calculate interest to benefit a thin line of direct heirs. Martha Berry in north Georgia, with her great school, it may be, has endowed your boy of 2177, thru gifts of education and Christian training, while you waited; perhaps he is already indebted to philanthropy, to charity. Make it positive that he is so indebted for his full chance in life; for, stretching down thru the Virginias, Kentucky, Tennessee, Arkansas, and the Carolinas are now great schools, born of philanthropy and Christian charity, lifting the virile mountain people to a higher plane of usefulness thru education, free of charge. It does not seem possible, or at least likely, that the descendants of these, spreading out as a fan thru ten generations and aggregating hundreds of thousands, will miss all the lines leading to your distant grandson.

"You may take it as certain that some of the two thousands of ancestors between you and that boy will be crowned in the great colleges of the South—in this state in Wesleyan, Agnes Scott, Bessie Tift, Milledgeville, Brenau, Lucy Cobb, Andrews, Emory, Mercer, Oglethorpe, and others. If they were all there now in these colleges, the boy of 2177 would be amongst them, brain of their brain, blood of their blood, bone of their bone, the inevitable heir! Figure it out—others have—a North Carolinian had the vision. He divided his great wealth between a little daughter and the boys and girls around her, whose blood is to mingle with hers in the unborn centuries, the usage to

pass into countless lives as education. This was James B. Duke. He backed his love for his unborn descendants and their ancestors' collateral with his daughter, with forty millions of dollars.

"But if no inheritance born of charity is traveling toward that little grandson of yours, the general proposition is not disturbed. The underlying principle is general and inescapable. What is true as to yourself is true of every individual of means in New England, in the North-central states, the Middlewest, the West, the Southwest, and the whole of the South. None can hope to make his

money a blessing to his descendants except thru Christian education that will elevate each generation as it arises. 'E pluribus unum' fits the family as it fits the Union. The one of 2177 will represent the many as a product. You cannot slight any one of them without risk to that one, and your care of the many may not wait on a day, for half of them are here now, around you, some, perhaps, hungry, some stumbling in the dark. And they may be, as your dreams foretold, already in the gutter or heading toward a prison.

"My friend, we are builders, all of us, without realizing it. We are building such a nation here in America as the world has never before seen, or any man dreamed, except here and there a poet. Our wealth aggregates four hundred billions of dollars and increases by fifteen billion annually. We have over one-third the wealth of the world, and of the great industries based on coal, iron, oil. We have more than 50 percent of the world's output from these sources, and are consuming more than 50 percent of what the world is consuming of these things, cotton the exception. We are top-heavy with wealth. Philosophers predict a fall. They tell us every country of antiquity has come a cropper, and that our turn must come. I disagree with them. Absolutely! Positively! Eternally! I denounce the lie!" The old lawyer's fist smote the table thrice, till the windows rattled.

"We are not here to fail, because we are building for eternity, for God. And our tools are the hearts and souls of good men

Which?

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and saintly women. The prophets of evil have never heard of a nation where Christian education extended to every individual. No such nation has ever before risen. And back of every ruined nation that history records was always one irresistible, ever-present cause of failure—ignorance.

"The ideal to which we work in this country and which we approach steadily every day is universal education of the highest possible character. A vast majority are capable of understanding and valuing the laws of life, of health, of reproduction, of nature, of psychology, of morality, of government, of finance, of exchange. No such nation has ever flourished on earth; but around you is one in the making, a nation whose members are bound to each other by the principles of justice and religion and by love. It is within the power of every man of wealth to speed its perfection; and if one needs anything more of stimulus than the thought that he is building for God, for posterity, for eternity, let him consider that hoarded wealth is dangerous and endangered, and use a generous part to insure the rest. The best insurance at last for wealth, personal and national, is Christian education. For wealth can exist only by sufferance of the majority. When that majority is swayed by knowledge and righteousness the holdings of the individual are safe, the wealth of the nation is safe, Then, and then only. ◆

"There, sir; if you will pardon my earnestness and the personal application, there is your field, your mission; the mission of your dollars. Perfection in one, or even ten, generations is not humanly possible. Too many ancestors' ghosts have to be laid. But we may, we must work at it and to it—to the ideal. Give and give and give to the cause of education; hundreds, thousands, millions, as you may. Do not let the converging lines of heredity that are to unite in that far-away boy of yours, and the children ahead of him, flow to him, to them, thru ignorance and the crimes born of it." ◆ ◆

The guest, fascinated, had hung on the words of the speaker, expressed with the fervor of soul and music of voice that made the Old South famous for its oratory. The pictures summoned up flashed before him vividly. So vivid, so real were some of them that, awed and shaken, he touched the table for support. For the speaker had unconsciously risen and he, himself, had been almost literally lifted to his feet. The two men stood facing each other in silence for the moment. The capitalist broke the silence, his voice almost a whisper:

"That ideal, that perfection of mind, body, and soul of all in the generation of my little son; those thousand and twenty-four who are to meet two hundred and fifty years away—suppose it were humanly possible, what then?" The eyes of the old man shone in answer with a sudden light. . . .

"Ten generations of God-loving beings, sound of mind, body, and soul, and full of the beauty of holiness, would give us back Jesus Christ on earth! And that is just the way He will come—the product of His own laws. Any other way would be illogical."

"At least," said the visitor gently, reverently, and with a singular, new-born humility, "at least I have my problem reduced to simple terms; it is Billy, the Rat, or Jesus Christ!"—Harry Stillwell Edwards. [Copyright 1928. Used by permission of the author.] ◆ ◆

The Tax Situation in a Nutshell

SENATOR CLARENCE C. DILL of Washington had the following statement by Harry Elmer Barnes inserted in the Congressional Record on Friday, January 13. It contains facts which are important for teachers and other citizens.

IF THERE is any bedrock proposition in the income-tax situation, it is that taxes must be made as light as possible on the consuming masses with incomes of less than \$5000. The necessary burden of increased taxation must be thrown on those with relatively large incomes. There is no possible chance of restoring prosperity unless the purchasing power of the great mass of Americans is preserved and, if possible, strengthened. . . .

Families with incomes of \$3000 and less paid 73 percent of the total amount spent for consumers' goods and services, but had only 30 percent of the total national savings. Families with incomes over \$3000 paid only 27 percent of the total amount spent for consumers' goods and services, but had 70 percent of the total savings. Indeed, in 1929 some 28,000,000 families with incomes under \$3000 spent \$65,143,000,000 and saved \$3,746,000,000—less than one-sixteenth of what they spent. The 513 persons with incomes of over \$1,000,000 spent \$87,000,000 and saved \$1,045,000,000—twelve times as much as they spent and nearly one-third as much as was saved by 28,000,000 families.

These figures are devastating in their

implications as to sound, progressive taxation policy. If we want prosperity we must have increased purchasing power. So far as taxation is involved, this can only be secured thru lifting the tax burden on the masses and raising heavier taxes from the very wealthy. The proceeds from the taxation of the latter must be put in the hands of the masses thru public-works projects, unemployment insurance, and the like.

This strategy is sound from the most resolutely capitalistic point of view, for, as Benjamin Marsh of the People's Lobby, expresses it: "The most productive investment of capital in America today is to enable those who produce it to consume."

The tax plan suggested at the New York conference of Democrats—and it now seems that this plan will not be pushed—defies progressive economic doctrine. It proposes, for example, to raise the tax on a \$3000 income from \$20 to \$30 and on a \$4000 income from \$60 to \$120. At the same time it would only raise the tax on an income of \$50,000 from \$8600 to \$10,840, on an income of \$100,000 from \$30,100 to \$33,980, and on an income of \$500,000 from \$263,600 to \$283,480.

In the light of the above, the progressive-taxation plan advocated by the People's Lobby is sound and timely.

The following program will balance the budget as nearly as it needs to be

balanced and still provide funds to meet the federal government's share of caring for the victims of unemployment. By reducing taxes on consumption it will increase consumption and employment.

[1] Repealing a large part of the nuisance taxes now being levied, and particularly the additional taxes on sales, levied in the revenue bill enacted earlier this year. This will save the poor at least \$500,000,000.

[2] Reducing the exemption for the income tax and increasing surtax rates very heavily. This will yield at least \$1,200,000,000 additional revenue.

[3] Reducing the exemption for the estate tax, increasing the rates very rapidly, and retaining the entire yield for the federal government. This will yield at least \$300,000,000 additional revenue.

[4] A tax upon corporation surpluses will yield at least \$500,000,000 additional revenue.

[5] Taxation of the income from government securities as part of the general income and not as a separate tax upon securities. This should yield at least \$100,000,000 to \$125,000,000 additional revenue.

Under the present revenue act the little fellow with an income under \$1200—and that means most wage earners and farmers in America—pays more taxes in proportion to his ability to pay than multimillionaires.

The Report on Income for 1931, just published by the Commissioner of Internal Revenue, shows that after the 75 persons who reported for 1931 net incomes of over \$1,000,000 had paid their federal income tax, including surtax, this year they had left an average income of \$1,822,738. ♦ ♦ ♦ ♦

A Dictatorship of Big Business

ABOUT A YEAR AGO there was organized in Chicago a group which took as its name the Citizens' Committee on Public Expenditures but which is more often referred to simply as the "citizens' committee." If the term is used on any assumption that the committee is a representative body, it is a misnomer, because the committee, as judged by the portion of its membership whose names have been made public, is composed almost entirely, if not exclusively, of representatives of the large business interests and large taxpayers of the city. To the critical outsider it seems more likely that the term "citizens' committee" has been appropriated in order to clothe the group and its activities with some semblance of benignity. The press has at times referred to the organization as a committee of one hundred, but the active work appears to be carried on by a small group of about thirty members. Of what interests the known members are representative may be seen in the facts that not fewer than half are directors or other officers of banks [including the four largest in the city]; approxi-

mately the same number are directors of other corporations; not fewer than nine are presidents or vicepresidents of railways and large manufacturing and merchandizing establishments; and at least seven are engaged in the real-estate business. A smaller number of other types of business interests are represented. No attempt seems to have been made to include in the membership representation of the host of other interests of the city, among them labor, education, welfare agencies, local government.

In considering this group and its activities, the reader should keep in mind besides its demonstrated unrepresentativeness the fact that it is absolutely extralegal.

It has been the boast of this self-styled "citizens' committee" that it would work for stabilization in the fiscal affairs of the municipality. Recently it became apparent that, for lack of funds, approximately fifteen millions of matured bonds and interest at 4 percent would on January 1, 1933, be in default.

These bonds, by resolution of the City Council on December 17 last, were refunded with the

interest rate fixed at 6 percent—a rate higher by a full half than that on the original bonds. On its face this procedure is stabilization in reverse. Critics of the committee have pointed out, moreover, that the refunding at the higher rate was done thru banks represented in the membership of the committee and that members connected with these banks could pose as models of civic righteousness and, at the same time, derive profit, as controllers of credit, from the embarrassment of the city administration. Whether or not a more direct connection might be traced, the known facts, as already stated, are: [1] The committee professes the aim to stabilize. [2] The bonds were refunded at the higher rate. [3] The banks refunding the bonds are represented on the committee's membership.

The national scene—Educators would not need to be greatly concerned over the dictatorship in Chicago if circumstances of the type described were restricted to that community. The disturbing fact is that such conditions are illustrative of what is taking place thruout the nation.—Editorial in *School Review*, Mar. 1933.

I Cannot Complain about Taxes

I AM A TAXPAYER. In another week I shall be paying taxes once more. I have just gone over last year's accounts, and totaled up my federal income tax, state income tax, and city tax. I should be full of rage. I am expected to protest to my favorite newspaper and sign my letter "an overburdened taxpayer." I have been urged to go to Albany and Washington to protest against taxing the good people like myself for the benefit of those who are not so good!

In spite of this I remain cold. My blood pressure remains normal. . . . I look at the stub of my checkbook. I sent the government of the United States a little over \$24 last year as my family's share of the income tax.¹ I was fairly conscientious about it, too. I claimed deductions only on those items which are definitely exempted by the law. I calculate. My wife and I paid in income taxes less than fifty cents a week, less than seven cents a day, toward the maintenance of the federal government.

Seven cents a day! The tip to my waiter at luncheon averages more than that and gives me less satisfaction. I hardly dare criticize his service. But for less than my waiter's tip I am, as a sovereign and almighty taxpayer, privileged to complain bitterly to the President of the United States, the members of his Cabinet, and my United States Senator and Congressman. Every Cabinet officer and Congressman is at my beck and call. I can get them to do errands for which I would not risk asking my waiter. . . . My wife has just received an excellent booklet from the Children's Bureau about the care of our baby. I constantly get valuable reports from the Departments of Labor and Commerce and the Census Bureau. . . . Were I forced to obtain this information from private research organizations, the cost would prove prohibitive. . . . But the returns on my seven cents a day do not stop here. When our baby was born abroad, the United States consulate in Paris promptly and courteously attended to all necessary papers. Had I been arrested abroad, any American consulate would have given me the fullest protection. . . .

¹ I have just received the blank form for reporting this year's federal income tax. On the basis of the same income my new tax would be \$104, or twenty-eight and a half cents per day.

The state of New York doubled the rate of my income tax last year. My neighbors say the Governor is ruining us good people for the sake of the ne'er-dowells. They say we already pay the highest income tax of any state in the Union. I try to become indignant and I look at my checkbook again. Eighteen dollars! That was the direct contribution of my family toward the maintenance of the state government. I calculate. About five cents a day; one-fourth of what I spend daily on cigarettes; one subway fare; or the price of my daily newspapers.

For this petty sum I can drive thru fields, forests, parks, and mountains, over thousands of miles of beautifully kept highways. My five cents helps to keep factories clean and healthy, prevent child labor, supervise a fair workmen's compensation system, and enforce the laws against overworking women. My family's health is protected from epidemics. The state helps to supply me and my children with free schools and colleges. Should I go insane, the state would place me in a wellkept institution and do everything possible to cure my illness. Should I sin and be sent to jail, it would house and feed me as long as I stayed. If I become destitute in old age, the state will pay half of a pension to support me until I die. Am I overpaying? Am I overburdened? No other investment brings me such good returns!

But I must have a grievance! I must work up some bitterness over my city taxes. I am told that I live in the most corrupt city in America—New York. . . .

My house is assessed at its full value, and my tax bill was \$720. "Ruinous taxes," cries my neighbor who owns a similar house. "We should do something about it. Taxes must be reduced or they will crush us." I wonder. There are three families living in my house. The share for each of us was \$240 per year, about sixty-five cents a day, or less than five dollars per week. Enormous? Crushing?

I start calculating again. Suppose I had to purchase from private corporations everything now supplied me by the city? Would I have been better off? I look over my bills. My electric bill last year amounted to over \$100; gas was about \$50; and our telephone amounted to another \$50 a year. These three items alone cost me nearly as much as all the services supplied by the city. ♦ ♦

Think of what the city gives me for \$4.61 a week! It maintains, keeps fairly clean and well-lighted my own street as well as the neighboring streets. It supplies our house with a flawless system of sewerage. For a very small additional charge we receive the finest and most plentiful supply of fresh water at all hours of the day and night. Our garbage and ashes are collected noisily and argumentatively, but regularly. Every so often I see a policeman on my block. . . .

Just a block from our house is a fully manned fire station with the most up-to-date apparatus. For my convenience, the city has built beautiful bridges across wide rivers, a marvelous tunnel, and an elaborate system of underground tracks on which fast trains speed me to my destination for five cents a throw. If I and my tenants had each ten children, my city would gladly educate them all, thru as competent a staff of teachers as there is in the country, thru kindergarten, public school, high school, and even university without additional expense. It would also supply them with free books.

And as I contemplate, this thought occurs to me: As a taxpayer I am expected to join the Taxpayers' Association and vociferously demand that "taxes be reduced." I am told that only thus can I keep above water in these days of depression. But my total bill for all direct taxes, including city, state, and federal, is less than \$300 per year. On the other hand, the interest on my mortgages amounts to over five times as much! I know my neighbors are in the same situation. I wonder why it does not occur to us to demand that "interest rates should be reduced." They really *are* crushing us. Why not reduce electric bills? Why did we permit an increase in telephone rates? Why pay an additional rental of three dollars a year for a telephone instrument whose extra cost of manufacture is not much more? My taxes constitute but a small proportion of my expenses. Why not reduce the more important items? A 10-percent cut in interest would mean an annual saving of over \$150 to me. A similar reduction in my taxes means less than \$30. My neighbors merely shrug their shoulders and think me queer. "A taxpayer who will not complain about crushing taxes!"—From an article by Abraham Epstein in the *New Republic*, March 15, 1933. ♦ ♦ ♦ ♦

American Education Week 1933

THE OBSERVANCE of the thirteenth annual American Education Week, November 6-12, 1933, will be focused upon the maintenance of free and universal education as an American ideal. The occasion will find many school doors shut. Thousands of young people who have been denied the birthright of free education will be idle, or roving about the country with the vagrant horde of neglected boys and girls that is already more than three times the size of our standing army.

In the midst of this failure of the nation's provisions for the welfare of childhood, there are raised the voices of insistent demand that this breakdown shall not become permanent. Teachers and citizens are at work to protect the schools. The organized teaching profession has established a Joint Commission on the Emergency in Education which is acting as a board of strategy in the present crisis. The three sponsors of American Education Week—the American Legion, the United States Office of Education, and the National Education Association—have sought the approval of the Joint Commission in selecting the theme and topics for American Education Week, 1933.

The occasion will be an important feature of the Joint Commission's program to avert the threatened collapse of the schools. The annual observance of American Education Week has amply proved its effectiveness in bringing school and home together in the interest of childhood. The occasion is accepted and established. It will be possible to reach ten million homes next fall.

The theme for the 1933 program is *Meeting the Emergency in Education*. Each community will adapt the observance to its own needs. Topics suggested for the day-by-day program are as follows:

Monday, November 6—The Increased Responsibilities of the Schools

Describe the growth of free and universal education in the United States. Show how the development of new curriculums and new methods has paralleled progress in other fields, such as transportation, communication, home-building, medical science. Familiarize every citizen with the facts about the great increases in school attendance in recent years. Emphasize the fact that the heaviest increase has come in highschool enrolment, where the per-pupil cost of instruction and operation is higher than in the elementary school. Show how the present lack of employment for graduates and older pupils has further increased and added to the

responsibilities of your schools. Explain the increased need for health protection at a time when many homes are unable to provide the most nourishing food, needed clothing, and medical care. Show how the teachers in your community are carrying on relief work.

Tuesday, November 7—Financial Support of the Schools

Make clear the fact that education is relatively inexpensive. It takes only a small part of the national income. Forty-nine cents is the average expense of keeping a child in school for one day. Explain that the increased cost of education has been due to [1] the decrease in purchasing power of the dollar; [2] the increase in school attendance; [3] the enrichment of school services to meet the needs of a progressive society.

Show how the depression has decreased the financial support of education, resulting in the removal of school subjects, shortening of school terms, and closing of schools. Point out the social significance of these retrenchments in education. Show how these curtailments affect the lives of children today and reduce their chances of being useful, happy citizens tomorrow.

Wednesday, November 8—What Citizens May Do To Protect the Schools

Obtain from your state and local teachers associations and from your state department of education an outline of the plans to maintain educational opportunity in your state during the depression. Prepare a program for educational advance for the next decade in your community and state. Call together citizens in special meetings to discuss these plans. Include in this interpretation program proposed tax reforms, new sources of revenue, equalization of school support over wider areas, and plans for deferring less essential public services such as road and bridge building.

Thursday, November 9—Home and School Cooperation

In homes where unemployment and reduced incomes have lowered life to mere existence, children must not be allowed to suffer the loss of morale and hope. Every child has an inalienable right to a good home. In the emergency, the school home must perform many of the services taken care of in the parental home during normal times. A common interest in the welfare of children brings home and school closer together in such crises as the present. Plan with parents a program of protection for children in your own community. Use school facilities for the preparation of food and the distribution of clothing. Make school libraries available in the evenings where children may study with proper warmth and light. Arrange programs of wholesome amusement and recreation in which parents may participate.

Friday, November 10—The Schools and Reconstruction

Show how the schools are conserving the community's human resources for effectiveness upon the return of normal conditions. Show how the schools contribute to economic security. Point out the higher standards of living demanded by educated people, and show how increased skills and knowledge help people to attain these better living conditions. Interpret

the work of the school in bringing about orderly social advance, and contrast it with the revolutionary disruptions brought about by prejudice and ignorance. Show how, thru education in worthy use of leisure, the schools are preparing children for an age in which machines will perform even more of the toil of earning a living than they do now.

Saturday, November 11—The Schools and Loyalty to the Nation

Show how popular government depends for its continuance upon the faith and loyalty of the people. At a time when the pinch of want and the blundering of well-intentioned leaders test confidence in the future of our nation, its citizens are devoted and loyal. Show how the American schools have inspired a great faith in the stability and justice of democracy. The schools teach respect for constituted authority, the necessity for obedience to law, honor to the flag, admiration for our great national heroes, a knowledge of American ideals and the struggle for their achievement. The schools are the major unifying force in American life today. Education is the insurance policy of democracy.

Sunday, November 12—Safeguarding Character Essentials

Sound character is the nation's most valuable asset. It is based upon high ideals and wholesome habits. Both are acquired from the earliest years. To lay the foundation of character is the privilege of the home. Generosity, courtesy, respect for others grow out of the intimate relationships of the family. The church extends the principles of unselfishness and kindness which the child learns in the home. Show how home and church and school establish respect for the principles of good conduct, and encourage their practise in human relationships.

Helps for American Education Week—Write to the Division of Publications of the NEA for the following helps for American Education Week available September 1, 1933.

For every teacher—

*American Education Week Handbook 1933—*a manual of suggestions for all schools and all workers. Presents programs, things to do, facts for speakers and writers.

For every classroom—

A set of posters and cartoons for classroom and public bulletin boards. Outlines, topics for class study. Graphic, attractive, suitable for use at parent-teacher meetings.

For every home—

*An American Education Week Message to Parents—*A choice of five booklets, varying in content, style of printing, quality of paper, number of pages, color, and cost. Write for free samples.

For every letter—

Gummed stickers for your correspondence. The strength of American Education Week is its universality of appeal.

*Special offer—*The dollar packet is the most popular unit of material. Prepared for those who desire a complete set of material at a low cost. Place your order now.

Scars

YEARS AGO I lived near a community that went thru a scourge of smallpox. Few people in the community had been vaccinated. The two doctors seemed slow with the steps necessary to check the epidemic. Death took many. Crushing anxiety stalked the village. Those who were spared to live bore deep scars as a perpetual reminder of the plague thru which they had passed.

There was one family where I visited often as a boy. The father, the daughter Louise, ten, and the son Harry, twelve, all three came thru the epidemic, but with ugly marks disfiguring their faces. After the epidemic had spent its fury, and the pall of fear had lifted, life gradually took on normal aspects again in the stricken community. The father soon forgot his scars. He could laugh about his "wasp nest" as he called his terribly pitted nose. But not so Louise and Harry. With the passing of years the scars on their faces impressed themselves also upon their sensitive spirits. These children, naturally buoyant, had spells of melancholy. With increasing frequency as they came on to adolescence, Louise would spend whole days gloomily, speaking only when she was spoken to; Harry, resentful and petulant, would stand before the mirror and curse his fate. Bitterness of soul came to replace much of the sweetness with which they were naturally blessed, and it has marred their lives to this day.

The moral of this illustration is clear: even tho the scars were the same on father and children the subsequent suffer-

ing fell infinitely more heavily on the children. ♦ ♦ ♦ ♦ ♦

Just as smallpox leaves ugly scars on the bodies and souls of those whose lives it spares, so a depression leaves ugly and sinister scars on the bodies and souls of its victims. Even if actual hunger is not widespread, cynicism, thwarted hopes, despair—these leave their marks as truly as does smallpox. Hunger of body is no more real than anguish of spirit, and the latter is quite as likely as the former to stunt growth. A stunted spirit is an even worse affliction than a stunted body.

Few of my readers need to go outside their own neighborhoods to see that children are in danger of being deeply scarred for life by this depression. Children listen in wide-eyed wonder to the irritable father who, once so good natured, scolds and curses now in his desperation. Mothers, always before cheerful and optimistic, are now dull and hopeless. While this anguish is bitter for father and mother, they will be but little changed when the cloud lifts and good times return. But the children! There is forming in them the disposition which will accompany them thru life. A childhood spent in a home atmosphere of despair, cynicism, and gloom is likely to leave its deep mark for life.

Many schools in this country are about to close for the rest of the year. Some have closed already. The money is gone. Children are having to pay the price of our economic breakdown. The greatest single agency working to give childhood

its chance—the school—is being taken from children now just when they need school most. The months of school taken from any child's life this year cannot be returned to the child later.

Playgrounds are being closed or being left unsupervised in crowded cities. In neighborhoods where homes are nearest the breaking point, where despair is most widespread, where ugliness of spirit is most likely to be released, there playgrounds are needed most. The children can maintain their natural comradeship and joy if they have a chance to play wholesomely together. But now, as never before, supervision is needed.

It is the glory of adults that we live for children. There is one resolve which we Americans need to make above all others at this time. Whatever scars must be carried from this depression shall not be printed upon the impressionable lives of children. Schoolrooms must be kept open. Health and social agencies for children must be supported even if we must give up our automobiles and our vacations. Let us not close schools while we still spend more on tobacco for ourselves than on public education for our children. Reconstruction funds will relieve unemployment as well, if spent to improve school plants, playgrounds, and parks as if spent on public buildings and roads. While frozen assets in banks need thawing, so do frozen assets in school districts. America will rally to the banner, "*Children First*."—Fred J. Kelly, U. S. Office of Education, Washington, D. C.

Neighborliness—The Need of the Hour

THE WORLD IN TURMOIL, fears and suspicions lurking on every side, old theories of military supremacy and balance of power reappearing—such is the picture presented on the international horizon today. The challenge to foster a spirit of goodwill and neighborliness in this world community comes to the schools. This challenge is inescapable. The present generation can grow up with a feeling of hatred and distrust toward other nations and other peoples, or with a sympathetic knowledge and understanding of the various problems confronting the family of nations.

To promote a greater friendship among the children and young people of the various nations, our schools and those of

other countries will observe World Goodwill Day on Thursday, May 18. In view of the distressed condition of the world, the observance this year will carry more than usual significance.

World Goodwill Day is a commemoration of the first peace conference which opened at The Hague on May 18, 1899. This notable assemblage, called by the Czar of Russia, met in the beautiful "House in the Woods," a royal Dutch residence. Twenty-six nations were invited to participate in the conference which reflected the intense longing for peace and goodwill possessed by the people of the world thirty-four years ago. World Goodwill Day this year will signify the same hopes and aspirations for

humanity. The necessity of world friendship seems even greater today than it did then due to the complexity of our civilization, scientific advances which have brought the nations into closer communication with one another, and the strong probability that future conflicts will involve entire civilian populations.

In building up a spirit of World Goodwill thru the schools such objectives as the development of an appreciation of the contributions of other nations to human welfare, knowledge of the fast-moving panorama of world events, distinguishing facts from propaganda in the news, and recognition of the interdependence of nations may well be kept in mind.—E. R. B. ♦ ♦ ♦



Knowing the Child thru the Home

THE TERMS "preschool child" and "school child" are, in a sense, misnomers. These familiar terms suggest that the early years are a mere prelude to the one important experience of attending school, that a miraculous change occurs in the child's personality after the school has begun to remake him. Should boys and girls be named by the environment in which they spend a part of their waking hours? And yet it is true that children are chameleons and develop a protective coloring which corresponds to their changing environment. It is possible for the regimentation of the school to blot out personality to such an extent that the principal and teachers never know the children with whom they come in contact day after day.

The strange ways, the new terminology of the school, may spell mystery to young children. "Yes, mother," insists a first-grader, "the teacher said if you were absent a month you would be put in the furnace." Mother investigates and the puzzled teacher at last remembers that she has told the class that, in case of unexcused absence, they would be dropped from the register! Conferences between teachers and mothers straighten out many difficulties. In the traditional school, fathers and mothers came to the

school only when they were summoned because their children were in trouble.

In the modern school, parents have a place second only to the children themselves. In one progressive school system, the kindergarten teacher has personal interviews with the mothers of all the kindergarten children a week before the kindergarten is organized. She learns from the mother the many important things in each child's development which will help her deal with each child as an individual when he enters school.

Kate Douglas Wiggin, in *My Garden of Memory*, describes her social experiment in establishing in the slums of San Francisco the first free kindergarten west of the Rocky Mountains:

I take some credit to myself that when settlements and neighborhood guilds were as yet almost unknown, I had an instinct that they furnished the right way to work. This school, I thought, must have its roots deep in the neighborhood life and there my roots must be also. No teacher, be she ever so gifted, ever so consecrated, can sufficiently influence the children under her care for these few hours a day, unless she can gradually persuade the parents to be her allies. How should I get in intimate touch with this strange, puzzling, foreign community, this big mass of poverty-stricken, intemperate, overworked, lazy, extravagant, ill-assorted humanity, leavened here and there by a God-fearing, thrifty, respectable family? Buying and borrowing were my first two aids to fellowship.

I bought pencils, crayons, and mucilage of the local stationers; brown paper and soap of the grocers; hammers and tacks of the hardware man. I borrowed many things, returned them soon, and thus gave my neighbors the satisfaction of being useful.

It was this human relationship with parents and children which gave the kindergarten flexibility and the power to outlive its stilted practises. Every teacher who has seen her children in their family setting knows that those children appear to her as individuals in the school group in a way that is impossible if she merely knows them in the school environment. And the teacher, herself, appears as a different person to the child who sees her in a home situation. Young children often regard the teacher as always existing in the schoolroom along with the desks, piano, and other furniture. The idea that she has a home, sleeps, and eats as any other human creature is amazing. It is sometimes a new and striking thought that this all-powerful being was ever a child like oneself and even had an intimate name. "Miss Abbot," said one investigator, "when you were a little girl, did your mother call you 'Miss Abbot'?"

In addition to the visits made to homes of pupils by the regular classroom teacher, the development of various types

of social service is making it possible for her to know her children as individuals. The services of the visiting teacher, of the child guidance clinic, give the teacher a new philosophy of child development. The study groups, composed of parents and teachers, make possible a pooling of the knowledge of the home and the school. Courses in personality development in teachers colleges are preparing teachers to understand the significance of the home background. But no supplementary knowledge of the child can take the place of the understanding that a teacher develops in the situations for which she is responsible.

There is no place in the school system where it is more important for children to be free to be themselves than in their introduction to their school life. And no part of the school system has so consistently held to the philosophy of providing a situation in which children can grow and develop naturally as has the kindergarten. The home is brought into the school.

Joe entered school a rebel against society. His home background was a "Home," an institution staffed by ignorant and underpaid people. The children were clothed and fed, but were starved as far as affection and understanding were concerned. No child had any possessions of his own. When Joe entered the kindergarten, his only form of social behavior was attacking the other children. The kinder-

garten teacher knew his "Home" background and she knew children. She fenced off a corner of the room with kindergarten chairs. Into this secluded spot she put some of the most treasured toys and picture books. Then she said to Joe, "While you are in the kindergarten, this is your own little room and no one can come into it unless you invite him. And while you are here, all these blocks and picture books and toys belong to you and no one can use them unless you let him." Joe accepted this new situation, and peace descended upon the kindergarten. For several weeks he enjoyed the bliss of working and playing alone, undisturbed. Then he began making advances to another small boy, adopted him as his "pal," and invited him into his sanctum. At the end of the year, Joe had become a member of the group and no one would have labeled him as a "problem child."

As Miriam Van Waters says, "The longer the process of conflict in the child has been going on with parents, school, and community, the deeper the hurt, the more tenacious the habits of defense." The child who enters school at four or five has a better chance for success, not only because prevention is better than cure, but because the kindergarten organization lends itself to a regime where teachers can study children in an informal atmosphere and where no set standards of curriculum requirements make the course of study the main objective.

The burden of the depression is resting heavily upon young children these days. Not only the lack of food, but the

fear and uncertainty in many homes are reflected in the conduct of children in the kindergarten. There are more of those crushed and silent little individuals, who will not touch the most delectable of the kindergarten materials, who do not speak, and in whose world there is no laughter. But many of these children do find happiness in the kindergarten.

Recently in one of our large cities, a mother came to school and begged that her child might be enrolled in the kindergarten altho he was younger than the age for admittance. "At home, Harry's just being driven crazy," she said. "My husband's out of work and his two brothers live with us and they're out of work. They tease Harry all the time to see him get mad. Won't you take him? He can be happy with the other children when he's in the kindergarten." The demand that is being made upon teachers these days in supplementing the home can be understood only by those who are in close touch with the schools.

But the kindergarten is not primarily a philanthropic institution. Every child has to make many adjustments in the transition from home to school. Success in this first adventure of going out into the world is the contribution of the kindergarten to the life of the school.—**Julia Wade Abbot**, director of kindergarten education, Philadelphia Public Schools.



The child's impulse to play house is here directed to an experiment in jelly making

Problem Children or Problem Communities?

DAILY in their classrooms, teachers are dealing with potential delinquents and criminals. The problems of misbehavior in the classroom are often the beginnings of serious social maladjustment. The persistent thief, or liar, or truant—by his behavior—sounds a warning to the observing teacher.

In years past parents and teachers have tended to label the maladjusted school child as a dunce or an incorrigible, depending upon his particular type of behavior. The blame for his conduct was laid upon the individual's supposed perversity. Recent developments in psychological, psychiatric, health, and home-visitation work have centered attention upon the problem child as the product of problem parents or of unwholesome community conditions.

Since Methuselah—Probably from the very beginnings of group life the behavior of children has perplexed staid and stolid adults. Always the rising generation has been heading for perdition and destruction. How easily adults forget the "pranks" of their own childhood and see in the antics of presentday youth the beginnings of serious delinquencies!

Extent of maladjustment—On the basis of incomplete statistics the Children's Bureau in 1928 estimated that 200,000 children were brought before juvenile courts annually. Since no complete or nationwide figures exist on juvenile delinquency, it is impossible to know whether the 1932 estimate would be 100,000 or 300,000.

A recent study by Maller of the number of boys before the Children's Court in New York City shows a decrease to 64,000 in the decade 1920-30 as compared with 85,000 in the years 1902-11. Delinquent girls, on the other hand, never exceeded 200 per year up to 1924, but since that date, the total number increased about four times. It is probably true that some of the decrease in the number of boys has been due to taking over of cases thru visiting teachers and other school services.

The White House Conference estimated that 675,000, or 3 percent, of the elementary-school enrolment, are "problem" children. Less than 10,000 of these are in special classes or schools, altho they may be receiving more or less systematic attention.

Hilleboe groups under "temperamentally atypical" the neurotic, the truant,

the delinquent, and the incorrigible. He estimates that about 5 percent of the school population are in this group and should be given special attention.

Characteristics of delinquents—The numerous studies of the characteristics of the delinquent child present results that are incomplete and conflicting. It appears that there is a larger proportion of colored children appearing before the courts than should be expected. Homes in which one or both parents are foreign born seem to supply more than their share of juvenile court cases. Boys have outnumbered girls in appearing before the courts. These conclusions do not indicate "causes" so much as obscure social, economic, and other environmental conditions.

Whereas many studies attribute lower intelligence, mental or physical defects, to delinquents as a group, the data are hardly conclusive. We must conclude tentatively that many juvenile delinquents have physical and mental defects which in association with numerous environmental factors may predispose to crime. Yet hundreds of young people with similar handicaps never develop criminal tendencies due to protection from predisposing environmental factors.

Factors associated with delinquency—There is rather definite agreement that juvenile delinquency results from a number of factors. No agreement exists as to origin or relative weight of the various factors. There is evidence that the economic uncertainty and lack of control in the broken home are likely to combine with other factors in producing delinquency. Older brothers who are delinquents often lead younger children into crime. Neighborhoods in which mobility of population weakens the usual social controls tend to have high delinquency rates. Areas with high delinquency rates tend to persist in this condition. Idleness and vacations are associated with increases in delinquency. Street trades and other employments of juveniles either tend to attract or to develop delinquent children. Truancy and conflict at school are usually the first overt acts of the child who later becomes seriously out of adjustment.

What can the teacher do about juvenile delinquency?—More than one writer on the problem of maladjusted youth has pointed to the school as a great social laboratory, wherein

problem children could be discovered and possible delinquency guarded against. Aside from the general function of the school in providing needed social integration, the preceding studies of juvenile delinquency or irregular behavior bring out the following aspects of special import to educators:

[1] A more enlightened public opinion is needed with regard to the unadjusted child, whether delinquent or not. Thru newspaper accounts, magazine articles, parent-teacher meetings, and home visits, teachers can explain to adults the significance of various maladjustments of children. Particularly important is this community work at the present time when citizens are likely to label these special activities as "fads and frills."

[2] Educators can do much to encourage the establishment of behavior and child guidance clinics where experts may help the child who does not respond to the teachers' efforts. Careful records need to be kept for these clinics. Often the school's regular program must be adjusted to a plan laid down by the psychologist, the psychiatrist, and the medical expert.

[3] Truancy has been isolated as one of the first overt acts of a criminal career. Sometimes children are truant because of factors which have no connection with the school. The chances are, however, that "lock-step teaching," unusually severe discipline, ridicule of playmates, or some other school factor is associated with the truancy. It is up to teachers, principals, and superintendents to discover these points of irritation and to make the necessary adjustments in school procedures.

[4] When teachers lack the ability to recognize potential problem cases, they should remedy this deficiency in professional preparation. It is possible to organize study groups under the principal, who can call to his assistance the visiting teacher, the school nurse, the doctor, and others. College summer courses are available in psychology and psychiatry. Books and extension classes may be obtained by those who cannot share in group study.

[5] School systems should have the personnel and the facilities to test the intellectual, emotional, and physical conditions of every child. Whenever possible, the home should be advised of the defects and urged to correct the inadequacies which may respond to the proper treatment.

[6] The fact that a large proportion of delinquents show their maladjustments before the age of fourteen years, places particularly heavy responsibilities on the teachers and principals of elementary schools. Since other problems arise between the ages of fourteen and sixteen, the importance of articulating the elementary school with the junior and senior high schools cannot be overemphasized. School machinery should be flexible enough to account continuously for every child.

[7] Unemployment has been found to be associated frequently with delinquency. Some unemployment is due to the failure of students to make the most of their school opportunities for academic and trade training. Teachers and admin-

istrative officers, as well as specialists, can guide individuals with their personal, social, and vocational problems.

[8] The leisure-time hours are often those which lead to questionable companions and unlawful activities. More social centers and play areas in the schools at nights would help to keep children off the streets. Teachers may frequently organize or urge other adults to organize various youth clubs in connection with the schools, the churches, and other centers.

[9] Principals of schools can be helpful in organizing community welfare committees to unite schools, churches, homes, business, and social work agencies behind a neighborhood program. There is considerable evidence to support the

contention that neighborhood controls are exceptionally useful in preventing all types of delinquency. A neighborhood committee can be the means of eliminating cheap literature, questionable movies, and destructive amusement centers.

[10] Teachers today, more than ever before, are called upon to utilize their daily classroom contacts with children in shaping character. A hundred opportunities arise in every day's work to set standards, to vitalize high ideals, and to glorify wholesome contacts. Research clearly indicates that the influence of the classroom teacher is a particularly significant factor in character development.—Frank W. Hubbard, associate director of research, National Education Association. ♦ ♦ ♦ ♦

Children's Books of 1932

THIS LIST of children's books of 1932 was selected by Jessie Gay Van Cleve, who prepared a similar list for the May 1932 JOURNAL. Miss Van Cleve is specialist in children's literature for the American Library Association. This list will give teachers, parents, and school librarians suggestions for new book purchases.

For children under twelve

BARRINGER, MARIE. *Martin the Goose-boy*. Doubleday. \$1.50.

A story about Gustel, who lived in the Black Forest, and his adventures with the little wooden goose-boy that his grandfather carved for him.

BELFRE, PURA. *Perez and Martina*. Warne. \$1.75. This amusing Puerto Rican folktale appears for the first time in English as a story picture book.

BURGLON, NORA. *Children of the Soil*. Doubleday. \$2.

A story of Sweden that conveys the feeling of out-of-doors and the strength and happiness of simple folk.

CARROLL, RUTH. *What Whiskers Did*. Macmillan. \$1.25.

Pictures in black and white tell how a little Scotty dog breaks away from his master and after surprising adventures finds his way home.

DALGLIESH, ALICE. *Relief's Rocker*. Macmillan. \$1.75.

This tells how Relief Tucker, who lived in Nova Scotia, got her little black rocking chair, how the black cat brought her kitten to church, and how Uncle Emden sailed the *Ida Los* into the home port.

D'AULAIRE, INGRI & E. P. *Ola*. Doubleday. \$2.

A fine picture story book that, while describing the journey made by the little boy, Ola, gives interesting glimpses of the varied life of Norway.

HUNT, C. W. *The Little House in Green Valley*. Houghton. \$1.75.

This tells of the happy summer little Gail's family spent in a New England village in the cottage Aunt Abbie had willed to them.

KENT, MRS. L. A. *Two Children of old Tyre*. Houghton. \$2.

An excellent picture of Phoenician life in the days when Hiram, King of Tyre, sent his sailors to trade in the far places of the world.

MARSHAK, I. I. *Black on White*. Lippincott. \$1.50.

In a clear and vivid manner the author tells of the forms of writing that have been used from early days to the present.

MARSHAK, I. I. *What Time Is It?* Lippincott. \$1.50.

The schemes and devices which man has employed thru the ages to record and measure the passing of time.

MOON, MRS. GRACE. *The Book of Nah-Wee*. Doubleday. \$2.

Stories of a little Indian girl of the Southwest, with many illustrations.

OLCOTT, VIRGINIA. *Karl and Gretel*. Silver, Burdett. 80¢.

Presentday life in Germany and the things children there do and see and learn about.

RICHARDS, MRS. L. E. *Tirra Litra*. Little. \$2.50.

A collection of rollicking, nonsensical rhymes, many of which appeared in *St. Nicholas*.

SMITH, MRS. SUSAN. *The Christmas Tree in the Woods*. Minton. \$1.50.

A delightful Christmas celebration on a Maine farm where Mark and Margot went with their parents for the holidays.

THOMAS, MRS. M. L. *The Pack Train Steamboat*. Bobbs-Merrill. \$2.

The story of the great task of transporting and rebuilding a steamboat for service on Lake Titicaca is told from the point of view of a twelve-year-old Indian boy who aided in the work.

WARNER, F. L. *The Ragamuffin Marionettes*. Houghton. \$1.75.

Directions for making simple hand puppets and marionettes from inexpensive materials are given in story form. Three marionette plays are included.

WILDER, MRS. LAURA. *Little House in the Big Woods*. Harper. \$2.

The center of interest in this story, which spans a year, is little Laura, the middle child of a Wisconsin pioneer family sixty years ago.

For children of twelve and over

FIELD, R. L. *Hepatica Hawks*. Macmillan. \$1.75.

How Patty, for many years the giant child of a traveling show, finally finds a happy outlet for ambition and longings in her magnificent voice.

GREY, KATHARINE. *Rolling Wheels*. Little. \$2.

The long and difficult journey by wagon train from Indiana to California in 1845-46 is vividly described in this story of the Lambert family, who answered the call of the West.

HALL, E. G. *The Here-to-yonder Girl*. Macmillan. \$2.

This story of the mountain folk in a sequestered region of Kentucky reveals something of their heritage of song and music, superstition, and ancient customs.

KNOX, R. B. *Gray Caps*. Doubleday. \$2.

This story of a North Carolina plantation family is infused with the humor and pathos, elation and despair incident to the years that witnessed the struggle between the states.

LEWIS, E. F. *Young Fu of the Upper Yangtze*. Winston. \$2.50.

A story of modern China and especially of Young Fu who, apprenticed to a coppersmith, learned much more than a mere trade.

MEIGS, C. L. *Swift Rivers*. Little. \$2.

The scene of this story is northern Minnesota and the Mississippi River down which young Chris Dalberg floated his boom of logs in 1835.

STERNE, E. G. *No Surrender*. Duffield. \$2.50.

The scene of this welltold story is an Alabama plantation immediately after Lee's surrender.

SWIFT, MRS. H. H. *The Railroad to Freedom*. Harcourt. \$2.50.

A story of Harriet Tubman, a young negro slave, who won her own freedom and that of many others by way of the underground railroad.

WIESE, KURT. *The Parrot Dealer*. Coward-McCann. \$2.

How young Carlos de Alvarez journeyed thru vast and fascinating portions of Brazil to collect animals and birds which were disposed of in New York.

AYSCOUGH, FLORENCE. *Firecracker Land*. Houghton. \$3.

The author, long a resident of China and a student of her history and art, writes delightfully of that country.

BEEBE, C. W. *Exploring with Beebe*. Putnam. \$2.50.

Many photographs, taken on expeditions, illustrate these selections that Mr. Beebe has chosen from his various books.

EATON, JEANETTE. *Young Lafayette*. Houghton. \$2.50.

Both boys and girls will enjoy this biography of Lafayette which, after telling of his early boyhood and youth, is mainly concerned with the years he gave to America and the cause of freedom.

HAMILTON, E. T. *Handicraft for Girls*. Harcourt. \$3.

Directions for some of the most popular crafts of today, such as stenciling, mask making, and batik, accompanied by illustrations and helpful diagrams.

HARTMAN, GERTRUDE. *These United States and How They Came To Be*. Macmillan. \$5.

Written in a clear narrative style with many illustrations to augment the text. This book tells of the early settlements made in this country and the development of the nation.

HAWTHORNE, HEDEGARDE. *Romantic Rebel*. Century. \$2.50.

A granddaughter of Nathaniel Hawthorne is the author of this revealing and intimate story of his life.

HUBERMAN, LEO. *"We, the People"*. Harper. \$3.50.

This social and economic history of our country, written in a graphic, stimulating manner, is more concerned with reasons for, than dates of, events.

KING, G. C. *The Rise of Rome*. Doubleday. \$3.50.

This account of Rome from its founding to the Golden Age of Augustus Caesar places the emphasis upon the outstanding men who shaped her destiny.

MOSES, M. J., ed. *Ring Up the Curtain!* Little. \$3.

A collection of plays for children which are simple in their fundamental conceptions rather than in their texts.

RASMUSSEN, KNUD. *The Eagle's Gift*. Doubleday. \$2.50.

These folk tales, collected by the author during his expedition across Arctic America [1921-1924] are representative of the thought of the primitive Eskimo before the advent of the white trader.

STEVENSON, B. E., ed. *My Country: Poems of History for Young Americans*. Houghton. \$3.50. School edition \$1.32.

About 270 poems, suitable for young people, chosen from the author's *Poems of American History* including also newer appropriate material.

WHITE, W. C. *Made in Russia*. Knopf. \$2.

An interesting and informing book telling of the handicraft of the Russian people.

The National Council at Minneapolis

THE SESSIONS at the Minneapolis convention of the National Council of Education of the National Education Association, under the presidency of William C. Bagley, were unusually significant.

A set of theses on "The Curriculum Revision Movement in American Education" was submitted by Charles H. Judd:

[1] The fundamental causes which resulted in the movement to revise the curriculum are lack of adaptation of traditional curriculums to the requirements of modern life and the great spread of pupil interests which resulted from the expansion of the school population.

[2] The effort to base the curriculum on past or present habits of life or on specific objectives derived from the study of present-day conditions is doomed to failure.

[3] Scientific studies are useful in evaluating experiments with curriculum materials and in suggesting directions in which reform should be undertaken, but no real contribution to curriculum revision is possible without an exhibition of invention which is, strictly speaking, not scientific.

[4] The curriculum will remain static so long as American schools are dependent to the extent which they now are on highly condensed textbooks that aim to cover in a single volume all the materials on a given subject.

A set of theses on "The Functions of Professional Organizations in the Field of Education" was submitted by Jesse H. Newlon. The first five of these eleven theses are as follows:

[1] Educational associations should strive to improve the professional competency of their members in order that they may better serve society.

[2] Since education is a process essential both to the preservation and improvement of a culture, educational associations should formulate their views with reference to social, economic, and political processes and problems, and advise the public as to the kind of education that will most effectively meet the needs of society according to these formulated views.

[3] Educational associations should advise the public: A, with regard to the kind, the quality, and the various forms of organized education that will best serve the needs of society; B, with regard to the number and types of educational agencies to be created and maintained, the best forms of control, organization, and support of these agencies, and with reference to the number and the professional training of the personnel required; C, with regard to the educative effects of social institutions and social practises.

[4] Educational associations should serve as agencies whereby the teachers may effectively discharge their responsibility for participation in the formulation of broad social policies.

[5] In the United States an effectively coordinated system of education can be accomplished only thru the cooperation of profes-

sional societies representing all departments of the system.

Among the resolutions adopted by the Council are the following:

[1] In a democracy equal educational opportunity must be available to all, not only as the inherent right of every individual but as the essential safeguard of democracy.

[2] The organized school and college is the principal agency established by society to assure every individual this right.

[3] This right is being so seriously infringed upon today that American educators should be aroused to an unaccustomed militancy on behalf of schools. This militancy should express itself in vigorous insistence that this generation of children shall not be deprived of its only chance.

[4] As the complexity of modern life has increased, the unequal distribution of wealth has been accentuated, leaving some communities much less able than others to provide an adequate educational program. Therefore, we recommend a revision of our taxation system, a widening of the tax unit, a substantial increase in the proportion of educational expenditures borne by the state and by the federal governments with such adjustments as will protect and encourage local initiative.

[5] We affirm the belief that just and equitable taxes based on ability to pay form the most economical means of financing public works of which education is one of the most important.

[6] The present crisis in education calls for emphasis upon an unusual phase of the responsibility of education. The present infringement of the rights of children is due mostly to the breakdown in our adult social order. This situation bears impressive testimony to the fact that education must at all times concern itself with the social and economic problems underlying social stability and progress if it is not to see its work with children largely nullified. We recommend, therefore, that greater emphasis be placed on the social studies in the curriculums of colleges, teacher-training institutions, and of secondary and elementary schools. Above all, however, since the correction of our social maladjustments calls for active participation by all thoughtful persons, this present social breakdown makes clear

the need of a much enlarged and better organized program of adult education, including especially a program for teachers now in service.

[7] The social-economic revolution thru which the world, particularly America, is passing is the inevitable accompaniment of the scientific development of recent decades. To build a social order competent to make with minimum social friction and individual hardship the difficult adjustments of such a revolution, is the fundamental task of American education.

[8] That these necessary adjustments have been and are still being made at the price of such vast hardships to the people reflects unfavorably upon the achievements of education including schools and other agencies in recent decades, and calls for a searching examination of the fundamental objectives as well as of the materials and methods used in American education.

[9] It is the foremost obligation of education to seek out the underlying causes of the present grievous maladjustments; to forecast, with all the wisdom at its command, the social-economic developments of the near future; and heroically to redirect education so as to reduce to a minimum the personal hardships and the social stresses and strains which tend to accompany rapid social changes, and at the same time to assure to the largest number of people the abundant life which current scientific development should make possible.

[10] To carry out this obligation calls for a national council on social-economic planning as forecast by the President's Research Committee on Social Trends, and as urged so cogently by the educators who memorialized the President-elect of the United States urging him to establish such a council.

[11] When established, such a national council should be fully representative of our total social life, including agriculture, labor, industrial management, medicine, engineering, law, education, and welfare. . . .

[Other resolutions of the Council deal with the profession's responsibility to educators who suffer unjust persecution; with the report of the National Advisory Committee on Education; with the tragedy of unemployed youth; and with the worldwide character of our social-economic problems.]

Ideas Have a Chance in Des Moines

THERE IS going on in Des Moines, under the auspices of the city board of education, an experiment in adult education which is one of the most significant and hopeful enterprises that has been undertaken in this country. As the plan is worked out, it will be possible for a citizen who wishes to understand today's life to participate in twenty-seven meetings without duplication of subjects or without leaving his section of the city. Such use of the neighborhood school to lift the level of informed intelligence is a most promising approach to the new day in American civilization. In the following statement Superintendent Studebaker answers some of the questions that have been most often asked since this experiment began:

How will the Forums be financed?

—The Carnegie Corporation of New York has agreed to finance this experiment in adult education for a five-year period. The meetings will be open to the public without charge to anyone and without cost to the taxpayer. The control of the experiment rests with the Des Moines Board of Education and is to be administered thru the superintendent of schools.

Are the Forums to be study groups, and will the lectures lead to college credit?—These forums will not be formal classes. There will be no textbooks, no fees, no enrolment, no assignments, no tests. Consequently there will be no "credit." The appeal to those who attend must rest entirely upon the value of the lectures and the exchange of opinion thru discussion. Certainly those who attend will be able to discuss problems of the day with a degree of understanding that will at once be satisfying to them and of immeasurable benefit to the community and nation.

What will be the procedure?—Each meeting will be an hour and a half in length starting at 7:30 P. M. Each leader will be free to present the issues and events in his special field during the first part of the time. The remaining time will be devoted to questions and general discussions. Suggestions for reading will be prepared, and branch libraries thru-out the city will give special service to individuals who wish to follow up these references.

What is the real idea back of the Forums?—Most of us in America still

cling to our faith in the essential soundness of the theory and practise of democracy. However, in spite of the century-



J. W. STUDEBAKER, superintendent of schools, Des Moines, Iowa

old urge of the human heart to be free, to be given the largest opportunity to develop its individuality thru freedom of participation in government and social affairs, we witness many nations continuing various forms of autocracy.

One fundamental difference between our nation and the others is that here, the masses of people have been educated; there, educational opportunity has been open only to relatively small proportions of the populations. A fair appraisal of the two situations would recommend the wisdom of the course pursued by the United States in developing a comprehensive system of public education.

Furthermore, in this modern world the individual is affected by many forces which he cannot personally control. His rewards and punishments are not alone of his making. Even for the barest necessities of life he depends upon successful group action.

This, then, is the real question that America faces: How can we achieve, thru the practise of democracy, an orderly growth in governmental efficiency and such a sustained balance of production and distribution as will continually promote the common good? ◆ ◆

If the end sought is to be approached thru the practise of democracy, it will be necessary to build better machinery than now exists for the rational development of public opinion. Stability of government rests upon widespread confidence in the government. This confidence in turn is based upon a feeling of responsibility for the successful operation of the government and evolves largely from the opportunity to share in the determination of policies. Probably the most effective way to provide for this sharing process is thru discussion. Indeed in its deepest meaning discussion is the very essence of democracy.

The public forums provide excellent machinery for practising democracy thru discussion; for an exchange of ideas; for the matching of minds on the basis of truth; for a reduction to the minimum of the wasteful frictions of misunderstanding and intolerance; for growth in confidence and hope; and for a genuine national *esprit de corps*.

Won't the Forums be places for spreading propaganda?—In dealing with controversial issues, all reasonable latitude will be permitted Forum leaders. No leader will in any sense, however, assume the rôle of an advocate or propagandist. It is basic to the proper conduct of public education to secure beliefs only thru genuine freedom of investigation and discussion.

Who will select the subjects for discussion at the Forums?—The subjects will be chosen by the leaders. As far as possible the choice will be based upon the known and current interests of the people attending the Forums. More than a hundred citizens of widely varying vocational and racial connections have already been asked to offer subjects for discussion. The subject mentioned most frequently is "Technocracy." Others are related to problems of the depression, aid to agriculture, and the rôle of the government in such matters as taxation, unemployment, and international relations.

The forum leaders who will serve for the period of January to June 1933 include Lyman Bryson, writer and lecturer; Thomas Nixon Carver, economist; Felix Morley, authority on international law; and Carroll H. Woody, political scientist.—J. W. Studebaker, superintendent of schools, Des Moines, Iowa.

The Teaching Unit in Geography

WHAT IS A TEACHING UNIT? It is a meaningful body of subject-matter so organized with appropriate learning activities as to lead to the mastery of a definite major understanding. The type of major understanding to be mastered in any subject is set by the distinctive contribution which that subject makes to the general education of the child. Geography offers, as its contribution to general education, interpretative ideas concerning relationships between man and his natural environment. Analyses have shown that there are three major types of geographic understandings: about specific regions, about specific types of activities, about specific types of natural environment. Findings also indicate that the regional type is the least difficult; the activity is second; and the natural environmental, third. Therefore, the units selected for elementary geography should be regional units. Also, the type of major understanding to be gained in elementary geography is that of *how the outstanding human characteristics in a given region are related to the natural environmental complex of that region.*

Such a major understanding is an idea or generalization growing out of a summary of the relationship ideas developed in a unit. No major understanding can be gained without a clear understanding of the reasons for the many specific things which a people in a certain region do and such reasons cannot be understood unless one sees clearly *what* the people are doing, and just *what* helps to explain *why* they do it. Such outstanding adjustments which man has made or is making to natural conditions in a region and which distinguish it from other regions, give individuality or personality to that region. Therefore, the development of every regional geographic unit involves the development of a group of relationships which will lead to an understanding of the geographic individuality of that region, called a major understanding. In order that the children reach such a major understanding, many carefully selected details must be presented and much concrete material used. The teacher must keep in mind that the major understanding is the goal to be reached in the unit. The mastery of this understanding cannot be given by the teacher but is attained by the pupils thru the careful guidance of the teacher. She must select

the materials necessary—pictures, maps, reading matter—to gain the understanding; suggest and direct the learning activities; and test for the evidences of mastery. The pupils must be the active agents—they must do the *getting* for themselves.

The following analysis of the major understanding to be acquired in the study of Alaska illustrates the ideas expressed above.

The major understanding to be acquired is just *how the people of Alaska have adjusted themselves to their natural environment.* These adjustments which the people of Alaska have made to their natural environment serve to distinguish it from other regions, to give it an individuality of its own. In setting forth the geographical individuality of a region, the elements of the human pattern are presented first; for instance, how Alaska is peopled—densely, moderately, or sparsely; how its population is distributed; the chief types of work in which its people are engaged; in what part or parts each type of work is carried on; some of the outstanding characteristics of the people. But the geographical individuality of Alaska is not shown until it is indicated how the outstanding items of the human pattern are related to the outstanding items of the natural environmental pattern. Therefore, the major worthwhile geographical understanding to be gained from a study of Alaska is a realization of *how the uneven distribution of population; the relative concentration of the rather scanty population in a few districts; the importance of fishing and mining; the slow development of agriculture; the reindeer industry; the lumbering; the courage and resourcefulness of the people are related to a natural environment whose outstanding characteristics are its rough, irregular fiord coast, its location in high latitudes, its position in relation to the United States, vast mineral resources, its forests, its waters rich in fish, and its variety of climate ranging from comparatively mild rainy winters with cool summers to long severe winters with short but warm summers.* However, the goal of this unit is not to see that the human characteristics are related to the natural environment which is indicated, but rather to gain an understanding of *how* this human pattern is related to this natural environmental pattern. To understand the *how* involves many lesser understandings such as that of the relationship between salmon fishing and canning and the abundance of salmon, between salmon fishing and the habits of the salmon, between salmon fishing and the nature of the coast line, between salmon fishing and the nature of the streams coming down from the mountain lakes. The latter involves seeing a relationship between rainfall, snowfall, the surface and the nature of the streams, between salmon fishing and canning, and the location of Alaska in respect to the United States. These are only a few of the relationships which must be understood. In each case the understanding of the relationship means seeing *how* the natural element involved helps to explain the human one. To see the *how* requires certain facts, ideas, and

concepts as an apperceptive base. For instance, such relations as between salmon fishing and the natural environment cannot be understood without knowing what a "fiord coast" is, without a knowledge of some facts concerning the life habits of the salmon. To give the definition of a fiord coast as an end in itself has no geographical value but since a concept of a fiord coast is necessary to understand the relationship between salmon fishing and the natural environment, the fiord type coast should be defined, explained, and illustrated. The same is true of "the habits of the salmon." A discussion of the life habits of the salmon as an end in itself, as a mere bit of interesting information, has no place in geography, but as the methods and time of catching these fish are related to their life habits, then a knowledge of these habits is necessary or the *how* of the relationship is not understood.

Thus it is obvious that as a major understanding is analyzed for the minor understandings, the facts, concepts, and definitions needed as an apperceptive base stand out clearly. Therefore, in selecting material for a unit only those facts, concepts, definitions, place locations, and the like are chosen which are essential in understanding the relationships between specific human items and specific natural items, which in turn are needed in developing the major understanding of the unit. By such procedure all extraneous matter is eliminated.

The next point to be considered is how we can determine what ideas belong in a geographical treatment of a country. To determine this requires an analysis of facts, chiefly statistical in nature or based on statistical studies, to answer the following questions:

- [1] How densely is the country as a whole settled?
- [2] What are the outstanding facts about the distribution of the people in the country?
- [3] What type or types of people are taking part in the development of the area?
- [4] If there are people of distinctly different cultural types, what are the outstanding facts about the distribution of each type?
- [5] Have the people as yet developed the natural resources of the country intensively, moderately, or only slightly?
- [6] What are the more outstanding types of work by which the people as a whole are supported? The lesser types?
- [7] How is each of these types of work distributed or concentrated?
- [8] What outstanding methods of work are characteristic of these types? What particular aspects of some types of work are revealed by specific conditions, such as in agriculture by the size of land holdings?
- [9] What evidences are there in standards of living, social institutions or social activities, and the like, of the degree of success with which the people have utilized the natural resources?

[10] How does the country rank among other countries of the world?

[11] What major trends which afford clues to the outlook of the country are discernible in the development of natural resources and activities based on them?

These questions are purely for the use of those who are selecting and evaluating material for inclusion in a geographic unit. The answering of these questions is the initial step toward such selection. With such facts in hand the outstanding human traits characterizing a country may be seen. The next step is to determine to what items and conditions in the natural environment these human traits are related, and *how* they are related.

A specific, formalized setup for a unit is not necessary. However the following format has been found suggestive and helpful by many teachers in their attempts to organize geographical materials more effectively for teaching purposes.

[1] The major understanding or core of thought for the unit

[2] The outcome to be sought

[3] The development of the unit—the introduction or motivation, the assimilation or problem solving stage, the summary, the application

[4] Testing

The major understanding or core of thought of the unit has already been explained. The teacher should state it at the outset of her unit merely that she may keep in mind definitely the goal of the unit. The act of expressing this clarifies the teacher's thought and assists her in securing balance. By balance is meant that the types of adjustments in a specific region receive attention in proportion to their relative importance. Unless care is taken, a minor but interesting or unusual adjustment may receive emphasis far beyond its importance in human affairs in a specific region. This first statement of the core of thought is for the teacher only.

Under the outcomes or goals to be attained should come a statement of the chief specific relationships *which are necessary* to develop in order to reach the major understanding. These may be expressed briefly in the following form which has come to be used widely: "Fishing in southern and southeastern Alaska—large numbers of salmon in the streams; halibut in the ocean." This is simply a brief method of expressing the relationship, "Fishing is an important industry in southern and southeastern Alaska in part because of the abundance of salmon in the streams from May to August, and also because of the many

halibut which are to be found in the waters off the coast."

The first step in the development of the unit is the introduction or motivation. This is most important because, if properly done, it should lead pupils to raise a worthwhile problem or problems for solution. Innumerable experiments have definitely shown that effective thinking is done only when such thinking is purposeful, and usually that means when an individual or group is faced with a definite problem to be solved. Therefore, in this first step the teacher is faced with the problem of what material to present to her group and how to present it so that they will raise a worthwhile geographic problem. Pictures, maps, graphs, sometimes a statement in a text or reference book, may be used for motivating purposes. In the *first level* of geographic instruction, pictures are the most effective means as the children can note quickly items concerning human activities in the picture, compare them with what they are familiar, and almost unconsciously the "why" comes up. The whole problem of motivation may be summed up as a problem of finding and presenting to a class disconcerting data which will stimulate the raising of a worthwhile problem for solution. This is a most crucial point because the problem should become the integrating center of the unit and its solution should lead to the goal of the unit—the major understanding.

The second step in the development of the unit is the assimilation. In this stage the teacher guides the children in such activities as help them to solve the problem which has been set up. The main problem must be analyzed for the minor questions which must be answered in order to gain an understanding of the main problem. In this assimilation or problem solving stage the teacher should keep in mind two points: [1] That the children are to be guided by questions and exercises to find *for themselves* the answers to their problems and to check their ideas by comparing the information secured from different tools or sources; [2] that these activities which are to be performed by the children are to be worthwhile geographically, that is, that each one will contribute something definite toward mastering the relationships between man's activities in that region and the conditions of the environment.

The summary step consists of an exercise or exercises by means of which members of the class evaluate and summar-

ize their findings. This may consist of filling in blanks in a summary paragraph which the teacher has written, or the class cooperatively may write a paragraph summarizing findings. It is an attempt to write the core of thought of the unit. As ability along this line increases, the children should be able later to write their own summaries.

In the application step exercises are given which require the use of the knowledge gained concerning the region studied. The following exercise is an example:

How do you explain the following differences in customs in different parts of France?

[1] Cider is used almost as much in Brittany as wine is in other parts of France. [2] Butter is used more commonly in northern France than in southern France; olive oil is used more commonly in southern France than in northern France. [3] Chestnut flour is commonly used in some parts of the central plateau. [Barrows and Parker, *Europe and Asia*, p79.]

The fourth main section of the format is testing. Carefully constructed tests should be used to ascertain the mastery of the major understanding, the relationships developed, the vocabulary, and other specific outcomes which may be expected from the unit.

To summarize briefly, a geographic unit

[1] States the major understanding to be mastered; [2] points out the specific relationships to be developed to reach the major understanding, and such other outcomes as the vocabulary to be acquired and map skills to be gained; [3] outlines the motivating and assimilative activities which may be used in gaining the understandings desired; and [4] provides for application and testing exercises.

Every unit has a specific contribution to make in advancing the power to think geographically, which is the major objective of geographic instruction, and in developing the ability to use geographic tools effectively, but each unit is only one link in the chain and must fit into a definite place in the course of study.

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Thralls and Reeder, *Geography in the Elementary Schools*, Ch. X. Numerous examples of the introduction and development of problems are given in Chs. V-IX.

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

Its Future in Public Education

SINCE MENTAL HYGIENE in public education is, as a movement, of recent development, it may seem to some readers too soon to predict what its future may be. On the other hand, if our mental hygiene and educational philosophy are sound, we should be able to predict their general trends. Careful studies of the mental hygiene of childhood, closely related to school problems, have been carried on over a period of ten or fifteen years, and these, with the history of the mental hygiene movement in the United States, suggest the lines which will be followed in the near future.

Immensely significant in this connection was the program of the International Congress on Mental Hygiene held in Washington in May 1930, *summarizing the steady development of the movement*. The discussions of the first day were wholly concerned with the treatment of mental disease but those of the last day took up the problems of the preschool child and the values of nursery-school training. Thus, in the period of twenty years covering the span of its history, the emphasis in the field of mental hygiene has shifted from cure to prevention. It is an indication of one of the marked trends of the future that this prevention is now recognized to depend upon a constructive conception of healthy environment needing for real effectiveness trained parents and teachers, themselves integrated persons. We recognize, too, that this environment should surround the child from the earliest period of his life. In short, mental hygiene has passed thru the phases of cure and prevention and has now arrived at the place where its purposes can be achieved best thru an educational program with its emphasis on wholesome living. Where the movement was concerned at one time with problem children, it is now concerned with the problems of all school children.

It is true that there are districts which have never heard of mental hygiene, or which still regard it as necessary only for the care of mentally deficient or distinctly problem children. There are schools of fine reputation where the teachers and administrators have no preparation along these lines, and in spite of their excellent curriculum and scientific education, bungle horribly by a sort of trial and error method, when they have to deal with the personality problems of

childhood. Yet those of us who are deeply concerned with the problems of mental hygiene among school children, look ahead to the day when the aim of education shall be to adjust the total personality of the individual to his total environment. This is mental hygiene in its broadest conception, a step beyond the best that is being done in this country at the present.

Such an adjustment of the individual to his environment necessitates the development of a mature adult from the child and this aim will stand out vividly in the mind of the classroom teacher. But what is essential in the environment in which maturity is to develop? Undoubtedly the first essential is security. The insecure person is, of necessity, a disintegrated person, so filled with fears that he cannot achieve. The mentally healthy child has to have a reasonable feeling of success and the realization that he can do most things as well as his contemporaries and a few things a little better. In the ideal classroom each child has this opportunity and the teacher is concerned that he shall develop in such a way as to be socially acceptable to the group, for adult attitudes toward the men and women around him are largely determined by the social opportunities which are given him during the nursery period and on thru his whole school experience.

But behind the school is the home and it is there that the child's essential security should be. Yet in many American homes there is far too little security. The reasons for this are farreaching. In many sections of the country large numbers of the parents of school children have come from foreign lands. The very fact that these families had to migrate indicates their insecurity. In many instances they have been in this country so short a time and their struggles while here have been so great, that they have not yet achieved the security possible in the new situation. This, in itself, reacts on the children, of course.

Another factor, even in normal times, is that of the insecurity in the vocational life of the parents of our school children. At best the father changes his job too frequently for him to develop a great deal of security in it himself. A change in job often entails moving to another neighborhood or to another city, with the consequent demand on the children to adjust

to life in a new school, among teachers and companions strange to them. Compare this type of migration—with its accompanying apartment house and rented house dwelling—with the security of home-making in an agricultural environment. At the worst as we see it today, even tiny children come to realize that they literally "do not know where the next meal is coming from." Professional, business, and industrial workers alike are so insecure themselves, so doubtful of their power to succeed, that their children are left without the sense of a strong and protecting adult so necessary to the small child. Inability to pay rent results in constant moving, often with repeated changes from school to school. For many children there is nothing stable left in their world.

This economic and vocational insecurity of the parents accounts in some instances for the problem of the unwanted child, with whom we deal so often in child guidance departments. The parents express the desire to have children but say that vocationally and economically they were not ready for their children when they came. These parents are often motivated by a great sense of striving. They feel the necessity to achieve, due to the fact that the gap in education and achievement is so great between themselves and their own parents, and they project this sense of striving on to their children.

The presence of all this feeling of insecurity in the home, where the child most needs to gain his own sense of security, puts an ever greater responsibility on the school. It shows the increasing need for the calm, poised, integrated teacher to guide the activities of this pupil population—the teacher who is ready to develop in the child all the powers to achieve which he possesses and who is prepared to help the child feel socially accepted and wanted in the group.

The school must go further, for in the development of maturity we cannot stop at the point of providing security. A healthy security can be thought of only as a starting point and we must provide against the individual's becoming so comfortable in his security that he will never grow. The featherbed character of both home and school proved to be the largest factor in the arrested growth of one nine-year-old boy, brought to a school psychol-

ogist. He was too comfortable to move. Thus, with security it is essential that there be the consciousness of a purpose so strong that the individual will strive to overcome obstacles to achieve this end. This is probably the greatest single factor in the integration of personality.

In the progressive classroom one expects to find strong social purposes toward which the group is working, conscious of each other's contributions, conscious of each other's needs. Each child should be able to discover that he has an important contribution to make in carrying out such a group purpose.

Contributing to the group purpose are individual purposes. The individual child is working on the thing that has great value for him and makes use of all his abilities. He should learn to consider his purpose in terms of its social value and of its contribution to the activities of the group. In so doing he is acquiring his social security; is discovering the relationship between his individual aims and the aims of the group. Helping him to build standards for himself based on his own purposes is a matter of keen concern to the type of teacher described, for too many American children lack purpose as well as security. In this, the child reflects the attitude of the parent. The father often thinks of motivation for work only as extrinsic and looks for marks and rewards and punishments as desirable incentives for school work, because they are on a par with his paycheck, his only motive for the thing he is doing. To these parents it seems not quite moral, not quite right, that a child should really love his school work. To the child who has developed a whole-hearted eagerness about his school work and is developing a sense of more creative use of leisure, the parent with the paycheck motivation, who rushes home by train or subway to spend his evening playing bridge or at the movies, may be thoroly puzzling. Strangely enough, these same parents become uneasy, guilty, and apprehensive when their junior high-school sons and daughters indulge in the same type of social activities that they themselves enjoy. These parents often fail to see the value in progressive education and are afraid that the progressive school is not teaching their child to work.

It is obvious, then, that this new conception of education brings with it the necessity for parent education, a move-

ment which is rapidly growing in the United States. That this movement should be closely tied up with the school



is highly desirable. Ideally, each school grade should have its own parent group, to be represented as a unit in the large parent-teacher association. Intelligent effort should be made to study with this group the problems that arise with the particular children whom they represent. Parent education will then move along two lines. There will be, *first*, discussions based on group problems; *second*, individual conferences between the classroom teacher and the parent, in certain instances between the visiting teacher and the parent, and in special cases between the parent and the psychiatrist.

In attempting to summarize the trends which mental hygiene in public education is likely to follow in the near future, certain points stand out clearly. Classroom procedure must provide for both security and freedom of choice thru a setup which is closely related to the immediate life of the child, so that discipline comes in the process of trying to meet reality squarely. The teacher, whose presence and guidance are such essential factors in the stability of the situation and the growth of the child, must be a person committed to a purposeful meeting of reality with integrity, and an individual developing toward an integrated personality. The enrichment of the school must provide

such variety and richness of experience that each child may find his individual expression. Social education is as imperative and obeys the same laws of learning as the education dealing with subjectmatter. Social life, as it is, should permeate the classroom. To set up an ideal environment within the school and then expect young people to go out and face social and economic conditions as they are today is a dangerous procedure indeed. A first-hand study of these conditions should be part of the curriculum. Such studies can arise from the experiences of even the most privileged children today.

We shall look in the future for the following developments in the field of mental hygiene in public education:

[1] Progressive classrooms, in which the curriculum is based on the children's real purposes; classrooms that are as nearly like life as possible and in which school work deals with reality and helps the child to face the problems of reality daily.

[2] Teachers who are as sensitive to the needs of mental health as they have learned to be to the demands of physical health; who have learned to look upon the behavior of children which confronts them in the everyday problems of the

classroom as symptomatic of deeper needs; teachers who can recognize more serious problems as they arise and are ready to refer these problems to the psychiatrist, the visiting teacher, the psychologist, or other expert available, and to cooperate intelligently with the treatment planned.

[3] Psychologists who consider ratings on intelligence and performance tests in terms of the total personality of the child and who can interpret, qualitatively, the numerical rating which the examination yields, while using the social history to interpret their ratings.

[4] Visiting teachers who, besides their psychiatric social work training, have had at least two years' teaching experience of the best type and thru this experience have learned the constructive and remedial possibilities within the classroom situation.

[5] Psychiatrists who no longer accept school practises as necessary evils or judge schools by their own school experience, but who consider a study of school situations, practises, and methods of education as part of their equipment for their work and who look on their function in relation to the school as an educational one rather than a mere clinical one.

—Caroline B. Zachry, director, Mental Hygiene Institute, State Teachers College, Upper Montclair, N. J. [The Mental Hygiene Institute at Upper Montclair, established in 1930, is a demonstration clinic for the instruction of teachers in training and in service. It provides material for the beginning psychology classes and personal guidance for student teachers.—Editor.] ♦ ♦

Its Character and Prospects

UNUSUAL DIFFICULTIES confront anyone who ventures to discuss the probable future of such a varied and rapidly changing institution as the junior college. Its brief history is insufficient to furnish a reliable background for positive predictions. Yet a few significant trends may be seen.

Nature of the junior-college movement—The junior-college movement is youthful, vigorous, and full of vitality. In three short decades it has shown a growth which compares favorably with three centuries of development in the senior college and university world. Its rapid growth, however, has not been equal in all directions. It has had many growing pains, with difficulties of adjustment and articulation.

The junior-college movement is a heterogeneous movement. It has many aspects in different parts of the country and in different types of institutions. It is found in all but two states of the Union. Recognized by law in almost half of the states, it exists as a public institution, in spite of legal handicap, in several others. There are public junior colleges and private junior colleges; there are coeducational colleges and those for men or for women; there are junior colleges with enrolments of only a dozen students and those with enrolments in the thousands; there are those that are adequately supported and those too poverty-stricken to do real college work; there are many that fill a real need and some that have no excuse for existence.

The junior-college movement is an experimental movement. There are problems of organization: Shall the junior college be a two-year or a four-year institution? There are problems of articulation with the high school below and with the university above. There are problems of the curriculum: Shall greater emphasis be placed upon vocational, cultural, and extension courses? There are problems of faculty, buildings, library, and equipment. There are critical problems of finance: What proportion of the support of the public institution shall come from the state? the local community? the student? There are problems of minimum criteria for establishment of junior colleges and of desirable standards for their efficient administration. There are problems of number and size.

Permanence—While there are many questions regarding the future of the

junior-college movement, permanence is not one of them in the minds of most thoughtful educators today. The junior college is fully accepted as a lasting contribution to American education.

Possibly all educators are not yet ready to accept this statement of Max McConn, dean, Lehigh University: "There can be no reasonable doubt that within the next half-century it [the junior college] will sweep the country as irresistibly as the public high school swept it during the second half of the last century." But there are many facts to justify his optimism.

True, the junior-college movement has its imperfections and limitations. Some junior colleges have been formed with more enthusiasm than judgment. Four-year colleges have not been entirely free from the same fault. The movement itself, however, cannot be judged a failure because some of its units were ill-advised and are destined to perish. The junior-college movement is sound and will endure. As Koos has aptly phrased it, "It is not a question of whether, but how."

Number of institutions—Is the rapid increase in the number of junior colleges—an average of almost thirty a year for the past decade—likely to continue indefinitely? Probably not. Yet it is likely to increase materially for some time to come, especially in the public institutions.

California has fifty-two junior colleges, public and private, or one for each 109,000 population. Texas has forty-five, or one for each 129,000 population. If the entire country were similarly supplied, there would be well over a thousand, instead of less than five hundred. The question of number of junior colleges, however, cannot be considered independently of existing four-year colleges and universities. Some other states may not have as great needs, due to the existence of a relatively larger number of four-year colleges and universities within their borders. These are insufficient in number in many cases, however, and usually are not fulfilling some of the unique functions of the well-developed junior college, especially in the way of semiprofessional and other types of terminal courses.

Enrolment—More important even than the number of junior colleges is their probable enrolment. They have been growing more rapidly in size than in number—a healthy sign. There are many

indications that enrolment will make even greater strides in the next decade. As this new type of collegiate institution establishes itself in public knowledge and public confidence, as the highschool graduates learn of the varied types of curriculums that the larger progressive ones can offer, the enrolment is sure to be markedly influenced.

According to Dean Walter's annual review, in *School and Society*, of enrolment statistics in over four hundred four-year colleges and universities, the average annual increase for the past three years has been only 1 per cent. Last year there was a slight loss. During the same period, however, there was an average annual increase of 22 percent in the junior-college enrolment of the country; last year it was over 30 percent. Today approximately 100,000 students are found in these institutions. Yet this is doubtless only a beginning.

California has only about one twenty-second of the population of the country; yet in 1930-31 it had over one-fourth of the junior-college enrolment. May we expect a five- or six-fold increase in the rest of the country? There are over four million highschool students in America today. All are possible junior-college material. If all went to junior college the attendance at any one time would be upward of two million. Of course not all will go, soon or ever, but may not many more be expected to do so as the junior-college movement spreads and gains age and prestige?

The curriculum—The curriculum of the junior college in the past has been narrow and restricted—far too much so, due to the newness of the institution, small size of the student body, and dominance of the state university. In many institutions only a university preparatory curriculum has been offered. With increased attendance, permanence, and independence this is already being remedied in many colleges and is destined to be in many others. With the popularization of the idea that the junior college is the completion unit of general education prior to university specialization, and that it is the college for all the people instead of for only those with university aspirations, is coming a corresponding broadening of the curriculum to include a wide variety of terminal courses of various types, some semi-professional in nature, some more purely cultural and civic.

The Carnegie Foundation Commission in its recent report on State Higher Education in California recommends a "curriculum for social intelligence" which is "devised to give the student about to complete his general education a unitary conception of our developing civilization. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization." The Commission feels that this type of curriculum should appeal to 85 percent of the student body.

The junior college of the future will also place much greater emphasis upon adult education, both cultural and technical in nature. In many cases the adult educational needs of a community can be much better met by a local junior-college faculty and equipment than where it is forced to depend upon absentee long distance university extension service. From ten to fifty local cultural centers are far better in a state than a single centralized one. The decentralization and diffusion of cultural education thru a widely diversified curriculum is likely to be one of the outstanding developments in the junior-college field in the next decade.

Organization—While the prevailing type of junior college is two years in length, over 85 percent being of this form, yet interesting and significant experiments are being carried on with three- and four-year units in various parts of the country, as parts of 6-4-4, 6-3-3, 8-3-3, and other experimental types. There is a considerable feeling in some quarters that the entire period of general education, prior to university specialization, should be shortened by two years. On the other hand, there is strong feeling on the part of others that the increasing complexity of modern civilization, the changing economic conditions, and the scarcity of employment justify a longer period of formal education.

It is too early to evaluate these experiments which have been in progress such a short time. Some of them have been abandoned already; some have been modified markedly since their inception. The two-year junior college, as a transitional institution, somewhat higher than the necessary restrictions of the high school, distinctly lower than the scholarly specialization and greater independence of the university, will undoubtedly be the prevailing type of junior college during the next decade. What the ultimate form will be, or whether there will be a variety of forms fitted to different conditions and locations, only time can tell.

The private junior college—It is

becoming clearer day by day that the public demand for college education cannot be met by the private institutions alone, of either the four-year or junior-college type. As the public high school gradually displaced most of the private academies of the last century, it is logical to suppose that the public junior colleges may gradually supplant many of the private institutions. At any rate, there is likely to be a much more rapid growth of the public institution, both in number and in size. American educational democracy will eventually insist upon college opportunities for all at public expense. It is by no means likely, tho, that the private junior college, now in the majority in number altho not in enrolment, will not also have a permanent place in American education, as its elder sister, the private four-year college has had. The denominational junior college fills a genuine need and when economically, educationally, and patriotically sound, may be expected to endure for many years. With such diversity of character and belief in our population, there are bound to be many people who prefer the private to the public institution.

The four-year college—Many of the present private junior colleges are decapitated four-year colleges. Inadequate student bodies, relatively expensive upper division classes, and insufficient financial support have compeled many of the weaker denominational colleges to abandon the upper two years and to become strong junior colleges instead. With the present financial stringency there are a number of institutions which are contemplating similar action, and doubtless others will be compeled to give it serious consideration in the next few years. On the other hand, the stronger four-year colleges increasingly are adding a year of graduate work and making the master's degree the ultimate objective for a large class of students. With the development of a complete system of junior colleges many of these may tend to abandon unnecessary competition by dropping off their freshman and sophomore years, leaving a three-year course leading to the master's degree. This is analogous to the way in which many of them during the last generation abandoned the academies which were an integral part of most denominational colleges before the development of the public high school.

Finance—Most so-called public junior colleges charge tuition to the students attending them—in some cases quite a substantial amount. This is hardly consistent with the theory of free public education

thru the secondary or general period. The most significant development of the public junior college has taken place in states where little or no tuition has been charged. As the true nature and significance of the junior college comes to be better known and appreciated, it will doubtless be supported increasingly if not entirely by public funds, secured either by local taxation or from state sources or both. The same struggle that was necessary to secure public support for the high school must be gone thru with again, now that general education is recognized as continuing two years beyond the high-school level.

Dangers and opportunity—One of the important problems of the junior college is the problem of size. The junior college is typically a small institution, in many cases far too small for efficiency and success. The junior college of the future will undoubtedly be a larger institution with more diversified offerings. Some of the small ones now existing will disappear; others will grow to more satisfactory proportions. It is to be hoped, however, they will not be afflicted with the malady of "gigantitis" which has plagued too many universities. There is a vital distinction in the field of collegiate education between bigness and greatness. The junior college of the future must be a bigger institution than the junior college of the present but it must not be too big. On the other hand, it can be and must be a great institution in the true sense of the word. It will be truly great, if it recognizes fully the limitations and boundaries of its own fields, deliberately delimits its functions, and represses any ambitious university aspirations; if it finds supreme satisfaction and contentment in doing thoroly the work of the freshman and sophomore years better than they have ever been done before; if it places prime emphasis upon superior instruction at the college level; if it has the courage to experiment with the expansion of the lower division years laterally to include new fields and unexplored opportunities at the same level, but does not try to usurp the field of the university above or of the high school below. Herein lies the opportunity of the junior college in the next decade to be a really great institution, regardless of enrolment, and to make a really distinctive contribution to the democratization of collegiate education in America.—**Walter Crosby Eells**, professor of education, Stanford University, and editor, *Junior College Journal*, Stanford University Press.

Improvement of Extracurriculum Activities

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ECONOMY is not of necessity an enemy of improvement. So far as extracurriculum activities are concerned, there are some schools that are still operating on a *laissez-faire* policy. If economy of time, of effort, or of money can cause these schools to develop a constructive policy for guiding these activities, necessity may be the mother of reform.

Many schools are demonstrating the economy of time, of effort, and of educational opportunity that can exist when the principal, teachers, and pupils cooperate in planning the whole life of the school, curriculum and extracurriculum. There are still, however, too many schools, especially senior high schools, with a go-as-you-please program that results in the extracurriculum activities existing in a half-hearted way and sprawling all over the daily and weekly program. Many secondary-school workers have long been pointing out ways whereby the school's constructive program can provide for the whole educational activity of the school as a planned structure.

This constructive program, especially in the extracurriculum field, must be developed by the school. This plan cannot be bodily transplanted from one school to another. The principal is responsible. Teachers and pupils can help mightily. The traditional *laissez-faire* policy makes for waste: it is utterly uneconomical; it fails to plan for improvement. Economy and improvement demand a planned, constructive, workable policy. If the principal is a leader, he ought to lead.

Our times are vocal with arguments for a planning and a planned society. Many leaders in secondary education, in spite of the fact that they do not know the ultimate ends of a changing civilization, have a working hypothesis which includes the extracurriculum phase of education. Fortunately, under the pressure of these critical times some of the so-called progressives are coming to recognize that while pupils have rights and privileges they also have duties and obligations. Even the most determined individualists are insisting on a constructive plan of cooperative effort.

In the extracurriculum field, however, many of those who have operated on a *laissez-faire* policy have not done so be-

cause of any guiding philosophy. Either because of a belief that all learning lies in the traditional subjectmatter fields or because teachers are mentally and emotionally swamped by the number and variety of pupil interests, they have muddled along, enduring as best they could the confusion of unplanned activities. The necessity for planning for the whole school life of the pupil and for the life of the whole school may jolt this group into thinking out what to do and how to do it.

What the schools do now is not going to solve immediate national problems. These problems will be solved in some measure or the nation wrecked before our seventh grader is old enough to be president. Any specific solution of a world problem that is taught in school probably will be out of date before the pupils are old enough to put it into practise. In any event, if the educator does not know enough or have the technic to solve present problems, he will probably be rather modest in asserting that he can teach his pupils that which he himself does not know.

In line with or in spite of what has just been said, what are some of the working hypotheses on which the school can operate? It seems

that people have to learn how to live together,

that they can learn how to contribute and to enjoy contributing their best to the common good,

that they can learn how to lead or to select a leader,

that they can learn how to be intelligently obedient to authority,

that they can learn how to direct themselves increasingly intelligently either as individuals or as members of a group.

If the educator starts with some such ideas as these or any others, it is his business to teach them—to teach them not as the eternal truth but as the best we know now. The telling kind of teaching, we have long since learned, is rather ineffective; we need to plan the learning situation so that the pupil has a favorable chance to practise and to try out the idea he is learning, in order to learn it and if possible to improve it. If we want to have a planning and a progressively planned society, the life of the school should furnish a laboratory for the pupil's learning.

With such ideas in mind as those just cited, some proposals looking toward economy and improvement of the school's extracurriculum activities seem in order. None of these ideas, however, are new; some or all of them are in operation in those schools that are developing a constructive policy for guiding the whole program of the school's activities.

[1] *The guidance function of the homeroom can be stressed.* Life for the pupil outside of school is becoming more complex and difficult. The teacher-pupil load is increasing. The homeroom teacher with all the aid that can be secured from special counselors, visiting teachers, advisers, and supervisory officers can aid the pupil to live intelligently day by day. Many teachers are meeting this need. There is no place for perfunctory homeroom time-killing. It seems reasonable to insist that if there are teachers who cannot or will not meet this demand, they should give way to teachers who can and will meet the need for personal pupil guidance.

[2] *Thru a pupil-teacher council, or some such means, pupils can have a favorable opportunity to share in planning the society in which they live and in learning how to be intelligently obedient to the authority which they have helped create.* Sharing in responsibility has a sobering influence and is fundamental in the development of character. By such a plan the principal is relieved of no responsibility. This is a way he uses to help pupils learn how to live as citizens now.

[3] *The school can develop a point system to stimulate, to guide, and if necessary to limit pupil participation in extracurriculum activities.* Such a system should help the pupil and his adviser working together to plan for him a well-balanced daily, weekly, and semester program. Likewise, it should help the eligibility committee of the pupil-teacher council in guiding the pupil. It may be that the pupil should pass his Latin, for example, to play on a school team. It is conceivable, also, that the reverse may be true.

[4] *The school assembly can build morale.* Ordinary announcements are sent mimeographed to the homeroom. Scolding is out of place. This assembly can be bright, earnest, joyous. The finest

achievements of individuals, of groups, and of the whole school can be known and celebrated. There can be stirring, beautiful music, serious and big. No depression in the assembly!

[5] *Every pupil can belong to one or more clubs.* Thru necessity or choice the pupil has some free time. In later years he will probably have more leisure time. The quality of his life will be in some measure determined by how intelligently he uses this leisure. Pupil clubs, especially those of the hobby kind, may have a real contribution to make to the pupil's present and probable future needs.

[6] *School publications* — As the schools are more crowded and the teacher-pupil load heavier, every means available for orientating the pupil should be used. The *handbook* can be used effectively and economically for administrator, teacher, and pupil. To integrate the school, to form intelligent public opinion, and to build and sustain morale, the school needs a *newspaper*. Democratic government in a large school seems scarcely possible without the basis for public opinion made possible by the school paper. Whether mimeographed or printed, it should be issued weekly and be a *news* paper. The school should have, develop, or secure a teacher trained in school newspaper work and develop this publication out of an accredited course in newspaper writing. The school should either eliminate the annual or provide the time and the training necessary for its production on an educative basis.

[7] *Athletics*—The program of health and physical education should be maintained. Health service is needed more than at any other time in the past two decades. Expensive interscholastic athletics, participated in by the few, can be cut. Intramural athletics for all pupils should be further developed. Trained pupil leaders can be used effectively here. *In times like these, physical play is a necessity not a luxury.* There can be no economy or high morale in working with pupils deliberately allowed to become physically unfit.

[8] *Commencement*—The graduating exercises should be celebrated with distinction. The program should grow out of the life of the school. It should be joyous, beautiful, inspiring, and educative for those participating, for the whole school, and for the community. Teachers and pupils should study and present the problems of the school and of its pupils as citizens in their relation to each other and to the community. Hot house flowers, expensive dresses, and much cabfare are

out of keeping with the times. Commencement, while capitalizing the present and past, should also look toward the future.

[9] *The school calendar*—The school should plan its program of afternoon and evening events for the whole year. Such activities as plays, concerts, debates, class parties, and athletic events should be properly spaced. Youth has less spending money but even greater than ordinary need for wholesome recreation. The expensive "extras" in decorations and general "trimmings" can and should be eliminated, *but the school should plan as never before for the social activities of its young people.* There should be more, instead of fewer, of these social activities presented by the pupils. Make these activities just as nearly free to the school and the public as possible.

[10] *Contests* — Some schools are "contested" almost to death. In some sections of the country, fostered by the state or by competing colleges, there are contests in everything, curriculum and extracurriculum—Latin, second year algebra, basketball, brass bands, canning clubs, and piccolo players. There is continuously the motive—go out and lick somebody. Frequently, the poorer the school the greater the emphasis in specializing on the training of a few pupils to win these contests. Somebody ought to make a real study of the influence of the contest on the curriculum. A desire for a reasonable economy and an improvement of the school as a school, not as a contest factory, demands that this contest idea be critically examined. It's a morale "buster."

[11] *Allied agencies*—There are in many communities such organizations working with youth as the Junior Red Cross, Boy Scouts, Girl Scouts, Camp Fire Girls, Boys Clubs, Hi-Y's, Girl Reserves, YMCA's, and so on. Economy of time, effort, money, and educational opportunity demands that the school develop a constructive policy of cooperating or not cooperating with these agencies. The question is not how can this or that organization be fostered but how can the activity of the youth be so coordinated as to be of best service to himself and to the state. According to the *laissez-faire* policy there is too much wasted effort, and youth suffers needlessly.

[12] *Finances* — There are many schools that have organized their extracurriculum finances on a sound, constructive business basis. The pupil purse has been protected, budgets have been balanced. Thru the department of business

education the handling of extracurriculum money has been the basis for educative experience. However, all the studies that have been made thus far show that many, in fact a majority, of schools are still in the kind of finances under discussion as a go-as-you-please policy, or that the principal has been so ineffective in developing an educationally constructive policy that he, or his secretary, has to handle all finances. It seems that many principals by a *laissez-faire* policy are educating their teachers and pupils to do the very things financially against which these same principals cry out if done in public life.

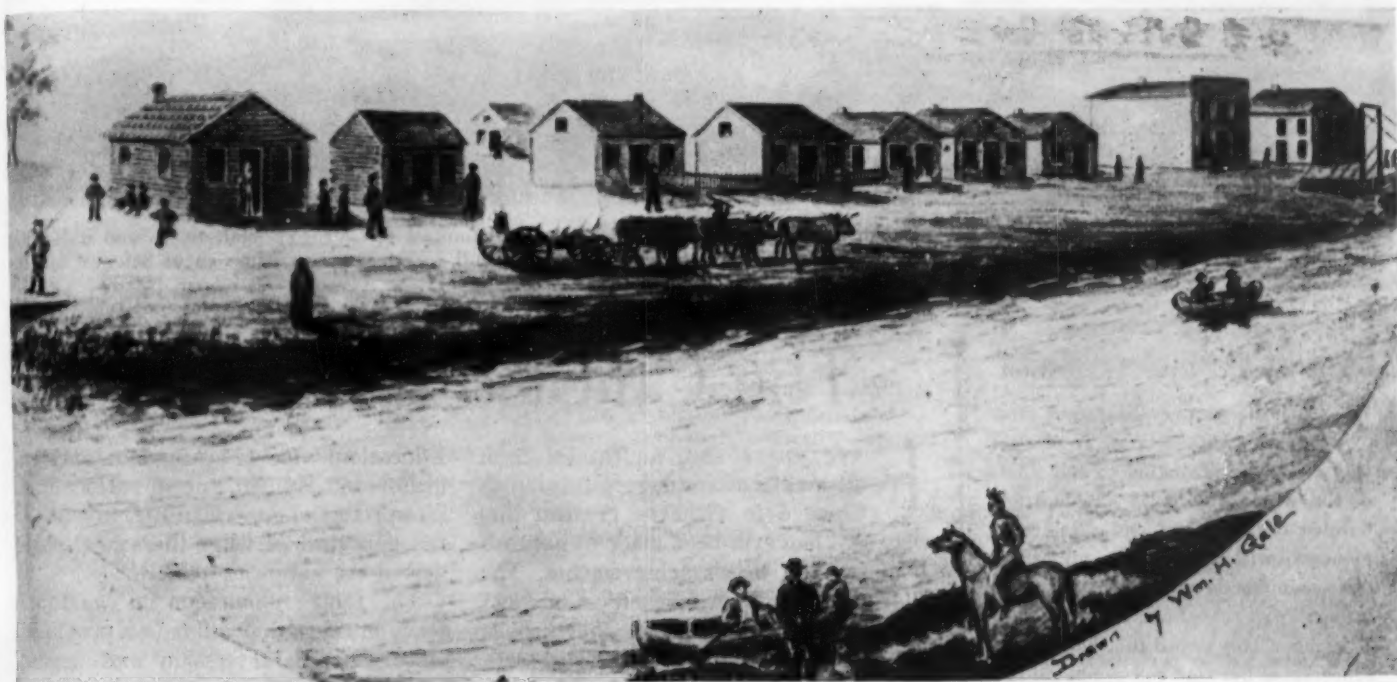
[13] *Music*—In a curriculum and in an extracurriculum way music, at least on the appreciative side, is of value to everyone. In school, church, social life, or in any popular national movement, if we need morale, we utilize music. We cannot sing away an unbalanced budget nor can we sing out of existence a discordant banking system. However, when we need people to hold steady, or unite for cooperative action in times of emotional stress, we use music. Even aside from happiness or any doctrine of catharsis, it may be that music is worth more to the individual than all the second year algebra that has been taught or forced on girls since the beginning of time.

Finally, if we must cut, let us cut where the operation will insure the health of the patient. A few minor operations have been indicated. Times like these demand morale. Right or wrong, the school's extracurriculum activities can be morale builders. Cut out of the individual pupil's program those curriculum and extracurriculum materials and activities that are deadwood to him now and to his probable future. This deadwood constitutes our chief fads and frills. Organize, get pupils and teachers intelligently busy sharing in the organization of a constructive policy for guiding the school, including its extracurriculum activities.

Thru expert guidance and thru satisfying practise, get our highschool people busy forming the habit of planning the immediate society of which they are a definite part. An honest depression may be good for the soul. Times like these are not actually to be feared. These times demand that we get rid of the dead hand of some outworn traditions, get rid of our nebulous *laissez-faire* policy, and that we plan constructively what the school should do by, with, and for its pupils and for the state.—From *Bulletin* of the Department of Secondary-School Principals, NEA, March 1933. ♦ ♦ ♦

Education Makes a Difference

A HUNDRED YEARS AGO the nation possessed all the wealth it owns today except that which has been added by the energy of an increasingly intelligent and educated people. The pictures below portray the returns from investment in human resources. The *Century of Progress* will celebrate the achievements of education. Schools pay. School teachers should be paid.



Courtesy, Don Rogers

1833 IN CHICAGO. The first public school was opened by Eliza Chappell near State Street and Wacker Drive at the edge of Chicago's presentday Loop. "We were frequently annoyed by Indians; but the great difficulty we had was mud."—A pioneer teacher.



Chicago Aerial Survey Company

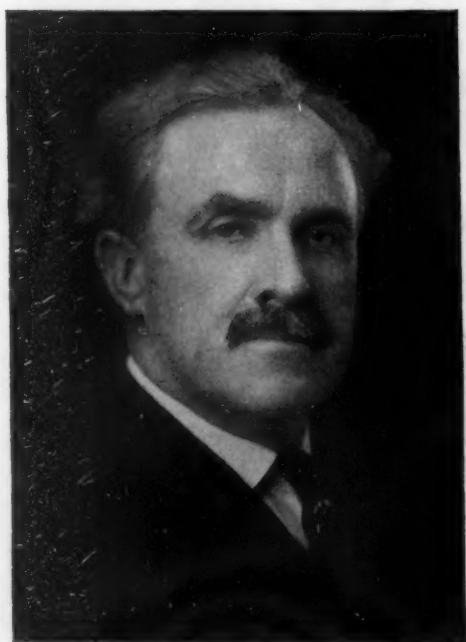
1933 IN CHICAGO. [1] Site of Old Fort Dearborn. [2] Site of Eliza Chappell's school. [3] The world's largest building—the Merchandise Mart. [4] The ground beneath most of these skyscrapers is part of the sixteenth section of the township ceded to the schools under provisions of the Ordinance of 1787. In October 1833 the Commissioner of School Lands sold the tract [138 blocks] for \$38,619.47.



SCIENCE AND INDUSTRY have their temple in a sylvan setting so close to the wheels and hammers of Chicago's laboratories and mills that the rhythmic noises of manufacture and transportation penetrate their shrine with a dull roar. The new Museum of Science and Industry is located on the site of the Columbian Exposition, held in Chicago in 1893.

The Sword over Education

A SWORD hangs over education throughout 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. . . —Glenn Frank.



WILLIAM J. BOGAN, superintendent of schools, Chicago, extends to the nation's teachers a cordial invitation to Chicago

The Chicago Convention

FORTY YEARS AGO, multitudes from all over the world were turning to Chicago to visit the greatest display that had ever been made of nature's bounties and man's achievements. The World's Columbian Exposition of 1893 was in full swing. Among the throngs that swept into the lake shore city were many prominent leaders of education. They were on their way to the International Congress of Education.

There was a great depression in the land. Banks had failed. Thousands of business men were ruined. The voice of hunger cried out for "a full dinner-pail." Taxes were uncollectable. Schools were hard pressed.

Among those who gather in Chicago July 1-7, 1933, to attend the seventy-first annual meeting of the National Education Association will be some who have passed the three-score milestone of years. There will be much to remind them of forty years ago—the broken-down machinery of economic life; poverty in the midst of wealth; pitiful economies on one hand, extravagance on the other; rags covered with tinsel.

They will recall also the forbearance and indomitable will that characterize the American people in distress. The very name *Century of Progress* has a hopeful sound. How better to maintain confidence in ability to succeed than to survey the fruits of success? The attainments of a hundred years will be spread forth on the exposition grounds for approval. President Rosier has chosen a happy and most appropriate convention theme—"The Evaluation of American

Education." He is asking not only educators but laymen, known nationally as interpreters of American life, to assist in the appraisal of what the schools have helped the nation to achieve.

The Joint Commission on the Emergency in Education will have a prominent place on general session and departmental programs. On Monday evening, the more than four hundred consultants of this Commission will be on the platform before the mass meeting which will listen to a great governor and a great university president discuss the crisis in education and outline plans to avert the threatened collapse of the schools.

Not since the appointment of the war-time commission has there been such a rallying of support on behalf of public education in America.

Never has a convention offered greater convenience and economy for delegates. Almost all activities will take place within a space of three blocks in the heart of Chicago's world-renowned civic center. More than 3500 delegates may be housed in the Stevens Hotel, largest in the world. With exhibition halls, elaborate theater, libraries, miniature golf course, eating places for every taste, roof gardens, brilliant ballrooms—this hotel is a small city in itself. From its tower ballroom the guest may have a bird's-eye view of the exposition grounds. Nearby are the Congress, Auditorium, and other hotels that will accommodate tastes and pocketbooks of delegates. Comfort at reasonable cost, unexcelled educational and recreational opportunities make the 1933 convention one of the most attractive ever held.

Some High Spots on the Tentative General Sessions Programs

Saturday, July 1, 8:00 P.M.

The Century of Progress—Allen D. Albert, assistant to the president of "A Century of Progress"
Address—Margaret Slattery, author, lecturer, Boston, Mass.

Sunday, July 2, 4:00 P.M. *Vesper Service*

Monday, July 3, 9:00 A.M.

Address—Walter Dill Scott, president, Northwestern University, Evanston, Ill.
English in Life and in School—Walter Barnes, professor of teaching of English, New York University

Monday, July 3, 5:30 P.M. *Life Membership Dinner*

Monday, July 3, 8:00 P.M.

Address—Paul V. McNutt, governor of Indiana, Indianapolis, Ind.
Address—Glenn Frank, president, University of Wisconsin

Tuesday, July 4, 9:00 A.M. *The Representative Assembly*

Address—Francis G. Blair, state superintendent of public instruction, Springfield, Ill.
Address—Florence Hale, first vicepresident of the Association, editor, *The Grade Teacher*

Tuesday, July 4, 9:00 A.M.

Address—Charles H. Judd, dean, school of education, University of Chicago

Wednesday, July 5, 9:00 A.M. *The Representative Assembly*

Address—Paul C. Stetson, president, Department of Superintendence, and superintendent of schools, Indianapolis, Ind.
Report of the Committee on the Economic Status of the Teacher
Report of the Legislative Commission
Report of the Joint Commission on the Emergency in Education

Wednesday, July 5, 9:00 A.M.

Teacher Training for the New Age—H. L. Donovan, president, State Teachers College, Richmond, Ky.

Wednesday, July 5, 8:00 P.M. *West Virginia Night*

Address—Joseph Rosier, president of the Association, Fairmont, W. Va.
Address—Louis Johnson, national commander, American Legion, Clarksburg, W. Va.
Address—Clarence Martin, president, American Bar Association, Martinsburg, W. Va.

Thursday, July 6, 9:00 A.M. *The Representative Assembly*

What Next in Education?—A. F. Harman, state superintendent of education, Montgomery, Ala.
Report of the Committee on Social Economic Objectives
Report of the Committee of One Hundred on Retirement Allowances
Report of the Committee on Rural Education
Report of the Committee to Cooperate with the National Association of Teachers in Colored Schools
Report of the Joint Committee on Health Problems in Education
Report of the Committee on International Relations

Thursday, July 6, 9:00 A.M.

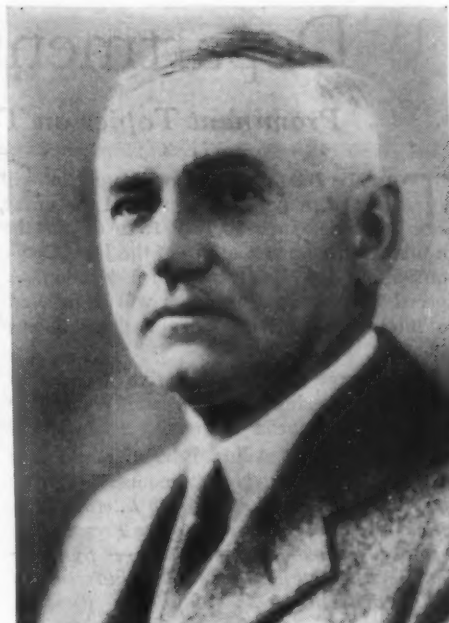
Presiding officer, Jessie Gray, Philadelphia Normal School
Address—A. Duncan Yocum, University of Pennsylvania, Philadelphia, Pa.

Thursday, July 6, 8:00 P.M.

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

Friday, July 7, 9:00 A.M. *The Representative Assembly*

Report of the Committee of the National Education Association and the American Library Association
Report of the Committee on Tenure
Report of the National Commission on the Enrichment of Adult Life

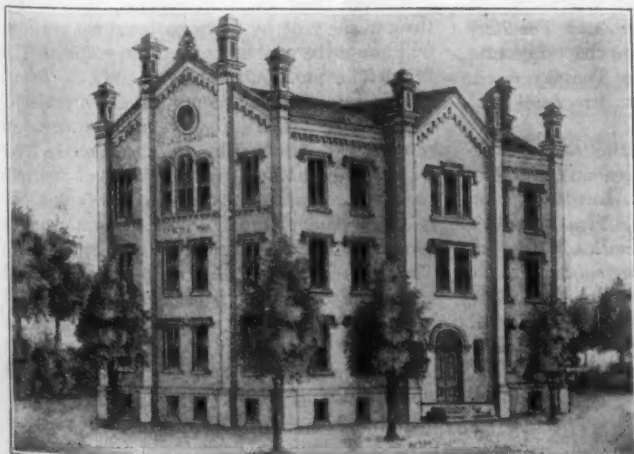


JOSEPH ROSIER, president of the NEA, has prepared a convention program which invites the cooperation of the profession

The Call to Chicago

IN VIEW of the educational situation in our country this will be one of the most important conventions in the history of the Association. . . .

It will be a time for new visions and ideals. Here in this great educational gathering our leadership and profession will sense the spirit of a new age. Out of the reverses of recent years there will be emerging a brighter day for education. The teaching profession must meet the challenge of our times with renewed faith and courage. . . .
—Joseph Rosier, president, National Education Association.



Courtesy, Don Rogers

LEFT: 1856—the people's college, Central High School, Chicago, the first coeducational high school in America. Right: The new Steuben Junior High School in Chicago, 1933, is symbolic of the dignity and strength and beauty of the ideal of peaceful progress thru learning. The modern school is a fortress of civilization where mankind prepares to turn back the forces of disease, poverty, vice, and ignorance.

Departments and Allied Organizations

Prominent Topics on Tentative Programs: Saturday, July 1—Friday, July 7, 1933

THE NATIONAL COUNCIL OF EDUCATION will meet Friday afternoon and Saturday morning, June 30-July 1, to discuss the provisional recommendations of the Joint Commission on the Emergency in Education. A special feature of the program will be devoted to international relations, emphasizing Pacific countries.

Department of Administrative Women in Education. Sessions Monday and Wednesday afternoons; luncheon Wednesday noon.

Department of Adult Education. Sessions Monday and Wednesday afternoons. *Educating the Prisoner; Catching Up With Literacy; Relations of Adult Education to the Present Elementary, Secondary, and College Systems; Some of the Interesting Social Adjustments of the Foreign-Born.*

Department of Business Education. Sessions Saturday morning, Saturday afternoon, and Monday afternoon. *Objectives of Business Education as Viewed by Business, Objectives of Business Education with Reference to General Education, Objectives of Business Education As Viewed By Classroom Teachers of the Various Business Subjects Taught in the Different Types of Schools.*

Department of Classroom Teachers. Sessions Tuesday and Thursday afternoons; annual dinner Thursday evening. *Critical Present-day Issues in [a] Elementary Education, [b] Secondary Education.*

Department of Deans of Women. Luncheon Wednesday noon.

Department of Elementary School Principals. Sessions Monday and Wednesday afternoons; breakfast Monday morning; dinner Tuesday evening.

Department of Lip Reading. Session Tuesday afternoon. *A Century of Progress in Lip Reading, Teaching Hard of Hearing Children, Special Education for the Hard of Hearing.*

Department of Rural Education. Sessions Monday and Tuesday afternoons. Emphasis will be placed upon the failing financial support for education in rural communities. An Iowa rural-school choir featured.

Department of School Health and Physical Education. Sessions Monday and Wednesday afternoons. Special feature, demonstration of physical education work in Chicago public schools.

Department of Science Instruction. Sessions Tuesday and Thursday afternoons; Monday afternoon joint meeting with Secondary Education group; Wednesday afternoon joint session with the School Garden Association of America. *Current Trends in Science Education, Technic of Handling Large Classes, Children's Gardens for Food Relief, Teacher Training in Nature Study.*

Department of Secondary Education. Sessions Monday and Wednesday afternoons. *The Changing Highschool Curriculum, Relations between the College and the Public High School.*

Department of Secondary School Principals. Sessions Tuesday and Wednesday afternoons.

Department of Social Studies. Session Wednesday afternoon; Monday afternoon joint meeting with Department of Secondary Education. *The Progress of the Investigation of the*



R. C. MOORE, secretary of the Illinois State Teachers Association, dean of the state association secretaries in point of length of service

Social Studies in the Schools, One Hundred Years of History in the Secondary Schools of the United States. There will be a social science exhibit in connection with the meetings.

Department of Special Education. Sessions Monday and Wednesday afternoons. *Life Enrichment for Exceptional Children, An Evaluation of Special Education with Reference to Physically and Mentally Handicapped and the Socially Maladjusted Children.*

Department of Supervisors and Directors of Instruction. Session Tuesday afternoon.

Department of Supervisors and Teachers of Home Economics. Sessions Monday and Tuesday afternoons; luncheon Tuesday noon. *Home Economics Education for Intelligent Living.*

Department of Visual Instruction. Sessions Wednesday and Thursday afternoons. *Responsibility of Teacher Preparation Institutions for Visual-Sensory Aids Courses, Visual-Sensory Aids and the Economic Situation, Relating Visual-Sensory Aids to the Curriculum.*

Department of Vocational Education. Sessions Wednesday and Thursday afternoons. *Fitting the Student to a Changing World, The Education of Lincoln, Facing a New Day.*

Department of Superintendence. Breakfast in honor of President Paul C. Stetson, Wednesday morning.

Allied Organizations Holding Meetings. American Classical League; Conference on Art Education; National Association of Journalism Advisers; National Association of State Secre-

taries; National Association of Student Government Officers; National Commission on Enrichment of Adult Life; National Conference on Student Participation; National Congress of Parents and Teachers; National Council of Geography Teachers; National Council of Teachers of English; National Federation of Modern Language Teachers; National Geographic Society Lecture; National League of Teachers Associations; National Vocational Guidance Association; School Garden Association of America; Association for Childhood Education; Conference of Members of Boards of Education.

Conference of Boards of Education. Because the present emergency requires the heartiest cooperation of the profession and boards of education, schoolboard members have been invited to participate in the general deliberations of the convention as they did at Atlantic City last year. Members present will hold conferences Wednesday and Thursday afternoons.

The Joint Commission on the Emergency in Education. The Joint Commission will hold an executive session Tuesday afternoon to which all duly appointed regional consultants are invited.

Exhibit of educational publications. A comprehensive and carefully selected collection of materials prepared for interpreting the needs of the schools in this critical period will be a feature of the general exhibit. This display, sponsored by the Joint Commission on the Emergency in Education, will occupy four booths. This material will include examples of national, state, and local activities in the presentation of facts about the schools to the public. A similar exhibit displayed at Minneapolis was one of the most helpful features of the convention. In graphic form basic facts will be set forth and the technic of their use described. All who are interested in plans to avert the threatened collapse of the American schools will find careful study of this exhibit very profitable.

General convention exhibits. The palatial exhibition hall of the Stevens Hotel, used thruout the year by many national conventions, will house the general convention exhibits. This beautiful exposition room is on the floor immediately below the hotel lobby. It is conveniently accessible by broad stairways from lounges and restaurants, and may be reached directly from all floors of the hotel by a battery of fourteen passenger elevators. Adjacent to the exhibit hall is the popular Japanese lunchroom with a capacity for serving three thousand meals daily. The proximity of the exhibition hall and its convenience of access from living quarters will be an especially appreciated feature of Chicago convention arrangements. Visitors may leave their wraps in their own rooms if they wish while inspecting the exhibits.

Railroad fare. Because of the Century of Progress Exposition, open thruout next summer in Chicago, unusually attractive railroad fares will be available from every part of the United States. They will be even more advantageous than the usual low rates to NEA conventions.

NOTES and ANNOUNCEMENTS

A COMBINED NUMBER—This JOURNAL combines the May and June issues. It is being mailed to reach members about the middle of May. The next issue following the summer vacation will be the October number. For a time it was hoped that the payless pay days which the members of the staff have voluntarily assumed would enable the Association to avoid combining two numbers in this way. But the bank panic tied up a part of the Association's funds in a closed bank and cut off current income just at a time when funds were needed to finance the special work which the Association is doing to meet the emergency in education. The officers and staff are making every effort to conserve funds and to start the new school year in as strong a position as possible. Plans for the 1933-34 issues of THE JOURNAL are being developed. They will be unusually rich in just the materials that the profession as a whole needs for this period of crisis and transition.

The Joint Commission on the Emergency in Education is going steadily forward with its important work. The Commission has developed a Board of Consultants which includes the officers of leading state and national groups thruout the country. It has held regional meetings for these consultants in Atlanta, Kansas City, Cincinnati, and Chicago. Other regional meetings are planned. Thru these meetings the Commission is keeping in close touch with conditions in the states and localities. The Commission is developing a comprehensive program and will continue its activities vigorously during the summer so that the profession as a whole will be in a position to carry forward when schools reopen in the fall. There will be a meeting of consultants in connection with the Association convention in Chicago. The Association itself, the Department of Superintendence, and the headquarters staff are throwing their entire strength back of the work of this Commission. Educational groups everywhere are cooperating wholeheartedly.

Visitors welcomed at headquarters—Seventy-seven teachers and three members of the board of education of Alexandria, Virginia, were guests of the National Education Association at the headquarters building of the Association

in Washington, March 18. The group was headed by R. W. Eaves, president of the Alexandria Teachers Association. The hundreds of teachers who each year visit the headquarters of their national professional organization are welcome guests of the headquarters staff.

Victory in Indiana—The educational advance recently made by Indiana in the passage of House Bills 204 and 523 is of significance to the entire nation. The bills are described as follows by Charles O. Williams, secretary of the Indiana State Teachers Association:

H. B. 204, the "state support for schools" bill, provides \$600 per teaching unit. It defines a teaching unit as an average daily attendance of twenty-five in high schools and thirty-five in the grades. This is paid out of the state general funds and comes from all forms of taxation. This money is as sure of being paid as is the salary of state officials.

H. B. 523, "state relief for schools" bill, provides that if the local corporation, after levying a tax not to exceed probably 50¢, cannot support its schools, the remainder of the cost of running the schools will be paid out of this fund which is a 7¢ state levy. This will make about three and a half millions payable from this fund.

A third law enacted was one in which 67½ percent of all the intangible tax collected in the counties shall go to the schools of the county where collected.

The great thing in this is that formerly our schools were supported by local levies to about 92 percent of the cost and the state was assuming about 8 percent. Now under the new laws the state is guaranteeing out of state funds at least an eight months school with a minimum salary of \$800 for elementary teachers and \$1000 for highschool teachers. . . . Nothing prevents a local corporation from hiring more teachers, having a longer term, or paying higher salaries.

Honorable Paul V. McNutt, governor of Indiana, is proving one of the outstanding friends of education among the statesmen of the nation. Here is a statement from his inaugural address:

The hope for future prosperity and leadership lies in trained men and women. Children are born and grow up in periods of depression as well as in periods of prosperity. It is impossible to arrest their development. They have but one chance, which cannot be postponed. Roads and buildings may wait, but not the children.

The teachers of the New York public schools are matching the contributions made by the state of New York to the school relief funds for needy children. The sum contributed by the teachers at the present averages \$100,000 per

month. This means an average contribution of two to five dollars a month by each member of the teaching and supervisory staff and other employees of the board of education.

At our winter quarter commencement, March 24, we had Mr. Crabtree's "My Tribute to the Teacher" [April JOURNAL, page 133] read, as part of the program. Much applause was given by the audience. The faculty especially appreciates the spirit of his message, for at a recent meeting we voted to carry on in spite of drastic cuts and to donate our services this summer in order that we may have a summer session.— Hazel W. Byrnes, librarian, State Teachers College, Mayville, N. D.

NEA departments, thru their yearbooks, bulletins, and other publications, are making an important contribution to professional literature. In the past year, THE JOURNAL has reprinted a selection from the yearbooks of the following departments:

June 1932—Elementary School Principals, "The Principal in His Community"

October 1932—Classroom Teachers, "Character Emphasis in the Classroom"

March 1933—Superintendence, "Professional and Lay Leadership"

April 1933—Teachers Colleges, "Selecting the Best for Teaching"

May 1933—Secondary School Principals, "The Improvement of Extracurriculum Activities"

Cutting down on salt—Suppose a family's budget for food looked like this:

Meat, per month	\$12.00
Milk, per month	5.00
Groceries, per month	35.00
Salt, per month	.10

What would you think of the brains of the head of the house if he said, "Strict economy being necessary, let us cut down on salt"? But to cut down on the relatively tiny amounts a community spends on its public library service is to cut down on the intellectual salt which gives savor to most of life; which brings out the flavor and the meaning of many of life's happenings; which, especially in times of material hardship and privation, can do more than any other factor to make life palatable. Don't cut the salt out of your budget!—Dorothy Canfield Fisher.

Recreational programs in Montclair, New Jersey, have been expanded. School gymnasiums [Cont. on page A-64]

Builders of Our Profession

THE TORCH

THE GOD of the Great Endeavour gave me a torch to bear.
I lifted it high above me in the dark and murky air.
And straightway with loud hosannas the crowd acclaimed its light
And followed me as I carried my torch thru the starless night;
Till mad with the people's praises and drunken with vanity
I forgot 'twas the torch that drew them and fancied they followed me.

But slowly my arm grew weary upholding the shining load
And my tired feet went stumbling over the hilly road
And I fell with the torch beneath me. In a moment the flame was out!
Then lo, from the throng a stripling sprang forth with a mighty shout,
Caught up the torch as it smouldered and lifted it high again
Till fanned by the winds of heaven it fired the souls of men!
And as I lay in darkness, the feet of the trampling crowd
Passed over and far beyond me, its peans proclaimed aloud,
While I learned, in the deepening shadows, this glorious verity:
'Tis the torch that the people follow whoever the bearer be!

—Elisabeth R. Finley

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on April 1 was 5085. The following life members have been reported since the list was published in the April JOURNAL:

CALIFORNIA—J. David Laird.
ILLINOIS—Joseph Lloyd Bache.
NEBRASKA—F. E. Weyer.
TENNESSEE—P. E. Callis.
WEST VIRGINIA—G. D. Ramsey.

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. This list includes schools which have reported since the list was published in the April JOURNAL.



MRS. F. BLANCHE PREBLE, Chicago schools, president of the Department of Classroom Teachers of the NEA and member of the Joint Commission on the Emergency in Education

Twelve Years

CALIFORNIA—Santa Barbara, Wilson.
CONNECTICUT—East Hartford, Burnside.
ILLINOIS—Waukegan, Waukegan Township High.
NEVADA—Clark County, Las Vegas Elementary.
NEW JERSEY—West New York, Public Number 3.

Ten Years

HAWAII—Oahu, Territorial Deaf and Blind School.

Nine Years

ALABAMA—Birmingham, Powell.
MARYLAND—Queen Anne's County, Queen Anne's County Public Schools, Barclay, Centreville Elementary, Centreville High, Chester, Church Hill Elementary, Church Hill High, Crumpton, Grasonville, Queen Anne, Queenstown, Stevensville Elementary, Stevensville High, Sudlersville Elementary, Sudlersville High, Tri-County High.
PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, Steelton High, West Side.
UTAH—South Sanpete District, Axtell, Centerfield

Junior High and Elementary, Clarion, Fayette, Gunnison Valley High, Manti Elementary, Manti Junior High, Mayfield Junior High and Elementary.
WYOMING—Casper, Jefferson.

Eight Years

ALABAMA—Birmingham, Avondale.
IDAHO—Gooding, Junior High.
ILLINOIS—Sherrard, Community High; Watscha, Community High.
MICHIGAN—Sault Ste. Marie, McKinley.
PENNSYLVANIA—Chester, Harvey; Slippery Rock, State Teachers College.
SOUTH DAKOTA—Belle Fourche, Belle Fourche Public Schools, Departmental, High, Lincoln.

Seven Years

HAWAII—Oahu, Washington Intermediate.
MASSACHUSETTS—Lynn, Euclid Avenue.
MICHIGAN—Ionia, Emerson.
UTAH—Salt Lake City, Garfield.

Six Years

ALABAMA—Birmingham, Parker.
CALIFORNIA—Los Angeles, Cheremoya.
HAWAII—Oahu, Helemano, Kalihi-waena; Maui, Kapaeha; Oahu, Kawaiiloa; Lanai City, Lanai Intermediate; Oahu, Lincoln, Manoa, Benjamin Parker, Waiahole.
ILLINOIS—River Forest, Lincoln, Roosevelt, Washington.
NEVADA—Reno, McKinley Park, Southside.
NEW YORK—Kenmore, Harding.
PENNSYLVANIA—Chester, Joseph G. Smedley Junior High.
UTAH—North Summit District, North Summit District Public Schools, Echo, Henefer, Hoytville, North Summit High, Upton, Wanaship.

Five Years

HAWAII—Oahu, Kaaawa, Pearl City, Waialae.
MINNESOTA—Pipestone, Indian.
MISSOURI—Webster Groves, Lockwood.
OHIO—Mingo Junction, Mingo Junction Public Schools, Central, Harmony, High, Lincoln.

Four Years

CALIFORNIA—Los Angeles, Rockdale.
DELAWARE—Western New Castle County, Middletown [Colored]; Wyoming, Caesar Rodney.
HAWAII—Oahu, Wahiawa.
ILLINOIS—River Forest, River Forest Public Schools, Lincoln, Roosevelt, Washington, Frances Willard; Springfield, Dubois.
NEW JERSEY—Atlantic City, Boys' Vocational.
OHIO—Kent, Kent Public Schools, Depeyster, Senior High.
TEXAS—Dallas, Arcadia Park.

Three Years

CONNECTICUT—East Hartford, Columbus Street.
HAWAII—Oahu, Aliiolani, Palolo, Puuhale, Waianae, Watertown.
ILLINOIS—Evanston, Township High.
INDIANA—Indianapolis, Public Number 79.
KANSAS—Wichita, Fairmount.
MISSISSIPPI—Drew, Drew Public Schools.
NEVADA—Clark County, Las Vegas Kindergarten, West Side.
NEW HAMPSHIRE—Newport, Primary, Richards Junior High.
NEW JERSEY—Gloucester County, Mantua.
NORTH DAKOTA—Carrington, Carrington Rural Schools, Lincoln High, Washington.
OREGON—Boardman, Community.
PENNSYLVANIA—Cheltenham Township, Cheltenham

[Continued on page A-73]

The Journal of the National Education Association

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

Secretary, J. W. CRABTREE

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

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

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

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JOY ELMER MORGAN, Editor

Offices: 1201 Sixteenth Street N. W., Washington, D. C.

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sult your local railroad, bus or lake steamship agents regarding these low rates. They are granted for periods sufficiently long to permit both convention attendance and complete visitation of the Exposition.

The Convention opens with a general session, Saturday evening, July 1. It closes with the meeting of the representative assembly, Friday morning, July 7. Throughout the week there will be general sessions and scores of group meetings. The programs will emphasize today's great educational problems. Educators in every type of school work may count on direct help and inspiration. An outstanding educational exhibit in the exhibit hall of The Stevens will be a feature.

Chicago hotels offer a wide range of accommodations. Prices for rooms and for meals are in keeping with the times. The Stevens Hotel has set aside two thousand guest rooms for advance registration at the following rates:

Room with double bed and bath for one person, per day; \$3.00, \$3.50, \$4.00, \$5.00, \$6.00, \$7.00, and \$8.00.
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 Room with twin beds and bath for two persons, per day; \$6.00, \$7.00, \$8.00, \$9.00, \$10.00, and \$15.00.
 Parlors connected with bedrooms, per day; \$5.00, \$8.00, \$9.00, \$10.00, and \$15.00.

The following hotels, which are members of the Chicago Hotel Association and the Chicago Association of Commerce, are located in or near the Loop and offer excellent accommodations. Rates may be secured by addressing the managers of these hotels. Specify your intention to attend the National Education Association Convention.

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COME TO CHICAGO



The lake shore skyline of Chicago (Stevens Hotel on extreme left)—1933.

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[Continued from page 165] have been opened; a more inclusive type of summer playground is planned. The school is taking care of postgraduates. The school is also cooperating with the city's unemployment bureau by providing recreational facilities for the unemployed who daily spend their time at the employment center.

Proposed changes in bylaws—The following amendments to the Association bylaws have been proposed and will be acted upon at the Chicago convention.

Amend Article I by adding Section 11, which will read:

The Representative Assembly shall be composed of the President, twelve Vicepresidents, the Secretary, and Treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations as provided by bylaws.

Amend Article II, Section 9, to read:

The President, the twelve Vicepresidents, the Secretary, and Treasurer of the National Education Association and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

For summer reading and study—A relatively small sum spent for books which can be read, marked, and reread until they become a dynamic part of his

mental life is the best investment that any teacher can make. Here are a few suggestions for summer reading:

- [1] *All the Children of All the People* by William Hawley Smith. Macmillan, 1912. \$1.60.
- [2] *A Sociological Philosophy of Education* by R. L. Finney. Macmillan, 1928. \$2.50.
- [3] *The Great Technology* by Harold O. Rugg. John Day, 1933. \$2.50.
- [4] *America Faces the Future* by Charles A. Beard. Houghton Mifflin, 1932. \$3.
- [5] *Looking Forward* by Franklin D. Roosevelt. John Day, 1933. \$2.50.
- [6] *Recent Social Trends in the United States*, Report of the President's Research Committee. McGraw Hill Book Co. 2v. 1933. \$10.

Copies of "The Tenth Generation" [pages 139-42] would make an excellent Commencement gift from teachers or superintendents to members of the graduating class. These may be ordered from NEA headquarters at \$5 per 100 copies; \$10 per 300; \$12 per 500; \$18 per 1000.

Progressive legislation in Washington—The legislature just closed has given us some of the most progressive educational measures ever enacted in the state of Washington. More important school law has been written during the last sixty days than has been passed during an entire decade. This has been primarily due to two things: First, the edu-

cational forces of the state have stood as a unit, with all their friends cooperating in support of the school measures introduced. Second, the governor of our state has stood squarely back of his promises to education and has given his active support to the bills which were introduced to improve our school conditions. The first is a mark of high attainment in professional attitude. The second is the fulfillment of a man's unqualified faith in the worth of public-school education. Let us now show forth even greater professional spirit by sparing no pains to make this new legislation yield fruitful benefits to the boys and girls whom we teach.—N. D. Showalter, state superintendent of public instruction, in *Educational News Bulletin*, March 1933.

This will be an unusually favorable year for summer-school attendance—Rates for tuition, living costs, and traveling will be the lowest ever and the courses will be unusually vital.

Mrs. Bertha M. Robbins, who has been a member of the headquarters staff of the National Education Association since October 16, 1917, will retire May 31, having reached the retirement age. Mrs. Robbins is one of the small group of workers who have been with the Association practically from the time the

LIFE MEMBERSHIP in the N. E. A.

Greater Unity

During these difficult times through which we are passing everything possible must be done to protect the interests of childhood. Education is our first public obligation. A popular war-time slogan was, "Give till it hurts." Someone has suggested as an appropriate peace-time slogan, "Spend till it helps." Your Association is striving, in every possible way, to maintain a helpful service to state and local associations, as well as to individuals. One way of assuring this service, even though disaster comes, is by a substantial life membership enrolment. You are urged to enrol as a life member on the partial-payment plan, if at all possible.

If you were asked by some person whether you preferred to help maintain reformatories or public schools, you

Greater Concern for the Future

would think him unbalanced. Yet to close the public schools means opening the doors of our reformatories, even though it costs three times as much to keep a boy in a reformatory as it does in a public school. Let us keep our schools open and at their highest efficiency so that the child—yours and mine—will not be subjected to a year or more in one of these penal institutions.

We are dealing with the citizens of tomorrow. If leaders are to be created, let us look now to our schools. You can manifest your interest in the youth of the land by enrolling as a life member. Life membership is one investment whose dividends will never fail, but instead will increase in value with the years.

MR. J. W. CRABTREE, Secretary, National Education Association,
1201 Sixteenth Street, N. W., Washington, D. C.

Dear Mr. Crabtree:

I wish to become a life member, making my first payment July 1. I understand the entire amount of \$100.00 can be paid in equal annual instalments of \$10.00 each.

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headquarters was located in Washington. She became a member of the staff of the Division of Publications soon after its organization in 1920. Her devoted service is appreciated by her associates on the staff and by the friends of the Association.

Early warnings—The destructive effects of the wave of blind budget slashing would have been greater in 1932 had not the National Education Association let every community know in advance what was coming. The following warnings were given in ample time:

There is grave danger that the clamor of politicians and tax leagues in thousands of places may lead to short-sighted policies.—1930.

A movement is on foot for a national drive to secure drastic reductions in public expenditures—national, state, and local. It is understood that an effort will be made to unite business groups, boards of education, and civic clubs, in every locality in the nation for quick action on state and local government budgets. When the wave reaches you, are you ready to see that the interests of the schools are protected?—1931.

The national drive which is to begin in May is backed by names, talent, and funds. It will soon come upon you with speed and with force. It will not attach any more value to education than to buildings or roads. If it catches you unawares, it will likely make its greatest reductions in the most essential expenditures for schools. By beginning today you can provide the board of education, the PTA, the civic clubs, editors, and other friends of the schools with information. We must convince local civic clubs, and citizens as well, that no community can afford to balance its budget with the ignorance of children.—March 1932.

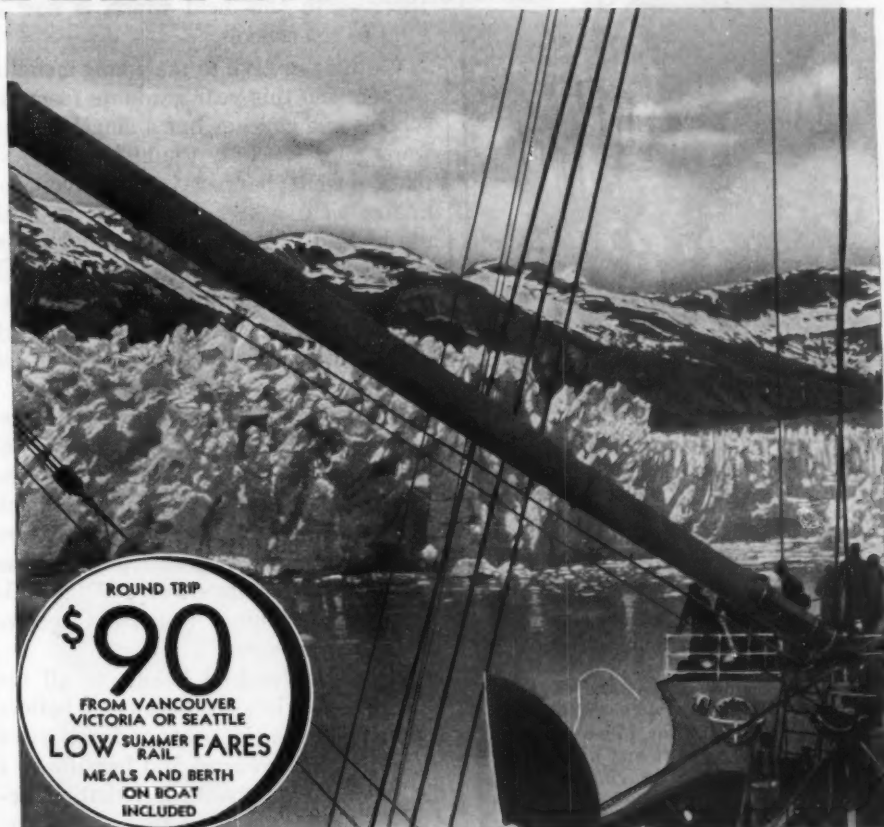
The above warnings carried with them information and suggestions, and were sent to principals, superintendents, and other leaders. . . . Our advice to every principal is to form a long-time program for the express purpose of keeping the public informed as to the work of the schools and as to their needs. If you now have an organization, improve its efficiency. If you do not have one, organize at once.—J. W. Crabtree, secretary, National Education Association.

Dade County, Florida, teachers missed not a pay day on account of the banking moratorium. Superintendent Charles M. Fisher arranged a unique plan to pay the teachers' salaries. A paragraph by Mr. Fisher tells how it was done:

We sold \$110,000 Liberty Bonds back to the First National Bank which it had deposited with the Federal Reserve as security for our deposits and rented the old Biscayne Bank building, vaults, lock box, and tellers' windows just for one day. Then we got the armored car service to transfer the cash over to "our bank," got several policemen to guard us while we cashed our own checks for the teachers who were allowed to file in, get their money, and file out just as tho it were a real bank.

[Continued on page A-66]

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[Continued from page A-65] The Journal of the National Education Association during 1933-34 will publish a series of articles on taxation by leading authorities in this field which is now so vital to the schools.

Could we give to the young men and women who this year graduate from our schools and colleges but a single parting word of counsel, it would be this: No matter what happens around you, no matter what others do, set for yourself the highest physical, mental, and moral standards. Prepare yourself; turn your leisure into skill, culture, and character; face the future with good cheer, high hope, and courage; and your time will come.

What the late North Dakota legislature thinks of higher education is indicated by its brutal treatment of the university. According to its action, North Dakota will pay its university president a salary of \$3000 and fulltime professors and deans a maximum of \$1920, while pool hall and hotel inspectors receive \$2400 plus expenses.

Why I belong—I belong to all the teachers associations, because I believe they advance the interests and welfare of the teachers in general and because if I did not belong I should feel that, in accepting the advantages these organizations have procured [not only for their own members but for all teachers] I was allowing others to fight the battles and win the victories while I remained at ease behind the lines ready and willing to enjoy the results of their labor and sacrifice, but unwilling to share their hardships. In plain words, I should be a "slacker."—Lucie K. Hanny, Liberty Junior High School, Pittsburgh, Pennsylvania.

Stephens College, Columbia, Missouri, is undertaking a five-year experimental library program to place the library at the center of the instructional program. In an effort to integrate the library and the instructional program of the school, my position is that of librarian and dean of instruction. As dean of instruction, I visit classes and in general supervise the instructional program of the school. As librarian, I must know the contents of our library. In working with teachers, I am therefore in a position to interpret the library to them in light of what they are doing in the classrooms.—B. Lamar Johnson.

Under the auspices of the Virginia Education Association, the teachers propose by organized effort to hold citizens' meetings in every school community in Virginia. Committees in every county and city have been set up

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for the purpose of holding meetings to discuss with the citizens the facts about public schools and the serious plight they are in.

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On January 1, 1933, the minimum amount of training required for certification to teach in the elementary grades of Oregon schools was advanced to two full years of normal-school work. Oregon is now one of twenty states that hold to a two-year minimum. Five states require more than two years of training and twenty-two have a lower minimum. Oregon should make an early start on the road to four-year training for elementary-school teachers.—C. A. Howard, state superintendent of public instruction, in *Oregon Education Journal*.

Grayson N. Kefauver has been appointed Dean of the School of Education at Stanford University, to succeed Ellwood Patterson Cubberley soon to retire on the completion of thirty-five years of teaching at Stanford. Dr. Kefauver, a member of the faculty of Teachers College, Columbia University, has been on leave of absence, serving as acting professor at Stanford, during the past year.

Appreciated appreciation—The following note from George A. Jensen, March 28, editor of *The League Scrip*, official publication of the Minneapolis Teachers League, and one of the foremost educational journals of the country, brings cheer and encouragement to the staff of THE JOURNAL:

I want to tell you how much I enjoy and appreciate your monthly editorials. Particularly I liked the point of view and substance of "The Great Transition" in the February issue. It certainly puts the emphasis and spirit as it should be put. I am sure many of your readers feel as I do that your editorials—as well as your entire JOURNAL—give a real leadership to school life.

1933 summer round-up of the children—In this major health project of the National Congress of Parents and Teachers, which officially opens May 15, the importance of nutrition will be emphasized. The summer round-up program calls for an examination in the spring of all children who will enter school for the first time in the fall; correction of all remediable defects during the summer; and a checkup in the fall to determine the condition of the children. Thousands of children [Continued on page A-68]



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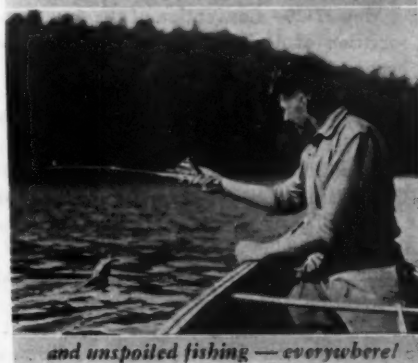
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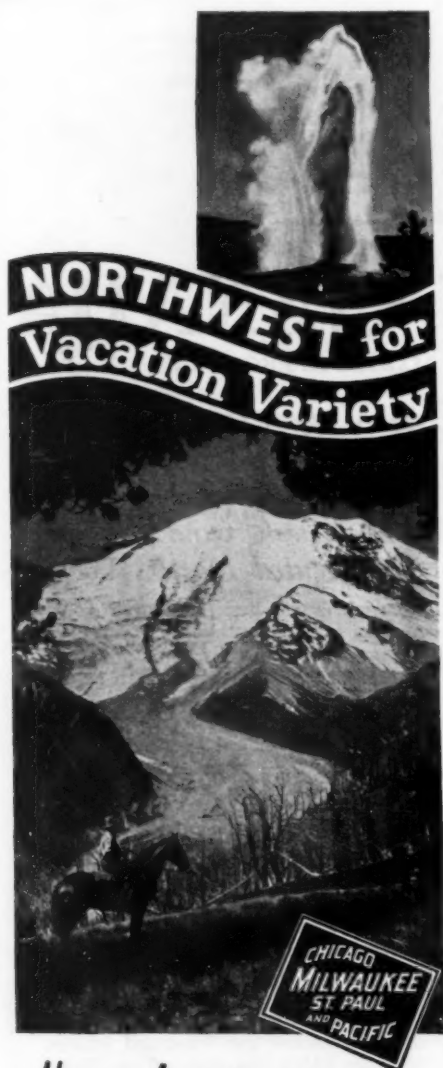
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[Continued from page A-67] suffering from defective eyesight, defective hearing, and other handicaps have been cured or relieved as a result of treatment following summer round-up examinations.

Home economics-industrial arts—

A successful experiment was tried out recently in the Holbrook, Arizona, High School. The home economics and industrial arts instructors planned short units of work and exchanged classes for two weeks. The boys' unit included planning and preparing outdoor meals and developing good table manners. The girls were given a working idea of the skills and technics needed to do numerous odd jobs about the home.

Your economic ballot—Every time you buy a newspaper or magazine or give a subscription you are casting a ballot for the ideas and standards which that periodical represents. Are you helping to support and sponsor periodicals which maliciously attack the schools and other fundamental institutions of democracy?

Plans for 1933 American Education Week promise the greatest celebration of its kind ever held.

A pioneer product—Teachers, school administrators, and board members will find indispensable *The First Yearbook of School Law*, a terse and readable summary of school law decisions reported during the past year. For further information in regard to the *Yearbook*, write to M. M. Chambers, Department of School Administration, Ohio State University, Columbus.

Dates to be remembered—

May 17-20—Convention of the American Association of University Women, Minneapolis; headquarters at the Hotel Nicolet

May 18—World Goodwill Day

May 21-27—Convention of the National Congress of Parents and Teachers, Seattle

June 20-24—Conference of the American Child Health Association, Ann Arbor, Mich.

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

July 1-7—National Education Association Convention, Chicago

July 2-4—Meeting of the Department of Supervisors and Teachers of Home Economics

July 28-30—Convention of Delta Phi Upsilon, national honorary professional kindergarten-primary fraternity

July 29-August 4—Dublin meeting of the World Federation of Education Associations

Parent-teacher visiting committees—In an effort to secure a number of well-informed parents in our community, the superintendent requested that each PTA president each month appoint a school visiting committee. The members of this committee visit the school, spend

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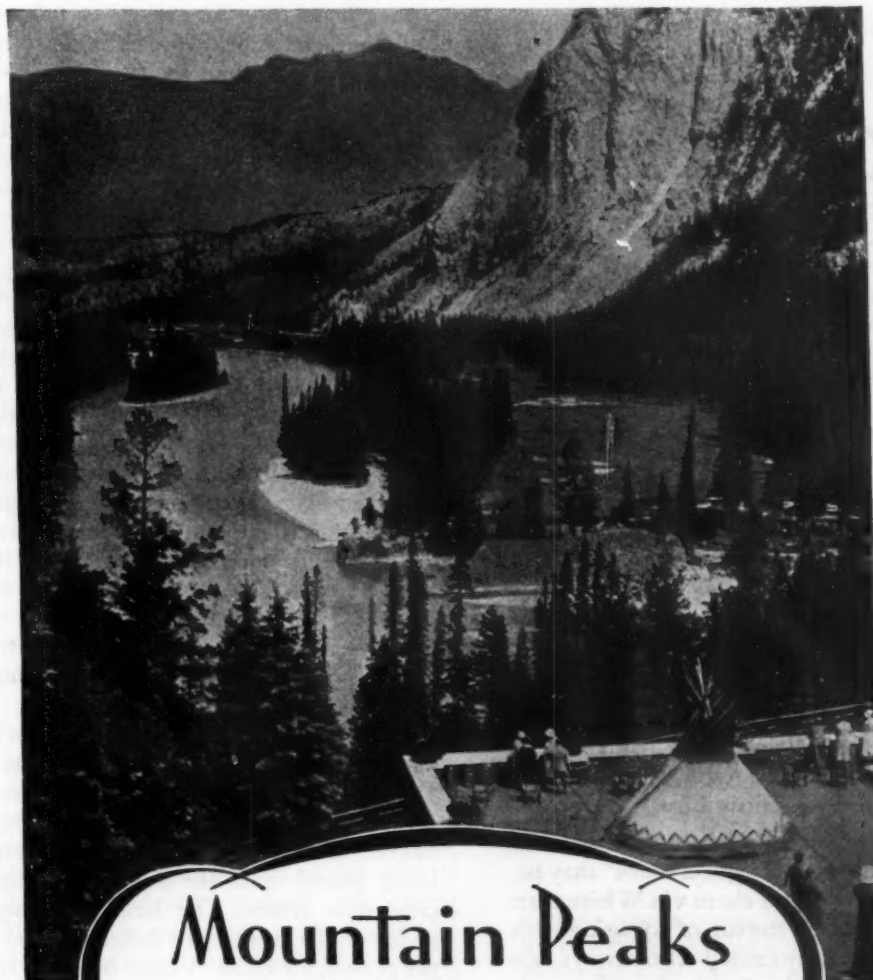
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some time in each of a number of different grades, take notes, and at the next meeting make their reports, telling what they have seen, expressing their interest, asking questions, and making constructive criticisms. These reports have had a splendid influence on both parents and teachers. It is hoped that when in any group someone starts in on the schools, there will be present at least one well-informed parent who can say: "Well, I visited our school, spent a day, was present in such and such rooms, and this is the truth of the matter."—Orville T. Bright, Jr., in *The Illinois Teacher*, March 1933.

Rural supervision in northern Idaho—The state rural supervisor and each county superintendent in the ten northern counties of Idaho are cooperating in a plan whereby each county is divided into two or more working units for supervision. Each teacher rates herself and her school three times during the year. This self-rating scheme is supplemented by a testing program, administered by the teachers after specific instructions on giving and scoring tests. Demonstration teaching in each county is held at some centrally located rural school, conducted by the rural supervisor and the teacher in charge of the school.

Better thinking—A few years ago industrial states were denouncing the child labor amendment so vigorously that they succeeded in keeping it out of the Constitution for the time being. Now they are beginning to wish they hadn't. Five states have reversed themselves this winter, and editorial comment in others indicates that more will do so before legislatures adjourn. Ten states are now on record for the amendment. In nine legislatures ratification resolutions are pending. The change in point of view is, of course, due to the economic situation. When a comparatively small number of jobs that adults should have filled were preempted by children, the greed of employers for cheap labor was able to obscure the evils of the system. As soon as the number of displaced men and women grew so great that it affected every community, the economic absurdity became obvious to all. No start can be made toward assuring economic security for families, physical and mental health for communities, the development of sturdy, intelligent, moral citizens, until youth is released from the factory.—Editorial in *The Washington Daily News*, March 29, 1933.

Let us do our part—Those of us who are secure in our positions do not realize fully what the [Continued on page A-70]



Mountain Peaks at Valley Prices

No need to sit at home, this year, and receive those, "Wish you were here", cards. Send them yourself—from the roof-garden of the world! For this is the all-time bargain year to go to Banff.

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places you have heard about and always wanted to see! There's even a *thrill* in relaxing in such a setting as this. Time to hike and climb, play golf, ride and swim and dance. Time to know and love this whole heavenly Alpine playground.

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[Continued from page A-69] curtailment of the educational program in other places has meant to the profession as a whole. This has naturally been reflected in the membership of the National Education Association to a degree sufficient to imperil the energetic campaign which it has been waging in behalf of education thruout the nation. We must keep in mind that the forces combating education in the United States are unusually well-organized. They are organized on a national basis. They believe that since the child and those who care for him are in no position to fight back, they can force the reduction of educational opportunity for our children by appealing to selfishness and fear. Our National Educational Association is the only weapon we have to meet this national campaign on its own grounds. This is a crucial period in the history of education and we owe it to ourselves and our children not to falter in the struggle.—From *The School Bulletin*, Portland, Oregon.

The drive against hunger—Americans or scavengers, which shall it be? Over 30 million children, women, and men, families of the unemployed in our nation, thru no fault of their own are being placed upon the most degrading, cruel dole system. Our large cities are giving on the average one dollar per week, per person, for relief. A large majority of cities give nothing for rent, light, and heat.

Selfrespecting Americans are taking the place of rats as they scavenge from garbage cans to live. Only misery is being shared by the "share-the-work" campaign. Wages are being cut everywhere, the total loss to workers being over forty billion dollars during the depression.

Farmers are losing their farms by the tens of thousands and as a result peasantry is being established in the United States. Cities and states are going bankrupt.—John Dewey.

Mr. President, we are gradually reaching a time, if we have not already reached that period, when the business of the country is controlled by men who can be named on the fingers of one hand, because those men control the money of the nation, and that control is growing at a rapid rate. . . . Mr. President, how long are we to stand for that? How much longer will we stand for it before we realize that we are just hired men of corporations; that we are just slaves; that we have nothing to say about anything that shall be done unless we get the consent of some great big corporation which thru its interlocking directorates controls practically every avenue of human activity?—

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Senator George W. Norris, before the
U. S. Senate, February 22 and 23, 1933.

Teachers, librarians, and others
will be interested to know that Wayside,
the only home that Nathaniel Hawthorne
ever owned, is open to the public. This
famous literary shrine in Concord, Mas-
sachusetts, has been the home of three
authors: Louisa M. Alcott, Hawthorne,
and Mrs. Daniel Lothrop [Margaret Sid-
ney] author of *Five Little Peppers*. It is
thru the generosity of the latter's daugh-
ter, Miss Margaret M. Lothrop, that the
historic house has been opened to visitors.

The National University Extension
Association Debate Committee
has just announced that the 1933-34 of-
ficial debate question will be "Resolved,
that the United States should adopt the
essential features of the British system
of radio control and operation." For
information concerning the NUEA, see
page 13, January 1933 JOURNAL.

Stand by your schools—The Joint
Commission on the Emergency in Educa-
tion, appointed by the NEA and the
Department of Superintendence, is pre-
senting a series of radio programs in
which widely-known leaders in American
life discuss the problems of the schools
arising from the present emergency.
These radio programs are an important
feature of the Joint Commission's plans
to seek continued support for the schools.
The cooperation of teachers locally in
bringing them to the attention of citizens
is increasing their effectiveness.

The programs are being presented on
radio hours which have already attracted
listeners numbering millions. Among
these are the National Farm and Home
Hour, the Woman's Radio Review Hour,
and selected "spots" on the daily pro-
grams of the NBC and the CBS.

The final program will be broadcast
May 29, 12:35-12:45 P. M. EST [1:35-
1:45 Eastern Daylight Saving Time]
when Leonard V. Koos will talk on the
topic, "Shall We Scrap the People's Col-
lege?" Among those who have delivered
addresses on these broadcasts are:

George Gordon Battle, Aaron Sapiro, John
K. Norton, Peter W. Dykema, Jesse F. Williams,
George D. Strayer, Jesse H. Newlon, N. L.
Engelhardt, William F. Russell, Willard W.
Beatty, Glenn Frank, Arthur Capper, Stuart
Chase, Felix Frankfurter, Bainbridge Colby,
Harley L. Lutz, Deems Taylor, Bruce Bliven,
Harold L. Ickes, A. Lincoln Filene, John H.
Finley, Louis Johnson, John W. Withers, Ber-
tie Backus, and Mrs. Henry Grattan Doyle.

World Goodwill Day, May 18, will
be celebrated by a general broadcast over
the NBC hookup at 2:30 P. M., EST.
It will consist of music by school chil-
dren, the reading of the message from
the chil- [Continued on page A-72]

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[Continued from page A-71] dren of Wales and the U. S., and an address by an outstanding statesman on "The Neighborliness of Nations." This project, which is under the auspices of the World Federation of Education Associations, will be broadcast from the National Education Association headquarters building in Washington, D. C. Schools having radios should hear this broadcast.

The death of Henry van Dyke on April 11 takes from us one of America's great teachers. The following are among van Dyke's writings which have appeared in THE JOURNAL: "The Unknown Teacher," October 1932; "Keeping Christmas," December 1930; "Work," March 1929.

Among the educational features to be offered at the Century of Progress exposition are several contributions by Ginn and Company which should be of unusual interest to school people. The first will be a comprehensive display of textbooks in use since 1833, including the famous collection of George A. Plimpton. Another unique feature consists of two miniature models of early schools—a dame school of New England and a colonial one-room rural school.

Cleveland has been selected for the convention of the Department of Superintendence, February 24-March 1, 1934. This choice was made by President Paul C. Stetson and the Executive Committee of the Department at its meeting in Indianapolis, April 29.

We had just as well recognize the fact that a vicious attack is beginning to be made on public education. The sooner and more vigorously we meet it, the easier the final victory will be. Victory, I hope, because loss of this fight will mean the decline and final loss of democracy itself.—P. P. Claxton, former U. S. Commissioner of Education.

As The Journal goes to press, the educational situation in Chicago grows daily more acute. Salaries have been long unpaid or paid in warrants that cannot be cashed without great sacrifice. Delegations of Chicago teachers and of highschool students have been in Washington to take the matter up with members of Congress and government officers. Delegations of teachers have visited the Chicago banks and demanded that they cash the tax-anticipation warrants. Teachers have lost homes, insurance, and in some cases, their minds. Suicide adds its toll to the tragedy. It seems unbelievable that local, state, and national governments could allow such a condition to continue.

[Continued from page 166]

Township Public Schools, Cheltenham Junior High, Cheltenham Senior High; *Dauphin County*, Penbrook Borough Public Schools.

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Knights of Pythias, Knightville, Ligon, Lincoln, Pleasant Street, Roosevelt, South Portland Heights, South Portland High, Summer Street, Thornton Heights, Westbrook Street, Willard.

MASSACHUSETTS—*Wellesley Hills*, Alice L. Phillip Junior High.

MINNESOTA—*Fulda*, Fulda Public Schools.

NEW JERSEY—*Hawthorne*, Lincoln, Roosevelt.

NEW YORK—*New Paltz*, State Normal; *South Glens Falls*, Spring Street.

OHIO—*Bluffton*, Bluffton-Richland Public Schools.

OREGON—*Portland*, Gregory Heights.

PENNSYLVANIA—*Cranesville*, Cranesville Borough High.

SOUTH DAKOTA—*Belle Fourche*, Washington.

VIRGINIA—*Norfolk*, Norview High; *Richmond*, Stonewall Jackson.

WEST VIRGINIA—*Charleston*, Dry Branch.

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IDAHO—*Gooding*, Senior High.

ILLINOIS—*Lake Bluff*, Lake Bluff, District Number 65; *Peoria*, Greeley; *Riverside*, Riverside Public Schools, A. F. Ames, Central, Hollywood, Intermediate, Riverside-Brookfield High; *Springfield*, Sunshine.

INDIANA—*Indianapolis*, Henry P. Coburn Number 66, Public Number 38, Public Number 61, Public Number 77.

MARYLAND—*Hughesville*, High.

MASSACHUSETTS—*Newton Centre*, John W. Weeks Junior High; *Wellesley*, Senior High; *North Andover*, Merrimack.

MICHIGAN—*Fliet*, McKinley Junior High and Elementary.

MINNESOTA—*Minneapolis*, Holland; *St. Paul*, McClellan, Roosevelt, Tilden.

MISSOURI—*Hannibal*, Elzea, Eugene Field, Pettibone, A. D. Stowell, Mark Twain; *Kansas City*, Wendell Phillips.

NEW HAMPSHIRE—*New London*, High.

NEW JERSEY—*Lawnside*, Elementary; *Maplewood*, Jefferson.

NEW YORK—*Buffalo*, Public Number 54; *Oneonta*, Oneonta Public Schools, East End; *Schuylerstown*, High; *South Glens Falls*, High.

NORTH DAKOTA—*Jamestown*, Washington.

OHIO—*Cincinnati*, Colony, Douglass Junior High.

OREGON—*Coos County*, Coos River, Eden Valley, Powers, Templeton; *Salem*, Lincoln.

PENNSYLVANIA—*Erie*, Jones, Lafayette; *Indianola*, Indianola; *Lower Merion District*, Lower Merion District Public Schools, Ardmore Avenue, Ashland, Bala, Bryn Mawr, Cynwyd, Lower Merion Junior High, Lower Merion Senior High, Merion, Merion Square, Penn Wynne, Wynnwood Road.

TEXAS—*Amarillo*, San Jacinto; *Beaumont*, Fletcher.

VIRGINIA—*Norfolk County*, Churchland High.

UTAH—*South Sanpete District*, South Sanpete District Public Schools, Axtell, Centerfield Junior High and Elementary, Clarion, Ephraim Elementary, Ephraim High, Ephraim Junior High, Fayette, Gunnison Junior High and Elementary, Gunnison Valley High, Manti Elementary, Manti High, Manti Junior High, Mayfield Junior High and Elementary, Sterling.

WEST VIRGINIA—*Allen Junction*, Welton; *Pineville*, Elementary.

WISCONSIN—*Milwaukee*, Walter Allen, Bartlett Avenue, Paul Binner School for the Deaf, Blaine, Brown Street, Luther Burbank, Cass Street Rotary, Center Street, Clarke Street, Anna F. Doerfler, Eighteenth Street, Elm, Eugene Field, Fifth Street, Benjamin Franklin, Fratney Street, Garfield Avenue, Girls' Junior Technical High North, Girls' Junior Technical High South, Girls' Trades and Technical High, U. S. Grant, Green Bay Avenue, Greenfield, Hartford Avenue, Hawley Avenue, Rutherford B. Hayes, Highland Avenue, Mary Hill, Hi-Mount Boulevard, Hopkins Street, Andrew Jackson, Thomas Jefferson, Juneau Junior High, Albert E. Kagel, Keefe Avenue, Kilbourn Junior Technical High, Kosciuszko Junior High, Lapham Park, Lloyd Street, Manitoba, Maryland Avenue, William McKinley, Alexander Mitchell, Morgandale, Mound Street, Neeskara, Ninth Street, Oklahoma Avenue, Henry L. Palmer, Emanuel L. Philipp, Pierce Street, Riverside High, Roosevelt Junior High, William T. Sherman, Siefert, Sixty-eighth Street, State Street, Story, Superintendent's Office, Thirty-fifth Street, Townsend Street, Trowbridge Street, Twelfth Street, Twentieth Street, Twenty-seventh Street, Vieau, Walker Junior High, Windlake Avenue, Wright Street.

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