



The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

Greetings from President Gray	167
Our Association at Work	168
The Public and Its Schools— <i>Joseph Rosier</i>	169
Ideas from Chicago	172
The 1933 Convention in Chicago— <i>Belmont Farley</i>	173
Weathering the Storm— <i>Secretary Crabtree's Annual Report</i>	175
Resolutions Adopted at Chicago, 1933	176
The Interpretation of Education:	177

Fundamental Concepts in American Education, 178; Milestones in Educational Progress, 179; How Communities Take Stock of Themselves, 181; A Community Appraisal Card, 182; The Children's Charter, 183; How the Schools Educate for Seven-Point Lives, 184; For Every Child an Education, 186; Citizens' Organizations and Education, 187; Our Professional Organizations, 188; Knowing Your School, 189; Getting Acquainted with Parents, 190; Devices for Educational Interpretation, 190; Newspapers, Radio, Films, Celebrations, 191; Suggestions for Further Study, 192.

A Program for Educational Recovery	193
School Finance Charter	194
Progress Amidst Adversity— <i>T. D. Martin</i>	195
What Is A Tax?— <i>Harley L. Lutz and William G. Carr</i>	196
The Problem of the Postgraduate— <i>J. I. Sowers</i>	197
What Teaching Does to Teachers— <i>William McAndrew</i>	198
A Working Organization— <i>Paul C. Stetson</i>	199
The Journal During 1933-34	200

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

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



Cast thy bread upon the waters, for thou shalt find it after many days

Isn't this the principle on which the NRA is based?

Shoulders are to the wheel. The result is everywhere visible. But the momentum must be accelerated.

What can you, as educators, and we, as publishers, do to speed recovery?

Your part, as we see it, is not like that of the industrialist. You are concerned only indirectly with maximum hours and minimum pay.

But you have a very definite part; it is the master link between failure and success:

Encourage buying.

You are a force in your community. And the size of your school system, and the extent of your activities, tend to multiply your influence.

The John C. Winston Company is doing its part.

The provisions of the NRA are but one phase in the Winston program for hastening recovery.

Never before in its fifty years of publishing has this company had such a full and forward-looking plan of action.

More books were published last year than ever before in the history of the Company.

To hesitate now in the issuing of new titles would be to drop the torch. We believe that there can be no halting, nor even marking time, in educational publishing.

Already a new school year is well under way. Couple it with the New Deal.

Buy and encourage buying.

**Give, and it shall be given unto you; good
measure, pressed down, and shaken together.**

THE JOHN C. WINSTON COMPANY

PHILADELPHIA • CHICAGO • ATLANTA • DALLAS • SAN FRANCISCO

The GRADE TEACHER

**A Teacher's Encyclopedia of Classroom Method and Practice
FOR LESS THAN ONE CENT A DAY!**

**\$2.00
A YEAR
2 YEARS AT
\$3.50**



**The GRADE TEACHER
Magazine • Only \$2.00**

**FLORENCE HALE
a Year • • Editor**

*The Leading Teachers' Magazine in both Quantity
and Quality of Teachers' Helps*

MOST for your MONEY!

BEST for your MONEY!

• Ten issues of THE GRADE TEACHER (a year's subscription at only \$2.00) contain over HALF A MILLION words of text—Units of Work, Projects, Pupil Activities, Programs, Plays, Recitations, Music, and other Teaching Methods and Materials—200 Feature Articles and over 100 Poems. The Art Work includes nearly 1,000 illustrations, totalling over 100 Posters, Blackboard and Window Decorations, and other full-page Designs for pupils to reproduce. This is equivalent to a Teachers' Encyclopedia of 8 large volumes of 90,000 words each which would cost, at \$2.50 a volume, TWENTY DOLLARS.

By actual count, THE GRADE TEACHER contains more editorial pages, more words of text, more posters, and other illustrations, and more teaching material than any other educational magazine.

In no other magazine can a teacher obtain so much everyday classroom material for so little money. In these days, no teacher can afford to be without this veritable library of what is best and most helpful in current educational method and practice.

Of convenient size, without waste space, handy to hold and use, it is better illustrated, better printed on better paper and, in every respect, a bigger and better bargain than any other publication in its field. You'll like it better for the same reason that others have!

• A fountain cannot rise higher than its source. A magazine cannot be superior to its Editor. Florence Hale, Editor of THE GRADE TEACHER—a classroom teacher in all the grades, director of teacher training, state expert, lecturer, and past-president of the N. E. A.—is one of the best-informed school women in the United States. She knows just what teachers want and gives them just what they need.

This year, your teaching load—due to increased classes, fewer teachers, and reduced supervision—will be heavier than ever before. Hence Miss Hale has made an up-to-the-minute analysis of leading Courses of Study from all parts of the United States, so as to give you just the material you need to meet present, everyday, classroom requirements.

Her wide personal acquaintance enables her to secure the foremost specialists and most alert and progressive teachers to contribute Units of Work, Posters, Projects, Picture Study, Plays, Programs, Methods, Tests, Seat Work, and Stories for all grade groupings and ungraded schools, that they have tried out in the classroom and proved to be useful.

THE GRADE TEACHER, under Miss Hale's editorial guidance, is by far the most up-to-date, smartest, most practical, most progressive magazine in its field. All educators know the Editor and endorse THE GRADE TEACHER.

SUBSCRIBE NOW • MAIL THE COUPON

PRICES ARE GOING UP—TAKE ADVANTAGE OF THESE SPECIAL MONEY-SAVING OFFERS

Offer No.	Magazine	List Price	Club Price	You Save
	THE GRADE TEACHER.....	\$2.00	\$1.85	\$0.15
	THE GRADE TEACHER (2 yrs.).....	4.00	3.50	0.50
1	with American Childhood	4.00	3.60	0.40
2	" Child Life	5.00	4.25	0.75
3	" Correct English	4.50	3.65	0.85
4	" Current Events	2.75	2.60	0.15
5	" Hygeia	4.50	4.00	0.50
6	" Nature Magazine	5.00	4.25	0.75
7	" Parents' Magazine	4.00	3.40	0.60
8	" Reader's Digest	5.00	4.25	0.75
9	" School Arts	5.00	4.70	0.30
10	" Collier's	4.00	3.60	0.40
11	" Cosmopolitan	4.50	4.35	0.15
12	" Good Housekeeping	4.50	4.35	0.15
13	" McCall's	3.00	2.85	0.15
14	" Woman's Home Companion	3.00	2.85	0.15

Use this Coupon—Pay November 5, 1933

NEA JOUR. OCT. '33

Date.....

EDUCATIONAL PUBLISHING CORP.

425 Fourth Ave., New York, N. Y.

Please enter my subscription to THE GRADE TEACHER beginning with the September issue for one year ☐ \$2.00 or two years ☐ \$3.50. Or enter my order for Offer No..... I enclose \$..... to pay for this order. Or I agree to pay \$..... on November 5, 1933.

Name

St. & No. or R. D.....

P. O..... State.....

Economic Illiteracy Must Go

"Junior Business Education has been too much concerned with clerical skill training," says one of this country's clearest-thinking commercial educators. "The new type of junior business education must emphasize, instead, the Economics of Business."

"General Business Science" Shows the Way

Through the content and accompanying projects of *General Business Science* (Jones, Bertschi, and Holtsclaw), boys and girls learn how to interpret and conform to the customs and practices of modern business and how to use business services to further their own and their community's economic welfare.

General Business Science devotes no time to the development of relatively unimportant clerical skills for which the young adolescent mind will have almost no immediate use, because of the extended period of compulsory education and the closing of the doors of business to youth of school age.

Write our nearest office at once for complete information about the three parts of *General Business Science*, its project pads, free unit tests and teaching outline for a one-, two-, and three-semester course.

The Gregg Publishing Company

New York Chicago Boston San Francisco Toronto London Sydney

Gregg Books Are Authoritative

Health Education



*A program for public schools and
teacher-training institutions*

Second Edition

251 pages

First published in 1924, reprinted several times since, and now revised and enlarged by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

A BETTER TEXTBOOK

Paper bound
\$1.25 each

Cloth bound
\$1.75 each

Discounts on Quantities

NATIONAL EDUCATION
ASSOCIATION

1201 SIXTEENTH STREET
WASHINGTON, D. C.

AMERICAN MEDICAL
ASSOCIATION

535 NO. DEARBORN STREET
CHICAGO, ILLINOIS

PSYCHOLOGICAL

rather than

**CYCLE-LOGICAL
PRESENTATION**

LIVING GEOGRAPHY travels the geographical orbit twice, but each time with entirely different but related bodies of instructional matter and with different but related viewpoints. This is not two-cycle, neither is it one-cycle.

Huntington, Benson, and McMurry's

LIVING GEOGRAPHY

*uses a twofold development plan
based on levels of learning*

It recognizes two principal levels of learning ability in elementary pupils in geography with subordinate intervening levels. As the pupil gains increased ability from his study of geography and of other subjects the course is enriched to keep pace.

LIVING GEOGRAPHY gives the child two views of the world, each view taken from an angle different from that used in the other but nevertheless related to it.

TWO-BOOK EDITION

Book I—HOW COUNTRIES
DIFFER

Book II—WHY COUNTRIES
DIFFER

FOUR-BOOK EDITION

Book I—HOW COUNTRIES
DIFFER—Parts 1 and 2

Book II—WHY COUNTRIES
DIFFER—Parts 1 and 2

THE MACMILLAN COMPANY

New York Boston Chicago Dallas Atlanta San Francisco

ELIMINATE NIGHTWORK DRUDGERY



—with Ditto
and
Ditto Workbooks



NO LONGER is it necessary for teachers to sacrifice hours of rest and recreation in the nightly task of preparing class work for the following day.

Ditto has recently published twenty new workbooks in Ditto Copying Ink. The subjects cover—Wordstudy, first to third grade; English, third to sixth grade; Arithmetic, second to sixth grade; History, seventh and eighth grade; High School, American History and first-year Algebra. Others soon to be announced.

The pages of these books are perforated. They can be torn out, and taken to your Ditto machine, to reproduce as many copies as you need for your class. No preparation necessary. *The copies cost less than five cents a hundred.*

Ditto does any school duplicating work better and cheaper because it copies anything written, typewritten or drawn direct from the original in as many as eight colors in one operation. No stencil, type or carbon is required. . . . And now that you can teach from workbooks at such trivial expense, the drudgery of nightwork is a thing of the past.

Ditto's new book "Which Way Education" is intensely interesting because it deals specifically with how Ditto is improving school standards and yet reducing school costs. To secure it, simply mail this coupon.

Ditto

DITTO INCORPORATED

2243 West Harrison, Chicago, Illinois.

NEA-10

- ☐ Please send me without cost or obligation, your new book "Which Way Education".
☐ Please send me detailed information on Ditto Workbooks and their application.

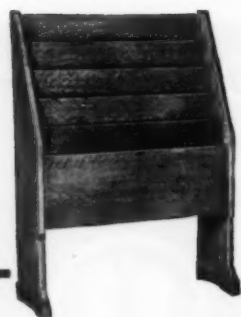
Name.....

Address.....

City..... State.....

A PROMINENT educator recently said, "I consider Ditto Workbooks, printed in Ditto Copying Ink, to be the most important contribution to modern teaching methods in recent years. They make modern teaching methods available to all schools—large and small".

Ditto Workbooks may be ordered on approval, price \$1.50 each. Send for complete information.



SMALL MAGAZINE RACK

Especially desirable for holding magazines in a School Library. May be used for magazines either with or without magazine binders.

This Rack has plenty of space for displaying 15 to 35 magazines, 35% inches wide; 48 inches high; 13½ inches deep. Can be placed against a wall, or used as a free standing floor piece.

Made of quarter sawed white oak with best, hand-rubbed, light or dark finish. Popularly priced at \$35.00—freight paid.



**GAYLORD
BROS., INC.**
LIBRARY FURNITURE & SUPPLIES
Stockton, Calif. Syracuse, N. Y.

Announcing 1933 Edition LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC—N. J. Lennes

The Lennes Test and Practice sheets in Arithmetic have been used by more than seven million pupils because they have increased accuracy and speed in a truly startling way. Now, with the necessity for true economy, we have completely revised the pads and **REDUCED THE PRICE**. The 1933 EDITION is a **NEW PAD** at a **NEW PRICE**.

Grades 2-8, Full year, \$0.30. Half year pads, \$0.20. First grade pad, \$0.24

PUPIL-ACTIVITY TEXTBOOKS
ESSENTIALS OF EVERYDAY ENGLISH—Ferris and Keener—Grades 3-8
THE STANFORD SPELLER—Almack and Staffebach—Grades 2-8
THE ART APPRECIATION TEXTBOOKS—Stafford and Rucker—Grades 1-8

OTHER PUPIL-ACTIVITY MATERIALS
THE STUDY-PERIOD PROJECTS—Elda L. Merton—Seatwork in reading for Grades 1, 2, 3.
THE STUDY-PERIOD EXERCISES FOR DEVELOPING READING SKILLS—Neal and Foster—Grades 4, 5, 6.

Descriptive Folders on Request
Address Department X

LIDLAW BROTHERS
320 East 21st St. 133 First St. 36 West 24th St.
Chicago San Francisco New York

THE EMERGENCY IN EDUCATION

Facts in the Defense of Schools

The publications listed below are reliable sources of information for teachers, school executives and citizens who are interested to know more about current problems of school support.

REPORT OF NATIONAL CONFERENCE ON THE FINANCING OF EDUCATION. 80pp. 25¢.

A thorough discussion of the major problems of educational finance in our changing social-economic order.

AMERICAN EDUCATION WEEK HANDBOOK 1933. 32pp. 25¢.

Packed with suggestions, facts and ideas for making American Education Week an effective means of helping to meet the educational crisis.

CONSTRUCTIVE ECONOMIES IN EDUCATION. Research Bulletin, 11: 57-93; September, 1933. 25¢.

Reviews the findings of literature in the field of economical school administration and shows the bearing of studies in educational management upon school economy.

FACTS ON SCHOOL COSTS. Research Bulletin 10: 203-26; November, 1932. 25¢.

A consideration of the fundamental principles of school support, including school costs and other governmental costs.

SALARIES IN CITY SCHOOL SYSTEMS 1932-33. Research Bulletin 11: 43-55; March, 1933. 25¢.

Summarized findings of the biennial salary survey including school employees of nearly three-fifths of all the cities in the country.

SALARY TABULATIONS 1932-33. \$5.00 per set.

Detailed tabulations arranged in sets by population groups showing salaries paid teachers, principals and others.

THE ECONOMIC WELFARE OF TEACHERS. Sixth Yearbook of the Department of Classroom Teachers, June, 1931. 244pp. \$1.50.

A discussion of the principles of economic security and their application among teachers and teacher organizations.

THE PRINCIPAL AND HIS COMMUNITY. Eleventh Yearbook of the Department of Elementary School Principals, April, 1932. 490pp. \$2.00.

A discussion of the place of the principal and the school in the community and their relationship to community forces.

ESTIMATING CHANGES IN TEACHERS' COST OF LIVING. Educational Research Service, Circular No. 1, 1933. 15pp. 50¢.

Valuable for those who wish to make plain the fact that teachers' salaries are not commensurate with the cost of living.

BEFORE YOU CUT THAT SCHOOL BUDGET. 4 page leaflet. Individual copies free. 50¢ per hundred copies.

For distribution to boards of education, members of civic clubs and other community leaders.

THE SCHOOL SUPERINTENDENT AND THE HEALTH OF CHILDREN IN THE DEPRESSION. 4 page leaflet. 2¢ per copy. 50¢ per hundred copies.

Sets forth the responsibility of the school for the health of childhood. Emphasizes the additional responsibility for the physical care of children during the depression.

All orders for publications should be accompanied by funds, otherwise they are subject to transportation charges.

Make checks or money orders payable to National Education Association.

The following discounts are allowed on quantities of the same publications:

2 to 9 copies 10%; 10 to 99 copies 25%; 100 or more copies 33 1/3%

**JOINT COMMISSION ON THE
EMERGENCY IN EDUCATION**

1201 Sixteenth Street, Washington, D. C.

Just Now Map Problems Command Your Attention



"History Teaching Aids" and "Geography Teaching Aids" contain an abundance of material for consideration and timely



suggestions for selection of maps and globes.

◆ Copies of these booklets are yours for the asking. The third edition is just from the press. Drop a card in today's mail, addressing Dept. M1015; give your name and the names of your supervisors and Department Heads.

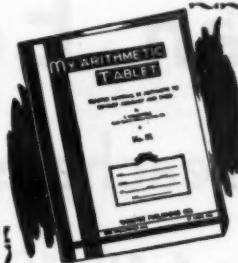


Weber Costello Co.

CHICAGO HEIGHTS, ILLINOIS

Makers of

GLOBES, MAPS, BLACKBOARDS, ERASERS and CRAYON
... For Nearly A Half Century ...



My Arithmetic Tablet, 128 pages, 7 1/4 by 10 inches.....16c

THE SERIES MY ARITHMETIC TABLET

Prices Postpaid

Second Grade.....16c

Third Grade.....16c

Fourth Grade.....16c

Fifth Grade.....16c

Sixth Grade.....16c

In quantities, net, each,
12c—Postage extra

The use of Webster Workbooks and Seatwork books will save time, effort and hours of preparation; the children will study these books eagerly and happily. Each book we offer is guaranteed to be satisfactory or your money will be refunded. Order today.

NEW WORKBOOK IN ARITHMETIC

Important Features

1. Abundance of practical material.
2. Simplified scoring system. Number of correct answers is the score.
3. Introductory helps for pupils.
4. Standardized tests.
5. Additional practice material for slow groups.
6. Interesting problem material.
7. Carefully and scientifically graded.
8. Ample space for writing answers and pupil computations.
9. Answers are on perforated sheets in each book.
10. Table of contents to enable teacher to turn to exercise needed for practice.
11. Substantially bound.
12. Priced so all pupils can afford to use it. Cost less than tablet paper. Guaranteed to be satisfactory.

100 WORKBOOKS
and

SEATWORK BOOKS

For all grades and subjects

WRITE FOR CATALOG

We can help you in arithmetic, reading, spelling, English, geography, health, civics, history, social studies, algebra, geometry, Latin, French. Make this your most successful year as a teacher by using Webster Workbooks and Seatwork Books.

WEBSTER PUBLISHING COMPANY
1808 Washington Avenue ST. LOUIS, MO.

Forward Looking

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

The National Association of
Chewing Gum Manufacturers
Pier 23, Rosebank,
Staten Island, N. Y.

Let her
chew gum...

It's good for her

IF children like chewing gum, let them chew it and enjoy it. Particularly is it good for three-to-six-year-olds, the proper development of whose jaws makes all the difference whether their permanent teeth come in straight or crowded. For every age it helps supply some of that much needed chewing exercise which the modern daily diet for most part is so deficient



in. Ask any scientific dentist the relation today between health and chewing gum. There is a reason, a time and place for gum.

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

American Education Week

Is Every Teacher's Opportunity

November 6-12, 1933

THE RIGHTS OF CHILDHOOD MUST BE PROTECTED. It is time to arouse citizens to the dangers of curtailing school services. American Education Week is the best opportunity of the year.

THE NATIONAL COMMITTEE ON AMERICAN EDUCATION WEEK has prepared material to meet the needs of every group. These helps will be provided at the lowest possible cost. Fifty cents will buy a packet this year. Order your supply **TODAY**.

SPECIALS—Choose Two

PACKET FOR SCHOOLS—Contains Handbook, colored announcement posters, poster-cartoon set, gummed stickers, messages to the home. For those who desire a complete set of printed materials. (50c)

PACKET FOR KINDERGARTEN AND PRIMARY TEACHERS—Contains messages for the home, colored paper for special class projects, and stickers. Children may make booklets personally designed for their parents. (50c)

PACKET FOR CITIZENS AND EDITORS—Contains sample editorials and news stories, material for addresses, and other material designed to help citizens, editors, and speakers. (50c)

PACKET FOR CHURCHES—Contains posters, articles, addresses, and special suggestions. Local teacher groups will wish to present this packet to ministers for Sunday observances. (50c)

Write for a complete descriptive list of all supplies.

Use this blank in ordering your supplies **NOW**

Division of Publications, National Education Association
1201 Sixteenth Street N. W., Washington, D. C.

Please send me Special Packets for American Education Week. I am inclosing \$..... for those checked below:

- () Special Packets for Schools
- () Special Packets for Kindergarten and Primary Teachers
- () Special Packets for Citizens and Editors
- () Special Packets for Churches

Send me List of Helps and Order Blank for all American Education Week material.

Name Position

Street

City State

Greetings from President Gray

THE MESSAGE that comes first from my heart to yours is a great hope for the future of our organization. The spirit of our profession must be in a body functioning for the wellbeing of the entire group. That body is the National Education Association. It sees only with your vision; it hears only thru you; it is fed with the zeal of your effort. It is robust or weak according to its food for thought, for meditation, and decision. It assimilates all your endeavor, your contacts with your community, your service, your sacrifice, your vision, your determination.

The National Education Association, as our organization, is the quintessence of our spirit of helpfulness, our willingness to plan for right attitudes in a democracy, our dedication and determination to right existing wrongs and prevent future mistakes, our decision to be, above all, patriotically-minded rather than politically-minded. We cannot exist unless it is thru the spirit—the spirit of service, cooperation, loyalty; the spirit of appreciation, of constructive criticism, of dedication to give increasing devotion to our major objective, education. Our NEA pools the great riches of our united strength, effort, and accomplishment. It is our treasure chest which enriches us by what we put in. A bank cannot save us in time of distress if we have not made adequate deposits therein. An organization which contains none of your “treasure” has none of your heart, for “where your treasure is there will your heart be also.” Organization is made stronger, not only by members, but also by service, by convincing communities all over the nation of the fine influence radiating from our profession; by convincing lay organizations that education is worth every effort that can be made to defend and save it.

Education is not ministered to primarily by scholarships or academic attainments. That great bulwark of democracy, edu-

The House of the People

THE American common school is the expression of a mighty faith. It has grown up out of need and aspiration. It is the bulwark of those democratic ideals and rights for which mankind has sacrificed and suffered thruout the ages. It is the home of light and of reason. It is the hope of a better tomorrow. The common school is the house of the people. During American Education Week let all the people gather as of old in the neighborhood school. Let them renew their faith in themselves and in their children. Let them discuss their problems and determine how their schools may be made better. Let them return to the house of the people and know that thru this, their own house, they may again bring order and promise and hope to the Republic.—Jessie Gray.

cation, is ministered to fundamentally by a devoted loyalty, a passionate patriotism, a fine zeal to cooperate so well that all diverse groups may be welded into “one nation, indivisible, with liberty and justice for all.”

On the threshold of a new school year and a happy new year, I trust, your newly elected president reminds you that in organization there is no such thing as solo work. Your president will appreciate volunteer service and will

draft workers, if need be. You are all needed. Together we shall succeed; alone we shall fail! Insistent calls are coming from communities where schools are closed, teachers dismissed, school programs cut to the heart. It is our privilege to deepen understanding and make suggestions. The altruistic worker finds in success a cause for increased vigilance and devotion; in failure, he finds a cause for renewed and better effort. So, winning or losing, we have gained willing hands, hearts that beat with a vital kindness, minds that are alert and active, judgment that has become refined and sensitized to every situation in the fine art of living together.

In our nation there are 1,000,000 teachers; in our association 220,000 teachers. This means 20 percent of the teachers believe in education as an integrating force. Eighty percent of our profession have not yet made teachers a nationally important group, nor teaching a nationally essential profession. I ask for serious consideration of this attitude. Is it wise? Is it helpful? Is it likely to win victories for us? Is it building up your own prestige, power, and potentiality? Surely, this is a challenge for greater support numerically.

And then? Well, then another challenge. Do you vote? Legislators whom we ask to pass beneficent laws know that teachers are not heavy voters. Shall we not begin our happy new year by three resolutions: first, to strengthen our group thru joining it; second, thru service; and third, thru voting in a representative government where issues are decided by votes. 1,000,000 members—1,000,000 votes. It is our duty, our privilege. Shall we not make it our professional activity program to get results from wellorganized teacher-citizens?—**Jessie Gray**, president, National Education Association, 1933-34.

A Challenge to the Teachers of America

1,000,000 teachers—1,000,000 members—1,000,000 interpreters of education

National solidarity and prestige—Teachers promote professional progress

Think

Decide

Act

Our Association at Work

FOR MORE THAN seventy-five years the National Education Association has poured a rich stream of facts and ideas into American thought and action. Today it plays a part in the high councils of the nation; its influence touches the most remote hamlet of the western plains. A few illustrations indicate the wide range of its work.

Senator Arthur Capper, in quoting the National Education Association before the United States Senate, recently spoke as follows:

The National Education Association, the largest professional organization of education, supported by annual membership dues of some 200,000 teachers, now appropriates \$100,000 a year, nearly one-fifth of its total income, for the support of educational research.

Representative Patterson of Alabama said before the House of Representatives:

I have no doubt that more than 5,000,000 people in the past year have requested Congress to get this [education] bill out of committee. . . . In addition to that, a great number of organizations have indorsed this legislation. The total list represents 29,000,000, from such organizations as the American Federation of Labor, the National Education Association. . . .

When Honorable Ruth Bryan Owen, Representative from Florida, and now Minister to Denmark, spoke before the National Education Association at the Columbus convention, her address was printed in full in the *Congressional Record*.

When the need for information about the American schools arises, leaders look to the National Education Association for help. On the desk upon which this article is written, a letter from a special writer of *Real America* says:

If complete, even tho unassembled, will you please rush by first-class mail your *Research Bulletin* on the present school status? I know it will show facts extremely important to bring out in our forthcoming school writeup. . . .

A two-page telegram from the magazine *Time* asks for information regarding unemployed teachers and the participation of the Association in a forthcoming conference of state superintendents.

A letter from *The Farmer's Wife* says:

Does your Association have any information concerning the extent to which this money [money appropriated for teacher unemployment by the Federal Relief Administration] may be used? We presume that there will be much need for it in such states as . . . Any picture that you can give us of the need will be welcome. The other topic in which we are interested concerns the tax reduction propaganda of the Federal Land Bank of Omaha. . . .

A few weeks ago a special writer for *Harper's* wrote:

I am interested in getting hold of as much information as I can about the probable conditions over the country next fall. I would like to be able to say just what the situation is likely to be in several large towns and a few typical small towns. . . .

The article referred to is now written and will appear soon in *Harper's*.

For years newspapers, magazines, press associations, have called for such information. The following excerpts from printed articles illustrate the use of this material:

The National Education Association, at its recent Chicago meeting, has wisely recognized the nature of the crisis and called upon its membership to give increasing attention to the social studies. . . .—Charles A. Beard in *The American Observer*.

"We are on the battle-line" is the cry from thousands of educators gathered at the convention in Minneapolis of the Department of Superintendence of the National Education Association. "Fighting mad" . . . they will refuse to the last man any effort to "impose a peasant education and create a peasant class in the United States."—*Literary Digest*.

"If at this critical stage we continue to deny educational opportunities to literally millions of our children, our country will suffer . . ." said Secretary of the Interior Harold L. Ickes in an address before the National Education Association in Chicago in July.—From an editorial in *Good Housekeeping*.

The National Education Association has just issued a report describing the effects of the depression on the American public school system. The picture resembles the wake of a cyclone. . . .—*Washington Daily News*.

Congressional investigation of the charges that banks are dictating to Boards of Education in various parts of the country as to what shall be taught in schools and what teachers shall be paid, was suggested today as a strong possibility by leaders of the National Education Association.—*New York Times*.

To quote again from William Carr's recent summary of the situation in the *New York Herald Tribune*: One or more phases of school service have been eliminated or curtailed in more than half of the city school systems of the nation. . . .—*The Nation*.

The National Education Association carries its battles to many fronts. High spots from recent correspondence tell a story that could be duplicated many times in a year.

A letter circulated by the Federal Land Bank of Omaha the last part of July advised clients:

The tax burden of the farmer must be lightened. It can be done if each taxpayer will insist that his school district, county, and township cut their expenses to a minimum. . . .

The letter shows how the expenses of an Iowa consolidated school district were slashed 50 percent with "no impairment in standards of the schools."

You can similarly help in the tax problem of your school district, county and township.

A week after the letter appeared, the Land Bank got the following pointed query from Secretary J. W. Crabtree:

. . . . Are you aware that you are using the prestige and power of the government to curtail the privileges of school children in your territory? . . . Do you think for a moment that the President would approve of the policies set forth in your leaflet and of the schemes you are using to make your plans effective? . . .

August 5, President Jessie Gray and Chairman of Trustees Joseph Saunders wrote the Honorable Harold L. Ickes, Secretary of the Interior, as follows:

. . . . We are sure that neither the President nor Congress anticipated any such use of government funds and prestige. . . . We hereby request you to investigate the activities of Federal Land Banks to control educational policies. . . .

Aroused state superintendents joined NEA officers in protesting. Superintendent I. D. Weeks, South Dakota, wrote the bank:

. . . . An institution such as yours, a government agency, has no right and is entirely without bounds in circulating such propaganda as contained in *Your Tax Problem*.

August 15, State Superintendent Charles A. Lee, Missouri, included this pertinent remark in his letter of objection:

This statement indicates your approval of a 50 percent reduction in school expense for one year. . . . In this connection I would like to ask if your organization has reduced its expenditures 50 percent the last year. . . .

Other letters were written. Leaders in Congress were asked for help. The following letter received September 9 tells the outcome of this struggle to save the rural schools from unfair domination by the Land Banks:

Dear Mr. Crabtree:

With further reference to your letter of August 2nd addressed to the Secretary of the President, I have today directed the president of the Federal Land Bank of Omaha to withdraw from circulation the pamphlet to which you have made objection and other similar literature.—Henry Morgenthau, Jr., governor, Farm Credit Administration.

This order of Governor Morgenthau will serve to protect the people in their authority of their own schools. At least the Land Banks will no longer ask the parents to sacrifice their children to save their farms.

The force which the Association puts behind its program is dynamic. Many such victories could be reported. Still others are in progress. The Association is getting results.

The Public and Its Schools

JOSEPH ROSIER

President, National Education Association, 1932-33

WHEN HORACE MANN abandoned the law profession to accept the leadership of public education in Massachusetts in 1837, he made the following declaration:

God grant me an annihilation of selfishness, a mind of wisdom, a heart of benevolence. How many men I shall meet who are accessible only thru a single motive, or who are incased in prejudice and jealousy, and need not to be subdued but to be remodeled! How many who will vociferate their devotion to the public, but whose thoughts will be intent on themselves! There is but one spirit in which these impediments can be met with success: it is the spirit of selfabandonment, the spirit of martyrdom. I must be a fluid sort of man, adapting myself to tastes, opinions, habits, manners, so far as this can be done without hypocrisy or insincerity, or compromise of principle. In all this there must be a higher object than to win personal esteem, or favor, or worldly applause. I have faith in the improvability of the race—in their accelerating improvability. If we can get this vast wheel into any perceptible motion, we shall have accomplished much. I have abandoned jurisprudence, and betaken myself to the larger sphere of mind and morals. Having found the present generation composed of materials almost unmalldable, I am about transferring my efforts to the next. Strength expended upon the latter may be effectual which would make no impression upon the former. Let the next generation be my client.

In that early day, movements had already started in various parts of our country for a system of education at public expense, and in the course of events Horace Mann was called to the leadership of this greater movement. He possessed those qualities of unselfishness and devotion which have motivated the workers in public education thruout the history of the public-school system. The same spirit of selfsacrifice and effort which lead Horace Mann to give his life to the welfare of the children of his time is still a characteristic of those who carry on the work of the public schools. The teachers of the nation are today advocates and guardians for the children, and these children are still our clients. The torch which Mann lighted and carried among the people of his generation has been handed from leader to leader and today is borne aloft by thousands of men and women who have consecrated their lives to the training and the education of children. There are still those who are "incased in prejudice and jealousy," and the educational leaders of today are faced with the same sort of opposition

and criticism which met the leaders of the public-school movement in the days of Horace Mann.



JESSIE GRAY, classroom teacher of Philadelphia, and president of the National Education Association 1933-34. ♦ "The message that comes first from my heart to yours is a great hope for the future of our organization. The spirit of our profession must be in a body functioning for the wellbeing of the entire group. That body is the National Education Association."

In discussing the present situation, I shall first consider the criticism which is quite prevalent concerning the present educational leadership in this country. We read in some magazines and newspapers and we hear from some platforms statements that there has been a deterioration in the quality and preparation of those who direct the public-school systems of this country. Criticism of our leadership shows rather interesting contradictions. We have those who claim that high-powered educationists have overdeveloped the school systems of our country and we have others who charge that the work of our educationists is largely mechanical and lacking in breadth of vision and scholarship. I think it is fair that we should face these criticisms and take a square look at the professional leadership of the public schools. Philosophically and theoretically

may I say that criticism emanating from colleges and universities ought to be ruled out in view of the fact that our modern educational philosophy has been evolved from those institutions. Such weaknesses as may be found in the public schools of our country can be charged to our educational philosophers just as much as to those who carry on these educational activities. I claim that the most important factor in the present emergency as it affects the public schools is the modern teaching profession. *We have in this country today thousands of men and women who in preparation, scholarship, and professional knowledge are the peers of men and women in any of the learned professions.* Our critics may apply any sort of yardstick they choose and they will find just as high an average of academic attainments and professional preparation in our educational leadership as they will find in any other profession. If there is any doubt about this, I refer them to the records in the graduate schools of the colleges and universities and in the teacher training institutions. There are still differences of opinion about the sort of educational preparation our leadership should have but surely no one would charge that the courses of training for educational leadership are any less definite or more chaotic than those provided in the preparation for the other learned professions. In discussing this matter I demand that our critics be fair and that they consider the leadership in education upon the same basis as the leadership in all other forms of vocational and specialized activity. I assert that such an impartial survey of all the learned professions will show that the profession of education will not suffer in comparison.

We are also told that there has been a slump in the leadership of the organized educational forces of the country. Here judgment must be based upon the achievements and the results of our educational organizations. The National Education Association has a long and honorable record. I pay high tribute to those who have carried on the work of this Association in the years past. They rendered a fine service and on the part of the present leadership, I express deep appreciation of the services which the leaders of the past have rendered to the

cause of public education. I assert, however, with equal confidence that the National Education Association in the past two or three years has adjusted itself and its activities in a fine way to the demands of the new age. Under the present management and that of the immediate past thru the modern facilities of the radio, the cause of education has been presented to millions instead of to thousands as in the past. The leadership in this organization has been alert in taking advantage of every modern facility for bringing support to the public schools of this country. The activities of its headquarters staff, its publications, and its contributions have been abreast of the times. The power and the influence of an organization like the National Education Association in this modern day are felt not thru any one person but in a combination of many working in a united effort for the achievement of great purposes. Measured in this way, *every member of the National Education Association may well be proud of its achievements.* May I divert to pay tribute to the great state associations that have rendered such distinct service in this emergency. *In every legislative center and on every firing line the representatives of the state associations have been present.* The national association and the state associations in all the states of the union have cooperated wholeheartedly in the past year and the results speak for themselves.

The real educational leadership in public education in this country is found in the state departments of education, in the offices of city superintendents and highschool principals, and in the state and national associations which bring together classroom teachers for the advancement of their profession and the protection of the welfare of our children. *This country has witnessed no finer exhibition of patriotism and loyalty than that of the teaching profession in the past two or three years.* In the face of reaction and retrenchment and in the presence of mean and unjust criticism these men and women have carried on.

The critics of the public schools are finding fault with educational results. We are told that public education has resulted in a sort of dead level of mediocrity among the people. We are not told what might have been our condition without such training. I do not claim any degree of perfection for the American public school. Its critics cannot reasonably expect it to be free from the weaknesses of modern society. It is our hope

as educational leaders that public education may prepare the rising generation for better things. Those of us who base our educational philosophy upon the teaching of Horace Mann know that, "an inconceivably great labor is undertaken. With the highest degree of prosperity, results will manifest themselves but slowly. The harvest is far distant from the seedtime." This is no time to indulge in extravagant claims about the function of education. We simply hold to the principle that we cannot have a modern society without a certain minimum of knowledge and intelligence. This must be universal among the people. Any other condition would mean the complete change of our governmental and social structure. Much of the criticism of educational results in the public schools is due to the feeling that the masses of our people cannot profit from educational training. These critics regard the common people as boobs and yokels. It is an easy matter to assume the attitude of an intellectual snob and to look down on the masses. It is quite difficult, however, to get those masses to look up to those who assume airs of superiority. In my judgment it is a little hazardous to decide that the intelligence and human qualities desirable for success in modern life reside exclusively with any one group. Magazine writers and sensational platform speakers may be intellectually smart and clever but there are a lot of common people who have learned in the public schools to discriminate between bunk and truth. The hope of this country is that an ever increasing number may learn to make that discrimination. We have struggled for a long time in this country to eliminate illiteracy and to teach all of our people to read and write. We are approaching a 100 percent record in that effort. Our next goal will be to remove other forms of illiteracy. To the public schools of this country can surely be given the credit of achieving the first result and to them we must look with hope for higher results. The public school may have many of the imperfections which its critics have claimed but the fact remains that it is the only instrument we have for developing a citizenship that is universally prepared to deal intelligently with the complexities of modern life. We therefore suggest that those who criticize the results of public education propose a better means of qualifying people to live in a democracy.

We are told by another group of critics that public education is costing too much

money. Here we are brought face to face with the obligation of parents for the education of their children. If this type of critic believes in modern democracy, he must accept the obligation for the training of citizens in that democracy. In the course of time the modern public school has become a cooperative effort among the parents for providing desired educational training. Of course, we have those who are financially situated so that they can provide for the education of their children in a highly efficient manner thru private enterprise, but the community and the state very soon confront that larger group who cannot provide such educational training without general cooperative effort. Since the days of Horace Mann we have in this country established, first, the principle that an elementary education should be provided at public expense to all the children of all the people, and rather reluctantly in a more recent period the providing of secondary education at public cost has been generally accepted altho in this emergency there have been reactionary voices crying for a curtailment of public secondary education. We still have with us those who are opposed to any general expenditures for free public higher education. The basic principle underlying this whole problem is found in the obligation of parents to children, of age to youth, of one generation to the succeeding generation. May I enunciate the principle which I have stated repeatedly this year that *in a democracy the education of the children constitutes a first mortgage on the wealth of the community and the state.*

We are confronted now in this period of depression which we hope is near the end, with those critics who claim that this nation cannot afford to provide free public education to its childhood and youth. The educational leadership of this country in the presence of this situation recognizes the fact that expenditures must be adjusted to the ability of the community and the state to pay. We do claim that the education of children is an essential service and that in the adjustment of public expenditures funds for education should have a priority of consideration. May I submit some facts concerning the spending habits of the people of this country, when they want to satisfy their own personal needs for display or amusement.

Official estimates of the United States Office of Education place expenditures for public elementary and secondary schools for the school year just concluded

at approximately \$1,900,000,000. This estimate was made last December and many additional reductions have been made in school expenditures. It is safe to say that our total bill for public schools in America in 1932-33 was well under two billion dollars.

At the same time, our annual expenditures for gasoline were approximately \$1,982,000,000. We spent as much to propel our automobiles as we did to educate our children.

Expenditures for cigars, cigarettes, and other forms of manufactured tobacco have fallen off greatly during the depression; nevertheless, even last year we were able to find \$1,212,000,000 for tobacco products. The combined public-school systems of thirty-eight out of the forty-eight states were operated for less than the amount spent by the United States for tobacco.

The annual income of a single chewing-gum company in 1930 was larger than the income for public schools in any one of twenty-six states.

Our expenditures for admissions to moving pictures, theaters, prize-fights, cabarets, and the like, amounted to \$1,240,000,000. *The nation that will close kindergarten and night schools while it continues to spend these huge sums on amusements, often of doubtful value, is pursuing a dangerous policy.* As long as the combined expenditures for tobacco and amusements are 50 percent greater than the combined expenditures for all public elementary and secondary schools, we shall be unable to take seriously the statement that we can no longer afford to give our children a decent education.

These contrasts between expenditures for education and for other purposes are even more striking when we consider conditions in a fairly normal year. Thus, in 1928, we spent \$2.60 for candy, chewing gum, theater, tobacco, jewelry, and similar luxuries, for every dollar spent for schools. Even as late as 1930, we were spending 50 percent more for life insurance premiums than we were for public schools, over twice as much for building construction as we were for public schools, and about five times as much for passenger automobiles as for public schools. In making these comparisons, there is no thought of depreciating the importance of expenditures for life insurance, for buildings, for transportation, or for luxuries. It is granted that factories built for the production of automobiles or cigars cannot be converted overnight into schoolhouses. It can hardly be denied, however, that there is a large

element of choice in the way in which we distribute the national income. Scarcely a state in the country could not maintain its expenditures for education provided its people were willing to forgo the purchase of other goods and commodities. Once the proper support of public education is recognized as a matter of first concern, the schools can be adequately supported even though we may not have as much as we like of material luxuries and comforts. A wise national policy will find ways and means by which the economic support given to various commodities and services will bear a close relationship to the relative human values of these commodities and services.

Most of the curtailments in public education have necessarily fallen on the salaries of teachers and other employees. Teachers do not object to reasonable reductions in salaries when it is evident that the community under present conditions is unable to maintain the former schedules, but teachers and many other citizens are beginning to wonder why it is that the lower salaried groups always seem to feel the heaviest brunt of a period of depression. The salaries of the presidents of twelve large railway systems, for instance, run from \$61,000 up to \$135,000. The average reduction in these large salaries between 1929 and 1932 was only 10 percent. *The five largest life insurance companies pay their presidents salaries ranging from \$100,000 to \$200,000.* Four out of the five companies increased the salaries of their presidents by \$25,000 between 1929 and 1932. It is reported that the president of a large tobacco company was receiving in 1932 remuneration from salary and bonus amounting to nearly \$800,000 a year, while in 1930 the same official received over a million dollars a year in salary and bonus. While the railroad and insurance companies were paying salaries of this type to their leading officers, the federal government was loaning them large sums of money thru the Reconstruction Finance Corporation. At the same time, thousands of school teachers whose salaries in normal years were not excessive, were going without pay entirely and were unable to secure from Congress any legislation which would permit the Reconstruction Finance Corporation to lend money for their relief.

It is conditions such as these which lead us to suspect the motives of those who are taking the leading part in the national drive against the financial support of public schools. It is no longer popular, as it was a century ago, to op-

pose the support of public education as a matter of principle. *The American people have accepted the public-school system and will not turn from it.* Can it be possible that those who do not at heart believe in a democratic system of education but who dare not openly announce their opposition to it are using our present sufferings as a method by which they hope to weaken or destroy it?

We need in this country today a new conception of human values. There must be a radical change in our estimates of success. Democratic ideals of the greatest good to the greatest number must be made a reality. We have too long preached the principles of equality and justice while practising injustice. The badge of dishonor should be pinned on the man who achieves selfish purposes by unfair treatment of his fellows. *The American public-school system represents the effort of a great modern democracy to establish equality of opportunity among all of the people.* In this land of ours, the sons of the struggling farmer, the wage earner, and the small salaried person must have the same opportunity for the development of their intellectual talents as do the sons of the privileged classes. This is of the essence of democracy. Social, political, and economic leadership in the new period ahead of us must be based upon ability and character. Ralph Waldo Emerson once made the statement that the greatest human enterprise is the care and the culture of men. May I say that the greatest need of this country today is for men who are honest and fair in their dealings with their fellowmen and who are true and loyal to the ideals and principles of modern democracy. From the days of Horace Mann down to the present moment the American public school has been dedicated to the greatest of human enterprises. In the face of unfair criticism and selfish opposition one million teachers in this country carry on with supreme devotion to American ideals and modern conceptions of human success. These teachers call upon the representatives of wealth to join with them in the care and the culture of the rising generation. American institutions cannot be preserved and perpetuated by educating the children of a few. They can only be made permanent thru the broadest education of all the children of all the people. *The debt which age owes to youth for culture and education must not be defaulted.*—Address before General Session, Chicago convention, July 5, 1933.

Ideas from Chicago

OUR YOUNG PEOPLE just out of college, high school, or junior college today, without jobs to go to, are tremendously at sea. They are touchingly perplexed and they want advice. Our experience in setting up classes for them at Hull House has been that they do not so much want to learn a trade as to talk philosophy, religion, and economics. All about them are various influences ready to teach them, if educators do not. There are the organized Communists ready with their propaganda. There are the movies and other modern avenues of subtle teaching. It is the educator's opportunity to show them the benefits of the cultural life.—**Jane Addams.**

When people come to me disturbed and anxious about the schools, wondering whether the rich content that has been put into our courses of study and the greatly enriched school opportunity which has been afforded to the children is going to be cut ruthlessly back by the hand of this depression, I would like to be able to say to them, "Fear not, the 800,000 teachers of America are on guard."—**Francis G. Blair**, state superintendent of public instruction, Illinois.

If vocational education is to minister to changing needs, it cannot set itself up as a static institution. It must look upon itself as a clearinghouse, receiving and passing on all the educative forces of the community. With the disappearance of juvenile labor and old occupations, society is faced with the problem of training and retraining for vocation and avocation and leisure. If the schools do not educate and care for the youth of the land what will become of them? Society is facing a choice for youth. Will it choose more education or will it let youth take the road of idleness and crime?—**William J. Bogan**, superintendent of schools, Chicago.

The Committee of One Hundred on Retirement Allowances has never had more serious problems to consider than at the present time. Reduced revenues for schools have thrown into relief many financial, administrative, and psychological problems relating to retirement allowances for teachers.—**Anna Laura Force**, principal, Lake Junior High School, Denver.

Education must forever cleanse religion of its fanaticisms and its superstitions, and wash away the dust and litter

of the centuries that make it musty and stale. Religion must wash away from education the dust of its daily routine and weariness, and revive its enthusiasm and its consecration; must keep it human enough so that it will not be buried beneath the weight of its own elaborate techniques and its unintelligible lingo.—**Charles W. Gilkey**, dean, University of Chicago Chapel.

We must match wits with those who would seize the advantage of hard times to sacrifice democratic ideals of education upon the altar of selfishness. This is the great necessity. This is the fundamental problem growing out of the present economic distress.—**A. F. Harman**, state superintendent of education, Alabama.

I wonder if it isn't a fair statement that while we have indulged ourselves liberally in education, we have not done this so much for the sake of education itself or to add to the graciousness of life, but because of the general belief that by educating ourselves and our children, we have been making it more possible to win in the race for the acquisition of wealth. *The fate of the schools is the most important question before the American people today.* I give it to you as my deliberate opinion that the last place to put devitalizing economy into effect is in our schools.—**Harold L. Ickes**, Secretary of the Interior.

Teachers must prepare themselves and the public to accept a greater degree of industrial and economic planning and control than we have heretofore had for the advancement of the general welfare. We have reached the stage in the evolution of our economic system where we are compelled to abandon the theory of free competition, *laissez-faire*, and "rugged" individualism and turn to a definitely planned economic system based upon the general welfare, which means upon genuinely ethical principles.—**Robert C. Moore**, secretary, Illinois State Teachers Association, Carlinville.

The days of prosperity are over; we are facing a crisis in education, but the demand for intelligent professional leadership and service is stronger than ever. It is this previous professional preparation, this training and experience, which is making it possible for the school principal of today to face the problems arising from the present emergency, with unflinching courage, with skill and initiative. He recognizes this as his opportu-

nity to walk hand in hand with his fellow-men in coping with the present depression and in preventing the collapse of the American public school.—**Cassie F. Roys**, principal, Walnut Hill School, Omaha.

We must so organize nationally and locally that the true purpose of the schools may better be interpreted to the public. There can be no question but that many who would be sincere friends of public education have been bewildered and perplexed by propagandists for destructive economy. It is our duty immediately to lay plans so that nationally a great drive may go forward to acquaint the American people with all of the facts about educational expenditures. We must make it clear that we favor and are practicing sound, constructive economies. If administrators in public education have failed at any one point more than at any other, it has been in interpreting the purposes and the ideals of public education to the people. For this failure we have paid a dear price.—**Paul C. Stetson**, superintendent of schools, Indianapolis.

Here in Chicago we are spending \$5,000,000 a month in unemployment and poor relief. Obviously, this cannot go on very long before it will bankrupt the city and impoverish everybody. On the other hand, here is another city, typical of thousands of others—the little city of Washington, Indiana—that is actually making money keeping its people at work and so keeping them out of the poor house. And how? The city owns and operates a revenue-producing money-making electric light and power plant. Out of its surplus earnings it employs its unemployed, while other cities are increasing theirs. And when the depression came and its chief factory was about to close, the city, out of the surplus earnings of its municipally owned light and power plant, bought stock in the factory and kept it going, and kept its people at work.—**Carl D. Thompson**, secretary, Public Ownership League of America, Chicago.

One way in which we shall keep closer to the people in the future, I hope, is thru the extending of our educational system to include all of adult life. Then the schools and the people together will have a new way of reinterpreting social movements.—**George F. Zook**, U. S. Commissioner of Education.

The 1933 Convention in Chicago

AT THE seventy-first annual convention of the National Education Association in Chicago, the teacher stepped out of the classroom into American life." Some day a recorder of human events will write this sentence into a history of education in the United States. He may say also that the step had been many times contemplated, but never quite taken. Pioneer thinkers have long sounded the seven-day trumpet call around the grim walls that shut off the view of students from the scene in which they were learning to play a part. Somehow the walls remained. At Chicago they crumbled.

Extremity has some virtue. It was a wise old political philosopher who said that "bad kings do good, if they are bad enough." Social and economic affairs in America have reached the stage where even the conservative are eager to take part in a reconstruction.

Chicago was a fitting place for educators to take a stand. Across the park from convention headquarters a billion candle power of multi-colored light, Arcturus-born, played over the great achievements of a century. In the dark recesses of political chicanery, somewhere else in the city, plans were being made to destroy in Chicago much of the educational opportunity which had made those achievements possible and desirable. Eighteen thousand teachers of the city were short five months' pay—some of them the wards of charity—while money flowed from lavish hands into the great lake-front sideshow that all summer long competed with kidnaping, racketeering, and dethroned kings of high finance for the nation's headlines.

It was no cold light from a far star that stirred the teachers into acknowledging a new sense of rights and responsibilities. It was the heat born of present injustice to defenseless childhood, of the mad attempts of citizens in high places and of great wealth to get as much as possible from the nation and give as little as possible in return, that sent teachers away from Chicago with a stern resolve to take a direct and aggressive part in shaping the new order.

"From the beginning of our country, the public-school teacher has not had the privilege of exercising the full rights of an American citizen," said Superintendent Willard E. Givens of Oakland, California, in a stirring address that typifies

the aroused spirit of educational leaders. "We have been permitted to slip quietly to the polls and cast our ballots but we



MRS. SUSAN M. DORSEY, *superintendent emeritus of the Los Angeles schools, who was made honorary life president of the National Education Association at the convention in Chicago.*

have not been allowed to discuss political issues or to take any leadership in matters affecting the welfare of our government. . . .

"In spite of the teacher's many qualifications as a citizen, he has been criticized, brow-beaten, threatened, ordered, sued, vilified, and otherwise maltreated when in any way he has turned his education or devoted any of his time to political endeavor. We have cases where teachers have run for public office and have been ordered by boards of education to withdraw promptly from such degrading activities or their immediate dismissal would ensue. . . . Why all this stigma to a teacher's participating in politics? . . . Is there any real reason why one million of our best educated people should be barred from the privileges and responsibilities of real citizenship? . . .

"It is not only our opportunity but our responsibility and our obligation to take an active part in our government and in all our civic affairs. . . . We will not remain silent and inactive. We

are not cowards. We are red-blooded American citizens and taxpayers qualified by professional training for leadership in the war on civic corruption, aroused to action by the menace of that corruption to the new generation of citizens entrusted to our care, and we propose to exercise our full rights hereafter at any cost."

The National Council of Education led off with the assertion that the teachers should take a new place in American politics, when Fred J. Kelly, chairman of the Committee on Social-Economic Goals of America, offered for the consideration of the Council ten aims of the American people which he contended should be made a part of the school curriculum. Dr. Kelly would make the schools a principal factor in determining the future of American life.

Many speakers emphasized the influence of the schools in shaping tomorrow's world. President Glenn Frank of the University of Wisconsin was a hearty advocate of freedom in teaching the truth about the present economic situation and in offering thru the schools and colleges recommendations for reconstruction.

"Never before have there been so many pressures upon the schools, the colleges, and universities to mold them to a pattern, to soft-pedal their researches into living realities, to tell them what they may and may not say," said President Frank. ". . . Fascism and Communism have decided what they will do with their schools. They have decided that the laboratories will take orders from the legislature. There are no dissenting professors in Italy. There are no dissenting professors in Moscow. . . . And now Hitler has put the sign of the swastika upon German scholarship. As Charles E. Merriam suggested, it remains only for the democracies of the West to say that they will not tolerate differences of opinion to make it unanimous, and then we can blow out the light and fight it out in the dark. When the voice of reason is silenced, the rattle of machine guns begins."

"The time has come for a new deal in civic training," said Dean Charles H. Judd of the University of Chicago in similar vein. "I am in favor of such a reconstruction of the curriculum worked out cooperatively by the educators that the American people will be compelled to

talk at the dinner table with their children about taxes and legislators and tax reduction associations," he said.

Few activities in American life escaped the criticisms of the educators as they planned to participate in the direction of public affairs. Bankers, insurance barons, railroad magnates, and other managers of wealth were the special targets of convention speakers. The disposition of financiers on tottering thrones to dictate American progress was especially subject to fire.

"When, as a condition of making loans, the banking interests of Chicago, Boston, New York, or any other community attempt to tell the educational authorities how to run the schools, they are stepping outside their sphere," said President Rosier. "The supreme issue is whether the best interests of the people of the country are to be curtailed to satisfy the desires of special economic groups, or whether liberal and progressive influences shall dominate."

John K. Norton, chairman of the Joint Commission on the Emergency in Education, took up the cudgel against the attempts of selfish interests to reduce support for schools. The activities of the commission were felt in every general session and departmental meeting of the entire convention. "Those who sit in key places of business control in this country have had in their hands half of the economic power of the world. What have they done with it? They have spent large sums for advertising in an effort to beat down expenditures for schools and other essential public services," said Dr. Norton in the commission report to the delegate assembly. "They have organized themselves into selfappointed committees, which have sought to usurp the budget-making functions of the legally elected representatives of the people. They have been so little interested in the welfare of the children of the average man, that they have made little effort to discriminate between essential and nonessential public services. They have employed clever lawyers to show them how to evade income taxes which any socially-minded citizen of great wealth should have been glad to pay in a period such as the present. At the same time, they have urged that the nation's wealth is so meager that the schooling of the average man's boy and girl must be limited to the rudiments of the Three R's and a narrow vocational training, lasting but a few years. But they have not told us what boys and girls are able to do with their time when they leave school to

enter a labor market already glutted with twelve million unemployed. . . . It is high time that such peace-time 'slackers' should be called to account."

Teachers responded to the accounts of Dr. Norton and other speakers regarding the attempts of a great utilities organization to slash public expenditures, with a resolution that the officers of the National Education Association should "provide thru its JOURNAL and otherwise, information for the use of members regarding publicly owned and privately owned utility companies."

Far from spending all their time in discussing what should be done, many convention speakers related significant achievements in the face of economic difficulties.

"There is no emergency in education in Indiana," boasted Governor Paul V. McNutt as he described the steps taken in his state to maintain a high standard of educational opportunity during the crisis. In 1933 the general assembly of Indiana authorized the state to pay \$600 per teacher to each employing school unit on the basis of an average daily attendance of thirty-five pupils for the elementary teachers and twenty-five pupils for the highschool teachers. This law enabled all school units to have a minimum term of eight months with a property tax of \$1.50 or less. The Indiana school problem will be financed by a gross income tax, an intangibles tax, and the interest from the state's common-school fund. The Indiana program was considered of great importance by convention delegates because it demonstrates conclusively that there is an answer to the school finance problem.

An extensive exhibit sponsored by the Joint Commission on the Emergency in Education showed what educators throughout the United States have done during the school year to hold the line for the schools. Booklets, posters, and every type of medium for educational interpretation were displayed. Members of the headquarters staff of the Association counseled with school leaders regarding their local problems.

The new spirit and aroused energy of convention delegates found expression in many ways thruout the seven-day meeting. Friendly rivalry arose after the nomination of two candidates for the presidency, bringing to the election polls one of the largest votes ever cast at the annual convention. With the announcement of the choice of Miss Jessie Gray of Philadelphia as the new president, she was declared elected unanimously upon

motion of Miss Anna Laura Force of Denver, the opposing candidate.

Miss Gray is a classroom teacher in the fifth grade of the Thaddeus Stevens Practise School, a division of the Philadelphia Normal Training Department. Born in London, Miss Gray came to America with her parents in her youth. Educated in the public schools of Philadelphia and the Philadelphia Normal School, Miss Gray has achieved distinction in professional service in her city, state, and in the nation at large. She was recently president of the Pennsylvania State Education Association—the only woman elected in eighty years to that position. She has been especially active in school legislation in Pennsylvania. She is wellknown for her interest in teacher welfare. She directs the Louise Haeseler Memorial Fund to help disabled teachers. She is chairman of the Committee on Management of the Lloyd Mifflin Memorial, Pennsylvania's teachers' home, and has for five years served on the Tenure Committee of the National Education Association.

A warmly supported movement to eliminate ex-officio delegates from membership in the Representative Assembly failed. The proposal was re-offered for the Assembly next year.

Fourteen resolutions embodying desirable economic goals and suggesting definite action toward achieving them were adopted without debate. Mrs. Susan M. Dorsey, superintendent emeritus of the Los Angeles public schools, was elected an honorary president. Joseph M. Gwinn, superintendent of schools, San Francisco, was reelected to the board of trustees, and Thomas W. Gosling, superintendent of schools, Akron, Ohio, to the executive committee.

The seventy-first convention of the National Education Association has left its mark on the history of education in the United States. From its deliberations teachers at the convention and elsewhere have gained a new concept of their obligations as public servants. They have extended their fields of labor beyond the classroom. Already the Joint Commission on the Emergency in Education, authorized to lead in the assumption of these new obligations, has drawn up a formal statement of the essentials of a modern school finance program [see page 194]. This charter sets forth the educational task of the nation, one which the financial ability of the people justifies and one which the great body of teachers will struggle to achieve and to maintain.—
Belmont Farley. ♦ ♦ ♦

Weathering the Storm

THE PROFESSION has during the present year not only faced the blasts of the worst storm in the history of our nation, but it has battled bravely in the darkest hours. It has succeeded in salvaging many of the essentials in our American system of education which will serve as a basis for readjustments and rebuilding to begin as soon as the dark clouds and the fury of the winds have passed. In other words, the profession led by local, state, and national associations is 'weathering the storm' in a remarkably effective manner."

Thus Secretary Crabtree begins his sixteenth—and perhaps his most significant—annual report. In this report, which was presented at the Chicago meeting, the Secretary pays eloquent tribute to the teachers of 1933, discusses the educational situation, and outlines the Association's activities during the past year. The activities of the Joint Commission on the Emergency in Education form an important feature of the report:

As the seriousness of the emergency became apparent, the National Education Association took steps to mobilize the forces of education thruout the country in support of our American schools. The most important step which the Association has taken in a decade is the appointment in cooperation with the Department of Superintendence of the Joint Commission on the Emergency in Education and the recognition of its leadership in all problems that have grown out of the depression.

The commission represents in its membership and consultants every phase of educational enterprise. It brings together the best experience of the entire profession. It encourages every teacher in elementary school, high school, college, university, or professional school to assume his share of responsibility for interpreting education to the public. The response of the profession and of the citizens of the country has been most encouraging. Every group and sectional interest has been subordinated to make the work of the commission effective. From every quarter there has come wholehearted and enthusiastic cooperation. The regional meetings have brought encouragement and perspective to all who have taken part in them. They have helped to define the problems created by the emergency. They have helped to hold the battleline for the schools.

The Emergency Commission has served as a clearinghouse for information. The materials which have been sent regularly to its more than 450 consultants have contained the latest information showing educational conditions thruout the country and describe the methods that have proved effective in meeting those conditions. The headquarters staff of the National Education Association has put itself at the disposal of the commission so that it has been able to accomplish much with a relatively small expenditure of funds. During the last three months the divisions of research and of publications have given the full time of the staff to the work of the commission.

No one can estimate the far-reaching effects of the prompt, vigorous, and continuing leadership which this joint commission, under the chairmanship of Dr. John K. Norton of Columbia University, former director of research for the National Education Association, has been able to give to the profession and to the country. The commission's plans for 1933-34 include a comprehensive interpretation of the ideals, purposes, and achievements of American education to the entire population. They include a widespread celebration of American Education Week which will reach millions of homes with a new understanding of the significance of the school in the life of children.

The reports of the directors of divisions occupy the second half of the Secretary's report. The following abridged lists of functions of the various divisions give a birds-eye-view of the services rendered the profession in a single year by the headquarters staff:

In the face of the difficult conditions which now confront the schools, educational interpretation is becoming a major phase of the work of our associations. This growth of interpretative activities is reflected in the increased demands made upon the Division of Publications. THE JOURNAL, coordination of printing, American Education Week, convention press service, newspaper contacts, radio programs, and special projects constitute the most important services of this division.

The promotion of membership, keeping a financial record, and answering a volume of correspondence are among the most time-consuming activities of the Department of Elementary School Principals. This year *The National Elementary Principal* was edited and published at headquarters. The Twelfth Yearbook will be ready for distribution this fall.

In addition to special projects dealing with the crisis—such as preparing reports to help

local communities meet urgent financial and educational problems—the usual program of the Research Division has been carried forward: publication of the *Research Bulletin*, preparation of a number of JOURNAL pages; biennial salary survey; assistance on reports and yearbooks; collaboration with the Department of Superintendence in managing the Educational Research Service; answering inquiries by mail; the headquarters library.

The work of the Secretary's Office, outside of the duties and responsibilities of the secretary, includes attending to correspondence and orders for publications; life memberships; certificates for 100 percent schools; entering funds on cash machine; and receiving visitors. The financial records of the Association are arranged by the Division of Accounts not only to give correctly the assets and liabilities, but to enable each division to obtain quickly complete information that will enable each to control its expenditures.

Thru the Division of Administrative Service and Department of Superintendence contact is made with all departments and organizations concerned with school administration or supervision. The division provides part of the machinery by which school officials may better work together in solving educational problems of national interest. At the Department's sixty-third annual meeting at Minneapolis in February, the Eleventh Yearbook, *Educational Leadership: Progress and Possibilities*, was presented.

Two of the main functions of the Field Service Division are to develop lay and professional contacts and to carry forward the Association's legislative program. Since 1917 the NEA has been working actively to reorganize and coordinate the educational agencies of the federal government. This year definite accomplishment was made.

The more important functions of the Division of Business deal with advertising, convention, exhibits, purchasing, printing, auditing, personnel, building supervision, and general administration.

The Division of Classroom Service aids the classroom teacher thru the Department of Classroom Teachers; thru affiliated local associations and state organizations; thru correspondence with individuals; and thru *The News Bulletin*, which furnishes a means of communication between the Department and the teachers.

The work of the Division of Records and Membership consists of keeping membership records; answering inquiries regarding them; addressing publications to members; and promoting membership in cooperation with the secretary.

LOOKING AHEAD—The national student government group is thinking, we are told, of adding another purpose to its platform, that of safeguarding the interests of the American free high school. Some of the Greek letter organizations are taking up the fight for the American college and university. Highschool students have on their own initiative organized in many places to see that their teachers have a square deal. It is perfectly clear that the voters of the next decade are getting ready not only to hold what we now have, but to secure in the near future better educational advantages than we have had in the past in the elementary school, high school, and university.—Secretary Crabtree's annual report, p8.

Resolutions Adopted at Chicago, 1933

THE NATIONAL EDUCATION ASSOCIATION reaffirms as a statement of its general policies the platform adopted at the Atlantic City meeting, July 1932; and, realizing that the training of children cannot be postponed because of the economic crisis, adopts the following specific resolutions concerning the present emergency in education:

School Funds and School Management. Taxation—The solvency of the schools is dependent upon the application of scientific principles of taxation. The state governments should immediately designate tax commissions of experts for the purpose of devising taxation systems that are both adequate and equitable. There must be mitigation of excessive real estate taxation and a sharing of the burden by equitable taxes from other sources. The federal government should take whatever measures may be necessary to allow the Reconstruction Finance Corporation to assist the schools directly.

School Expenditures in the Light of Economic Recovery—[1] No school retrenchment is truly an economy measure unless it: [a] preserves the educational rights of childhood and [b] is based on scientific professional principles.

[2] In view of rising price levels, school boards should: [a] refrain from further cutting of school costs, including salaries; [b] return to normal levels of expenditure as soon as possible in cases where excessive reductions have already been made; [c] reestablish educationally valuable services and courses which have been eliminated.

First Principles of School Management—[1] The management of school affairs must be non-political and professionally directed. [The growing practise of political interference in the appointment of school officials and teachers is unreservedly condemned.]

[2] Public education must be free. [The practise of exacting highschool tuition charges that has crept into some systems is unqualifiedly condemned.]

[3] The duty of the state to educate all its children is fundamental, and the greater part of local education costs should be borne by the state.

The American Child and the American Teacher. The American Child's Right to Unfettered Teaching—The ability, preparation, and morale of teachers are matters of greatest public concern, inextricably bound up with the welfare of the children of America. The educational development of our children

can be safeguarded only when teachers are adequately trained, both academically and professionally, and are assured adequate pay, protection from unjust discharge, professionally conditioned employment of new teachers, at least nine months of school each year, reasonable limitation of size of classes, and freedom from unnecessary worry and from hampering restrictions.

Removal of Special Discriminations Against Teachers—[1] Teachers of equivalent training and experience doing the same kind of work should receive equal pay, regardless of sex. [2] Teachers should not be discriminated against because of marital status.

Kindergarten Training for Every Child—Kindergarten training for every child of kindergarten age is a part of the proper educational equipment of the population. The Research Division of the National Education Association is strongly urged to make a further study of the kindergarten situation thruout the United States.

Instruction in Effects of Alcohol and Narcotics—The National Education Association urges complete and specific instruction in the schools regarding the effects of alcohol and narcotics on the human body and on the social organization; and expresses its disapproval of any false advertising or propaganda on this subject.

Public Relations. Publicity Needs of Education—The quality and extent of education in any community bears a direct relation to the degree of enlightenment of the public opinion of the community. Often skilful secret manipulation of public opinion by minority interests interferes with the natural development of a favorable attitude toward its schools on the part of the public. It thus becomes civic duty for the teachers and all other workers in the schools to serve the children by informing the public of the purposes and work of the schools, of the facts in regard to school costs, and of the effects of proposed changes. The following avenues of disseminating information are suggested: addressing meetings of organizations, utilizing the opportunities afforded by the press, and inducing parents and other citizens to visit school classes and exhibits.

Examination of Motives of Organized Opponents of School Expenditures—School expenditures, activities, and objectives are being systematically attacked by certain business and commercial interests and by organizations bearing such names as taxpayers' leagues, economy leagues, and citizens' committees.

Such interests and organizations undoubtedly have the right to advocate changes in public expenditures and policies. It is, however, equally the right of the public to know the membership of such organizations, the source of the funds used for their campaigns, and the real motives underlying such campaigns. The Research Division of the National Education Association is requested: [1] to ascertain and assemble the facts in regard to these movements against public education, and [2] to disseminate those facts so that teachers, parents, and all other citizens may know what influences and interests are motivating these organizations.

Request for Information—The officers of the National Education Association are requested to provide, thru its *Journal* and otherwise, reliable, authentic information for the use of its members concerning publicly owned, publicly controlled, and publicly operated gas, electric light, and power plants, especially as to the following items:

[1] Name of municipality; [2] Population; [3] Rates of service; [4] Net earnings to the municipality; [5] A similar showing concerning comparable privately owned and privately operated utility companies.

Cooperation with other Organizations Working for the Welfare of the Schools—Lay organizations working to protect the schools from injury should have cooperation and appreciation from all teachers and school authorities. Prominent among many such organizations in the various states are: the Parent-Teacher Associations, the American Association of University Women, the National League of Women Voters, the Business and Professional Women's Clubs, numerous service clubs, the American Federation of Labor, the American Legion, and many newspapers and magazines.

Protest and Tribute. Protest Against Delay and Discrimination in Payment of Salaries—The National Education Association vigorously protests against the policy of cities and other communities that have unnecessarily failed to pay their teachers and that, in meeting public financial obligations, have discriminated against teachers. The Association looks upon such practises by public officials as unfair and unbusinesslike.

Tribute to Chicago Teachers—It is especially fitting that the National Education Association pay tribute to the teachers of Chicago, who, in their long experience of unprecedented financial worries, have shown such loyalty, devotion to duty, and zeal in the service of children that they have won the respect of their fellow-workers thruout the nation. The National Education Association commends them to the city of Chicago and to the nation at large as worthy examples of all teachers who have made special sacrifices for the children of America.

The Interpretation of Education

THE SUCCESS of democratic ideals depends upon universal education. Likewise, the effectiveness of education depends upon a full understanding of it by the people themselves. As its contribution toward recovery and in preparation for American Education Week, THE JOURNAL gives much of this issue to material on the interpretation of education in its more fundamental aspects. *The term educational interpretation is broader than such terms as public relations, publicity, and advertising, which have been borrowed from business and industry.*

Educational interpretation has two great phases. The first involves the question: *What shall be interpreted?* What are the goals, the ideals, the values, the plans, and the data which are to give direction to culture and civilization? The second phase of educational interpretation involves the question: *What are the agencies, the instruments, devices, and arts of building into the consciousness of mankind such an understanding of cultural and social values that people will gladly devote their lives and their resources to these values?*

Neither of these phases is complete without the other. The finest values are of little avail if not lived. On the other hand, to develop the arts of interpretation without a clear understanding of the goals of education and life is to run the risk of emphasizing the wrong things. *Every great crisis calls for renewed emphasis upon fundamental human values.*

Educational interpretation includes all efforts to visualize and dramatize the significance of schools and learning. Such interpretation is an essential part of the learning process itself. It should begin in earliest childhood. We say to the child again and again in home, church, and school: "You must learn. You must think for yourself. You must master the tools by which men read and write. You must learn the difference between a lie and the truth, between guesses and facts, between misinformation and reliable information." This love of learning as a way of life is deeper and broader than the schools. It is this deeper purpose which has created the schools. The schools are not something apart. They are the people themselves

organized for a special purpose. In the past this purpose has been associated primarily with the teaching of children.

THE NEXT TIME you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all; it is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Thruout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools.

Increasingly it will include also study and learning among adults.

Both children and grownups will pursue their educational activities more effectively if they understand the nature of the school as a place of growth and mutual helpfulness. The student will work harder if he understands the sacrifices that have been made thru the decades to establish, maintain, and improve our educational institutions.

It is not the purpose of educational interpretation to maintain the schools as they are. Such a policy would weaken the schools. The real purpose is to maintain the fundamental values for which schools stand. Our schools will be truer to community need if the citizens of the community understand their history and fundamental purpose, and their problems in each new age. To interpret education in this broad sense is the privilege of every teacher, principal, and superintendent. Without this kind of interpretation the schools will either become detached and devitalized or they will be paralyzed by a lack of intelligent public support.

The men who laid the foundations of our educational system understood these basic principles of interpretation. In many cases they themselves were laymen

who came to understand the importance of schools thru their firsthand contact with economic, political, and social conditions. *The school began as a response to need. It must continue to grow as a response to need.* The school can take its case to the people with full assurance that they desire the best for their children and for themselves. There will be times and places where the schools will seem to suffer injustice. The very size of the educational expenditure exposes the schools to public attack, but over a period of time—if teachers assume the responsibility for civic leadership which inherently belongs to the teaching office—the schools may be confident that they will receive justice from a public which is interested in its own future.

The best teachers of all generations have gone among the people teaching them to make the most of their lives. They have aroused ambition, discouraged greed, emphasized right. Over and over again when everything seemed to be lost, the teacher has rallied humanity to a new courage and a new devotion, has pointed out the simple, practical, homely things that humanity must do to make the most of itself. There may be hard times ahead, great disillusionments, great discouragements. There are always hard times ahead. There are always people who would enjoy the fruits of a great culture without paying the price. There are always those who prefer to thrive on darkness and ignorance.

Educational pioneers have ever had to deal with these forces. Time and again the schools have come forth stronger than ever, strengthened by new devotion, revitalized by new plans and purposes, supported by an informed and enlightened citizenship. The world is in the midst of a sweeping revaluation and reorganization of its fundamental institutions including the school itself. This gives to farsighted educational workers the greatest opportunity that has ever come to them.—Joy Elmer Morgan.

[Reprints of this sixteen-page Journal feature on educational interpretation may be had at the following prices: Single copies, 25c each; when ordered in quantity, the following discounts are allowed: 2-9 copies—10 percent; 10-99 copies—25 percent; 100 or more copies—33½ percent. Buy a copy of this feature for every teacher on the faculty for use in classes. Bring it to the attention of editors, parents, and citizens of your community.]

Fundamental Concepts in American Education

THE AMERICAN IDEAL of education has grown up along with the American ideal of democracy. The best minds and the noblest spirits of each generation have added their bit to this dream of an education which shall bring out in each individual and in our civilization as a whole, the finest qualities of humanity. The free school, like the secret ballot, is one of the great milestones in the upward struggle of humanity. It is the foundation of individual liberty and of intelligent citizenship.

In the interpretation of education it is important that certain fundamental concepts be kept ever in the minds of the people. Such statements as *The Children's Charter* and the seven objectives of education illustrate the attempt to define and apply the fundamental concepts which have motivated and guided our evolving common schools.

The following is a list of statements so fundamental to the whole American system of democracy and education that they should be fixed in the consciousness of all teachers, students, and other citizens:

[1] The democratic ideal demands that every citizen shall be prepared to exercise with intelligence and integrity the responsibility which participation in a common government implies.

[2] The democratic ideal demands that every child and every adult, regardless of race, creed, social position, residence, or physical condition, shall have the opportunity for the fullest development of his individual powers thru education.

[3] The common school is the institution created, maintained, and controlled by the people for the education of themselves and their children.

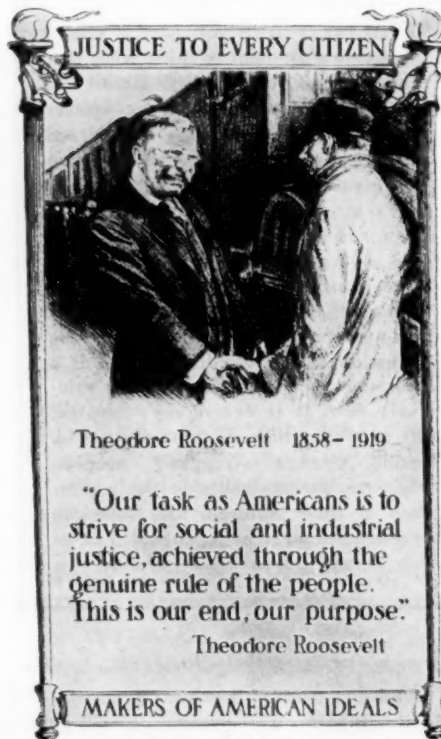
[4] The wealth of the nation wherever located should support the education of both children and adults wherever they may live.

[5] Just and equitable taxes based on ability to pay form the most economical means of financing public services, of which education is one of the most important.

[6] Taxes are not inherently evil but are simply the price paid for important social services which people wish to maintain in common.

[7] In proportion to the magnitude of the services which they perform, schools are relatively inexpensive. School expenditures do not absorb an unwise share of our economic resources.

[8] In times of emergency, schooling belongs with food, clothing, and shelter as one of the fundamental needs which no civilized community would deny to its members.



National Child Welfare Association

[9] All economic and social advance depends upon the purposes, skills, and character which schools exist to develop.

[10] Increasingly the school must become the instrument for interpreting to the whole people the major social plans and purposes which have been agreed upon as fundamental to public policy.

Horace Mann recognized the fundamental reliance which a democracy must place in education when he said: "In our country and our times, *no man is worthy the honored name of statesman who does not include practicable education of the people in all plans of administration.*" The first and last test of the statesman is his attitude toward education. If he cannot meet that test he has no place in public life.

Benjamin Franklin, one of the greatest creative minds of all history, pointed out that "the good education of youth has been esteemed by wise men in all

ages as the surest foundation of the happiness both of private families and of commonwealths."

Thruout the history of America, altho the actual administration of education has been left to the states, one president after another has stressed its significance.

George Washington—Knowledge is in every country the surest basis of public happiness.

John Adams—The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it.

Thomas Jefferson—It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This is the business of the state, and on a general plan.

James Madison—A popular government without popular information or the means of acquiring it is but the prolog to a farce or a tragedy, or perhaps both. The people who mean to be their own governors must arm themselves with the power which knowledge gives.

Woodrow Wilson—Without popular education no government which rests on popular action can long endure; the people must be schooled in the knowledge and if possible in the virtues upon which the maintenance and success of free institutions depend.

Herbert Hoover—The very first obligation upon the national resources is the undiminished financial support of the public schools. We cannot afford to lose any ground in education. That is neither economy nor good government.

Franklin D. Roosevelt—We have faith in education as the foundation of democratic government. Our schools need the appreciation and cooperation of all those who depend upon them for the education of our youth—the state's most valuable asset. Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.

These and thousands of similar expressions from statesmen, patriots, and authorities on civic affairs, point out that schools are necessary to preserve our government of the people, by the people, and for the people. The common schools are the means of making effective the six purposes of our government set forth in the preamble to the Constitution: "To form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

THERE shall be reserved the lot Number 16, of every township, for the maintenance of public schools within the said township.—Ordinance of 1785, which has been called the Endowment Magnificent.
¶ Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged.—Ordinance of 1787.

Milestones in Educational Progress

IT is the happy fate of man that he may learn from the experience of others as well as from his own. The exchange of knowledge and skills in remote times depended largely upon the chance meeting of the trained and the untrained in a situation where the one could act effectively and the other imitate him. It was many centuries before men consciously began to preserve the wisdom acquired by each generation and to pass it on to the next in what the sociologists call the "transfer of the cultural inheritance." Those who devoted their lives to imparting the wisdom of the past to each new generation were the world's first teachers. There were many of them whose names are written in large type on the pages of history.

There came one day the Great Teacher who was called Jesus. He introduced a new kind of teaching. He was concerned not only with passing on the stored-up wisdom from the treasure house of the past; he made education a way of life saying that they "might have life and have it more abundantly." The inspiration of Jesus as a teacher has touched all the ages that came after him, and no list of the milestones in education would be complete without mention of the permanent influence of this Master Teacher in shifting the emphasis from learning facts to learning how to live. His concept of the equality of all men before the eyes of justice and eternal right permeate the ideals of self-determination and freedom which American education holds today.

The following list of important steps by which the people of the United States have struggled to achieve these ideals of justice and equality of opportunity thru free and universal education are among those which should be included in the curriculum of every school.

- 1636—*The founding of Harvard College* early established the ideal of higher education in America. Thru this institution, and thru others which followed it, the culture of the Old World was transplanted in the New.
- 1642—*The Massachusetts Law of 1642* is remarkable for the fact that it was the first

time in the English-speaking world that a legislative body representing the state ordered that all children should be taught to read.

PROGRESS in education has been marked by the growth of many significant practises and ideals which can be associated with no particular event. Among them are:

- [1] The adaptation of the school to the needs of individual children.
- [2] The equalization of financial support for education.
- [3] The recognition of the need for educating the whole child.
- [4] Decreased emphasis upon preparation for higher educational levels.
- [5] Extension of the practise of free transportation, free textbooks, and other school supplies.
- [6] The development of a science of school building construction.
- [7] The substitution of correct habit building for discipline thru punishment.
- [8] Decreased reliance upon transfer of mental discipline.
- [9] The extension of educational opportunity to adults.
- [10] Scientific measurement and experimentation.
- [11] Administration and supervision.

1647—*The Massachusetts Law of 1647* for the first time asserted the right of the state to require communities to establish and maintain schools, under penalty of a fine if they refused to do so.

1735—*The trial of Peter Zenger*, editor of the *New York Weekly Journal*, determined the right of the American people to tell the truth in print. It is difficult to estimate the effect on learning of freedom to publish papers and books uncensored by the prejudice of special and selfish interests.

1751—*Franklin's Academy in Philadelphia* represented the transition which took place in the Latin schools toward a more practical curriculum. In addition to Latin—the heart of the curriculum in the schools which were founded in Massachusetts after 1647—the new academy included the English School and the Mathematical School.

1779—*Thomas Jefferson's "A Bill for a More General Diffusion of Knowledge"* presented to the Virginia legislature laid the

basis for the ideal of a comprehensive state-school system from the elementary school thru the university.

1785—*The Ordinance of 1785* marked the beginnings of national aid for education by reserving one section in every township for the maintenance of public schools. *The Enabling Act for the Admission of Ohio*, in 1802, made the first application of the principle. The famous statement on education in the Ordinance of 1787 stimulated the development of a democratic school system.

1795—*The University of North Carolina* opened its doors to students, a recognition of the responsibility of the state to guarantee its citizens the highest possible professional and cultural leadership.

1819—*The Dartmouth College Decision* guaranteeing the perpetuity of endowments was followed by a great period of development of both private and public institutions of higher learning.

1821—*The first public high school in the United States* was established in 1821. Its announced purpose was "to give a child an education that shall fit him for active life."

1827—*The Massachusetts Law of 1827*, enacted thru the influence of James G. Carter, initiated the public highschool movement in the United States.

1833—*Oberlin College* was founded as the first coeducational institution of higher learning.

1834—*The Pennsylvania Law of 1834* was an important victory for free versus pauper schools. It marks the actual beginnings of the state-school systems.

1837—*The first city-school superintendency*, created in Buffalo, New York, was an important step in placing administration of the schools in professional hands.

1837—*The creation of the State Board of Education in Massachusetts*, with Horace Mann as secretary, started the practise of establishing in each state a responsible authority to give leadership to the development of the common school. Horace Mann's eloquent expression of the ideals of education in a democracy had an influence that was more than nationwide.

1838—*Henry Barnard* secured the passage of a bill to create a State Board of Education in Connecticut. He was the first Commissioner of Education in Rhode Island where he established libraries, encouraged the development of teachers institutes, built model schools, and increased financial support for education in that state. He was the first United States Commissioner of Education, a post which was established in 1867.

PROMOTE, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.—George Washington.

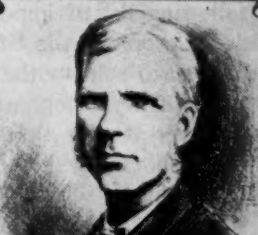
- 1839—*The first state normal school* was opened at Lexington, Massachusetts. This step marks the beginning of the preparation of teachers at state expense.
- 1842—*The first child labor law* was enacted by Massachusetts, protecting children from exploitation by industry and enabling them to prepare in school for a fair start in life.
- 1845—*The first state teachers association* was organized in Rhode Island. This marked the beginnings of professional spirit among those who were engaged in the work of education.
- 1852—*The first compulsory school attendance law* followed the child labor law. The final state to require its people to prepare for good citizenship in organized schools enacted a compulsory school attendance law in 1918.
- 1855—*Henry Barnard* began editing the *American Journal of Education* which, from 1855 to 1881, served as a great scholarly clearinghouse of educational information and ideas at a time when writings on education were little developed.
- 1856—*Central High School*, the first coeducational high school, was opened in Chicago.
- 1857—*The National Education Association* [then called the National Teachers Association] was organized at Philadelphia in 1857 by the representatives of ten state associations. For more than three quarters of a century the national professional organization of teachers has been a clearinghouse for educational ideas. Thru its publications and conventions, it has greatly improved the service of teachers and the conditions under which they work. The breadth of its character is indicated in the score of departments organized around special fields of education, such as the Departments of Superintendence, Classroom Teachers, Rural Education, and the like.
- 1861—*Edward A. Sheldon* introduced at Oswego, New York, the Pestalozzian method of harmonizing the learning

process with the natural, orderly development of the child. The new method transformed teacher training institutions.

- 1862—*The Morrill Act* was the first of a series of acts by the United States Congress which extended the participation of the federal government in the financial support of local schools, the principle of which began with the Ordinance of 1785.
- 1867—*The United States "Department"* [now Office] of Education was established as a center of research and study for the promotion of good schools.
- 1868—*Hampton Normal and Agricultural Institute* was the first institution of higher learning founded for negroes.
- 1872—*The Kalamazoo Case* established the precedent, which has since been followed, that the state has a legal right to use public funds for highschool support.
- 1873—*The University of Iowa* established the first permanent department of education in any university in the United States.
- 1873—*William T. Harris* established in St. Louis the first public-school kindergarten, extending the influence of the school to important early formative years of life.
- 1874—*The summer schools at Chautauqua* revealed the possibilities for summer-school instruction, which has done much toward the training of teachers in service.
- 1876—*Johns Hopkins University*, opened as the first real graduate school, recognized research and experiment as important functions of higher educational institutions.
- 1876—*The formation of the American Library Association* marked the beginning of organized progress in extending the free public library movement.
- 1887—*Teachers College, Columbia University*, was organized under the name of the New York College for the Training of Teachers. Thru the years this institution has given great impetus to graduate

training for teachers and to the development of research and experiment in education.

- 1892—*The University of Wisconsin* was the first state university to make courses available to all the people of the state thru extension work.
- 1896—*John Dewey* founded the experimental school at the University of Chicago, demonstrating a philosophy of education which, thru the years since, has profoundly affected the objectives and methods of the schools.
- 1897—*The National Congress of Parents and Teachers*, then known as the National Congress of Mothers, was organized to promote closer relations between home and school.
- 1902—*Joliet, Illinois*, established the first public junior college in connection with a city public-school system.
- 1918—*The Seven Cardinal Objectives of Education* formulated by the National Education Association, gave both to teachers and the general public a broader concept of the purposes of modern education.
- 1930—*The White House Conference on Child Health and Protection*, representing every field of endeavor interested in human welfare, drew up a charter of childhood rights and pointed the way toward a greater degree of happiness, security, and success for all the children of all the people.
- 1933—*The National Conference on the Financing of Education* presented for rejection, revision, or approval by the American people, a statement setting forth the nation's educational task with suggested measures for its adequate support.
- 1933—*The announcement of the Federal Relief Administrator* that the national government would extend aid in the emergency to unemployed rural teachers and crippled rural schools marks a new step in the recognition by the federal government of its obligation to equalize educational opportunity thruout the nation.

HIGHER EDUCATION	FREEDOM THROUGH DEMOCRACY	EDUCATION OF WOMEN	INDUSTRIAL EDUCATION
 John Harvard 1607-1633 who gave half his fortune and all his books to found Harvard College, the earliest educational institution in America. "He set the first example on this continent of giving his estate to the public for education. The stream of benefactions started with that young, sick, dying minister." C.W. Eliot	 Thomas Jefferson drafting the Declaration of Independence 1776 "Though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; the minority possess their equal rights, which equal laws must protect." Thomas Jefferson	 Mary Lyon 1797-1849 — Founder of Mount Holyoke College She first opened to women the doors of Higher Education through which thousands have since entered into broader and nobler living.	 GENERAL SAMUEL C. ARMSTRONG FOUNDER OF HAMPTON INSTITUTE - 1868 "Being worked means degradation, working means civilization. Through the medium of hand training, or industrial education, Genl. Armstrong taught the Negro to work so that he would not have to be worked." ROBERT WASHINGTON
MAKERS OF AMERICAN IDEALS	MAKERS OF AMERICAN IDEALS	MAKERS OF AMERICAN IDEALS	MAKERS OF AMERICAN IDEALS

National Child Welfare Association

The Journal of the National Education Association

How Communities Take Stock of Themselves

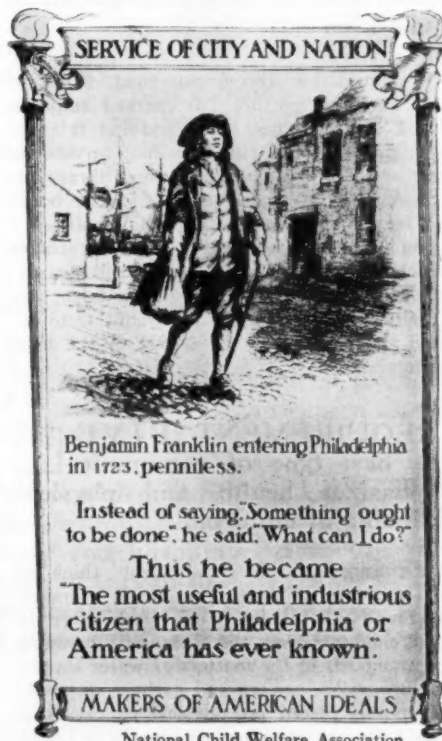
THE HABIT of taking inventories and of making plans is well-established in the best business organizations. It is practised in well-managed homes. Too often in the community there is no periodical stock-taking, no deliberate and systematic effort to evaluate the resources, the needs, and the possibilities of the community, and to make provision for orderly advance. Increasingly, however, the movement toward community betterment is gaining headway. The increase in leisure should greatly accelerate this movement.

The Community Appraisal Card which appears on the reverse side of this page, is a revision of the community score card prepared in 1927 by a committee of the Michigan Congress of Parents and Teachers.

This appraisal card is planned to aid civic organizations in pooling the opinions of well-informed persons regarding the success with which the community is meeting certain of its obligations and problems. It is believed that the use of the Community Appraisal Card will help civic organizations such as parent-teacher associations, luncheon clubs, the American Legion, and similar groups to develop programs of community betterment.—EDITOR.

How to use the appraisal card—In making an appraisal of a community it is desirable to secure opinions expressed in terms of several different requirements for the community and to secure such opinions from a number of well-informed citizens. It is suggested that a committee of six to ten persons be appointed to make the appraisal. These persons should be directed to express independent opinions on each of the ten requirements as defined in the Community Appraisal Card. It is highly desirable to appoint representatives on the committee from as many different fields of work as possible. For example, these persons might be selected from the following list: the mayor of the town, the superintendent of schools, the principal of the high school, a pastor of one of the churches, the president or secretary of the parent-teacher association, a local officer of the law, the president of a men's club, the president of a women's club, the president or secretary of the board of education, a teacher with at least two years' experience in the community, a skilled me-

chanic, a mail carrier, the mother of a family, a merchant, a doctor, a lawyer, the cashier of a bank, and the editor of a local newspaper.



Use of the card by highschool classes—Adults are always interested in appraisals made by representatives of the younger generation. This appraisal card can be used to advantage by pupils in highschool civics classes. Such use may be expected to stimulate the interest of pupils in community betterment. Parent-teacher associations may urge that teachers of civics arrange for a report on the community in terms of the requirements suggested in this appraisal card. A report by a highschool pupil on such an investigation by a civics class should be a very interesting feature of a program of any organization interested in community betterment.

Special instructions to the committee—It is important that the members of the committee be urged to set aside their prejudices, hobbies, or enthusiasms, and express their frank opinions relative to the success with which the community is meeting the various requirements. The requirements to be used in making the appraisal are printed on the back of this page. The following system of appraisals should be used:

Appraisal	
Very superior	10
Highly successful	8
Some need of improvement	6
Much need of improvement	4
Very seriously deficient	2
Complete failure	0

Each committee member should be supplied with one of these cards, and should write the number indicating his appraisal for each requirement in the square beside the requirement.

If a community is found to be "very superior" in meeting all of the ten requirements the community would be entitled to a total score of 100. It is quite unlikely that there is any community that is entitled to such a high appraisal. In all probability most of our communities are entitled to a score of either six or eight on most of the requirements, altho there may be instances where a community is "very seriously deficient" in terms of one or more requirements. If the members of the committee are willing to undertake the additional responsibility, each member should formulate a series of proposals for the improvement of the community in terms of the different requirements.

How to use the committee's report—The following suggestions are offered for the use of the report:

- [1] Publish in the newspaper the names of the committee and the average for the community for each of the ten requirements. *Do not publish* the appraisals given by individual members.
- [2] If the use of the appraisal card is sponsored by the parent-teacher association or a civic club, appoint a committee to study the results and to formulate a series of suggestions and recommendations either for the maintenance of present conditions where satisfactory, or for the correction of deficiencies.
- [3] Write to the extension division of your state university or to authorities in the state department of education concerning any help that may be desired in planning community betterment. These agencies will be able to supply information of various kinds.

More extensive plans and forms for conducting a citizens' community survey will be found in *How Good Is Your Town?* published in 1931 by the Wisconsin Conference of Social Work, Madison, Wisconsin. How a group of citizens in Chester County, Pennsylvania, attempted to plan their county by recognizing community problems and taking steps to solve them, is described in *Social Planning and Adult Education* by John W. Herring. [Macmillan, 1933]

A Community Appraisal Card

COMMUNITY ORGANIZATIONS should direct their thoughts and energies toward community betterment. The following requirements, which are met by the best type of community, will help such organizations to secure an appraisal of the pressing needs in their community as a whole.

REQUIREMENT ONE. ☐
The best type of community possesses a marked degree of civic unity and community pride.

In considering this requirement, think of such questions as these: Are the public buildings, parks, streets, alleys, and vacant lots such as to warrant citizens pointing to them with pride? Is there an absence of serious community quarrels? Is it easy to get churches and clubs to promote worthy enterprises? Do the citizens speak favorably of their community? Are the best qualified citizens willing to serve in public offices?

REQUIREMENT TWO. ☐
The best type of community affords reasonably good opportunities for honest and industrious parents to maintain a comfortable standard of living for themselves and their children.

In considering this requirement, think of such questions as these: Is the amount of unemployment greater or less than in neighboring communities of similar size? Do employers show a genuine concern about the living conditions of their employees? Do most of the citizens own their homes? Are there few houses in the city that would be classified as untenable? Are books, musical instruments, games, and play equipment for the mutual enjoyment of parents and children to be found in most homes?

REQUIREMENT THREE. ☐
The best type of community provides adequate facilities for the wholesome physical and social recreation for children and adults of different ages.

In considering this requirement, think of such questions as these: Is there a well-equipped playground for each school building with provision for supervised recess play? Is there a well-equipped gymnasium or playroom in each school building? Is there supervised play during the summer months? Are extracurriculum activities emphasized in the regular school program? Are programs of interesting activities provided in churches and community centers? Is generous support given to such organizations as the Boy Scouts, Girl Scouts, Camp Fire Girls, and so on? Are the school buildings used as community centers?

REQUIREMENT FOUR. ☐
The best type of community emphasizes the importance and value of the refining influence of good music, lectures, entertainment, and books.

In considering this requirement, think of such questions as these: Is marked emphasis placed on providing better reading interests of children? Are the citizens willing to vote the necessary funds to maintain a good library? Is the circulation of low-grade and impure books and magazines contrary to public sentiment? Is emphasis placed on good music in the schools and churches? Are plays, lectures, and concerts frequently given by local or outside talent and liberally supported? Does the public taste demand that good films be shown in the local theaters?

REQUIREMENT FIVE. ☐
The best type of community emphasizes health and physical wellbeing of children.

In considering this requirement, think of such questions as these: Are health examinations with careful follow-up work given to school children? Does the community maintain high standards in the matters of water supply, milk inspection, sewage and garbage disposal? Is emphasis placed on physical education in school? Do parents show willingness to follow the directions of health workers? Is there willingness on the part of local civic clubs to give funds to promote the health of children?

REQUIREMENT SIX. The ☐
best type of community is liberal in its financial and moral support of the schools.

In considering this requirement, think of such questions as these: Are well-equipped modern school buildings provided? Does the community respond generously to requests for funds for educational purposes? Is consistent support given to the teachers in the education of children? Is there an active parent-teacher club with a real program of work? Is there generous response to requests from the school in matters of home study, health work, and attendance? Is the serving on the board of education considered a distinct honor?

REQUIREMENT SEVEN. ☐
The best type of community insists upon a high standard of efficiency in the schools.

In considering this requirement, think of such questions as these: Do a large percentage of the boys and girls remain in school until they graduate from high school? Is there genuine respect for the value of education on the

part of the pupils? Are competent teachers retained for relatively long periods of service? Do citizens have confidence in the effectiveness of the schools? Do graduates who enter college and professional schools carry their work with success?

REQUIREMENT EIGHT. ☐
The best type of community maintains churches that are active in matters pertaining to the religious education of children and young people.

In considering this requirement, think of such questions as these: Is there a marked degree of activity on the part of the churches to include all children in some form of religious education? Do the churches place a high value on activities for children? Do the churches openly and effectively cooperate with each other in religious work for children? Do a large percentage of the children of the community attend some class for religious instruction? Is the opinion of the leaders of the community favorable toward religious education?

REQUIREMENT NINE. ☐
The best type of community possesses the services of influential men and women who exhibit a keen sense of responsibility for meeting exacting standards in their personal, business, and official conduct.

In considering this requirement, think of such questions as these: Can parents find inspiring examples for their children in the conduct of influential citizens? Do leading citizens cooperate willingly and effectively in promoting worthy community enterprises? Does the "talk" or "gossip" about leading citizens reflect favorably on their character? Are there several instances of community betterment that can be traced to the leadership of influential citizens?

REQUIREMENT TEN. ☐
The best type of community supports one or more community organizations designed to promote the civic, cultural, and moral welfare of the community as a whole.

In considering this requirement, think of such questions as these: Is there some civic group such as the parent-teacher association that is actively concerned with planning for the welfare of the community as a whole, and in coordinating the work of various agencies? Are the churches, civic groups, and other organizations interested in local problems? Is there a sympathetic interest shown in appraisals of the community such as this card proposes? Is some improvement in community spirit, or in community support, usually going forward as a result of the activities of the community agencies?

The Children's Charter

THE White House Conference on Child Health and Protection recognizing the rights of the child as the first rights of citizenship pledges itself to these aims for the children of America:

[1] For every child spiritual and moral training to help him to stand firm under the pressure of life.

[2] For every child understanding and the guarding of his personality as his most precious right.

[3] For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

[4] For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make childbearing safer.

[5] For every child health protection from birth thru adolescence including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

[6] For every child from birth thru adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

[7] For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

[8] For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

[9] For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

[10] For every child an education which, thru the discovery and development of his individual abilities, prepares him for life; and thru training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

[11] For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.

[12] For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and



those which, thru loss or maiming of his parents, affect him indirectly.

[13] For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where

they cannot be privately met.

[14] For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and institutions when needed, shaped to return him whenever possible to the normal stream of life.

[15] For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

[16] For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of their right of comradeship, of play, and of joy.

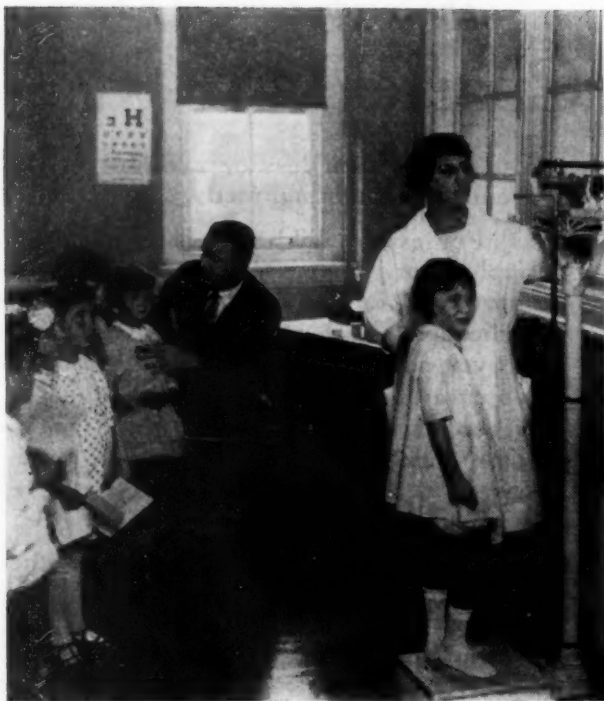
[17] For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

[18] To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

[19] To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with fulltime officials, coordinating with a statewide program which will be responsive to a nationwide program of general information, statistics, and scientific research. This should include:

[a] Trained, fulltime public health officials, with public health nurses, sanitary inspection, and laboratory workers. [b] Available hospital beds. [c] Fulltime public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.



Worth their weight in gold

IN 1913 the National Education Association appointed a committee, selected from college and highschool faculties, on the reorganization of secondary education. This committee restated the objectives of highschool education according to a seven-point plan.

Improvements have been made in the wording of these points since the first report was issued in 1918, and it has become increasingly apparent that they are the objectives not only of high school but of all education. They have had a profound effect on educational philosophy and practise in America and thruout the world. In 1927 these objectives were adopted as the permanent platform of the National Congress of Parents and Teachers.

The objectives as stated on the membership card of the NCPT are: [1] Health and safety; [2] worthy home membership; [3] mastery of the tools, technics, and spirit of learning; [4] citizenship and world goodwill; [5] vocational and economic effectiveness; [6] wise use of leisure; [7] ethical character.

WHAT THE SCHOOLS DO—How these objectives are applied in the daily work of the best schools is suggested by the following statements:

How the schools promote health—[1] By cooperating with parents in an effort to have every beginner enter school free from remediable defects.

[2] By providing for every child clean,

How the Schools Educate

comfortable, beautiful buildings and playfields, including good light, abundant ventilation, suitable seats, and clean toilets and washrooms.

[3] By wholesome and happy school atmosphere and routine.

[4] By wholesome recreation both in and out of doors looking toward the wise use of leisure.

[5] By training in health habits in school and cooperation with parents to secure right habits out of school hours.

[6] By studying the facts of personal hygiene and public sanitation which everyone needs to know — disease control,

garbage, sewage, street cleaning, water supply, pure food, pure air, quiet.

[7] By developing an appreciation of health as a foundation of happiness and a vital common enterprise of the race.

[8] By regular health examinations and the correction of defects.

[9] By making special provisions for undernourished or handicapped children.

What schools do to improve homes—[1] Make the school building and grounds an example of cleanliness,

good order, and beauty, worthy to be copied in the best homes.

[2] Maintain among the children in school the atmosphere of happy cooperation which lies at the foundation of all successful human relationships.

[3] Teach children how to cook, to sew, to repair home equipment, to decorate homes, to manage family budgets, and other essential technics.

[4] Provide model home kitchens, dining rooms, sewing rooms, and sleeping rooms within the school and teach their proper use.

[5] Magnify the home as one of the finest things in life and help children to appreciate their parents and to understand their own obligations to do their share in enriching home life.

[6] Teach city planning, which is essential to satisfactory homes under modern urban conditions.

[7] Give vocational guidance and training, leading to increased earning capacity and higher standards of living generally.

[8] Give training in reading, music, conversation, and other recreations that enrich home life.

[9] Show how boy-girl relationships may be kept on a high plane of mutual respect and helpfulness thus laying the foundation for happy relationships later.

[10] Bring school and home into full cooperation thru parent-teacher associations so that children are helped by the interest of parents in their school activities.

How schools encourage learning and thinking—[1] By seeking to provide a competent and welltrained teacher in every classroom.



Young citizens "live and learn" in their model community

ate For Seven-Point Lives

[2] By maintaining a vital curriculum, changing to meet evolving social and individual needs.

[3] By effective forms of school and class organization with activities that arouse interest and demand thought.

[4] By school terms of reasonable length with high regularity in attendance.

[5] By means of efficient, welltrained administrative and supervisory staffs.

[6] By suitable buildings amply provided with libraries, laboratories, gardens, club rooms, and facilities for other school activities.

[7] By helping to maintain a public sentiment that demands adequate educational facilities for all children.

[8] By teaching the common branches which are the tools of learning and developing skill in the technics of learning.

[9] By making the atmosphere of the school such that children will acquire the spirit of learning with a strong bent toward learning as a lifelong enterprise.

How schools develop vocational and economic efficiency—[1] By developing sound working attitudes and habits within the school—joy in work, appreciation of the dignity of labor, the service ideal.

[2] By helping each child to understand and develop his individual gifts.

[3] By aiding children to explore vocational fields and to fit themselves into those for which each is best suited.

[4] By specific training for vocations taught in technical schools, continuation schools, cooperative schools, night schools, and extension classes.

[5] By insisting that vocational life be constantly liberalized and fertilized by the search for better ways of doing things and the application of finer elements.

[6] By cultivating qualities of character

and personality essential to the highest success in any occupation.

How schools prepare for faithful citizenship—[1] By making the school a little democracy in whose activities all have an interest and a share.

[2] By helping each child to study the needs of people as illustrated by his neighborhood and to understand how those needs are served by government, by corporations, or by individual enterprise.

[3] By so arousing the interest of young people in the record of human progress that they continue their reading, observation, and reflection after they leave school.

[4] By teaching children the facts about voting, holding office, sincere and intelligent public sentiment, the solution of public problems by persons who have no selfish interest to serve, and other ideals which look toward wise management in community, state, nation, and world.

[5] By attention to current economic and social problems and the various solutions that are proposed.

[6] By helping young people to understand the spirit of fairness, justice, research, and goodwill which should govern the approach to all controversial problems.

[7] By developing an appreciation of and loyalty to the principles that underlie our American democratic government.

How the schools train for the wise use of leisure—[1] By introducing young people to

a wide range of life interests.

[2] By teaching the use of books and libraries and developing wholesome reading appetites closely related to each of the great objectives of education and life.

[3] By developing appreciation of fine music and skill in singing, playing, dancing, and drama.

[4] By having children participate in games and sports which may be easily continued into the after years.

[5] By providing experience in pleasant social life thru school activities and clubs.

[6] By cultivating in children a love of the outdoors—appreciation of flowers, animals, landscape, sky, and stars.

[7] By giving children an opportunity to develop hobbies in various creative fields—gardening, mechanics, applied arts, fine arts, architecture, city planning.

[8] By making the school and its playfields the center and servant of a wholesome and satisfying neighborhood life.

[9] By calling attention to various recreational agencies and the values which they serve—theaters, concerts, libraries, radio, periodicals and newspapers, museums, parks, playgrounds, travel.

What schools do to build character—[1] By helping each child to develop high standards of physical and mental fitness.

[2] By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data correctly.

[3] By bringing all the children together and teaching them to work together in friendly cooperation.

[4] By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

[5] By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.



Just like mother does—



Willing fingers touch the keys to a new world of leisure

For Every Child an Education

ITEM TEN in *The Children's Charter* pledges

For every child an education which, thru the discovery and development of his individual abilities, prepares him for life; and thru training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

What does this mean in terms of things to be done?

For the school—That the child's major activity from the earliest years thru at least the seventeenth year shall be directed toward laying the foundations for lifelong education and growth.

For the home—That in its design, management, and surroundings the home shall provide for child needs as well as adult needs. The home is the first and the greatest school.

For the community—The development of neighborhood and cultural life so that the child by taking part will acquire a sense of neighborhood responsibility and cooperation.

For the state—A more unified and vigorous management of its whole educational enterprise so that all children will receive fair consideration.

For the federal government—The reorganization of its educational activities so that there shall be a great enlargement of research and a wiser coordination of federal financial aid to strengthen especially the elementary school.

For all child-helping agencies—A unification and coordination of activities to make sure that no child is overlooked.

For the teacher—A longer period of training; at least four years beyond the four-year high school, with special training to meet specific needs, and with frequent additional training to keep up with new developments.

For the school principal—A larger training and responsibility which will make him in a genuine sense an intellectual and civic leader of his community.

For the superintendent of schools—A more generous public support so that his main energies may be spent in planning the educational program rather than in efforts to get money with which to keep the schools in operation.

For the curriculum—A restatement of education in terms of activity rather than knowledge; the elimination of deadwood; the addition of living and prophetic elements such as are implied in

the seven objectives of education: health, home, learning, vocation, citizenship, leisure, and character.

IT IS OURS to remember that if we choose we can be torchbearers, as our fathers were before us. The torch has been handed on from nation to nation, from civilization to civilization, thruout all recorded time, from the dim years before history dawned, down to the blazing splendor of this teeming century of ours. It dropped from the hand of the coward and the sluggard, of the man wrapped in luxury or love of ease, the man whose soul was eaten away by self-indulgence; it has been kept alight only by those who were mighty of heart.—From *The Americanism of Theodore Roosevelt*.

For teacher training—A much closer coordination of the colleges for the education of teachers with the schools themselves, including a sustained period of interne training.

For education associations—A sustained campaign to interpret to the public the meaning of education in the child's life.

For the financing of education—A reorganization of the taxing system so that some of the burden will be shifted from property to income, sales, and inheritances with a greater contribution from state and national areas.

For parent-teacher associations—A program of parent education which will see that the efforts of home and school are closely coordinated in the interests of the child.

For children's clubs—A coordination of activities so that all children will be provided for, and so that these clubs will unify rather than divide childhood.

For radio—The reservation of special channels for schools so that the radio may become as much a part of the educational activities of youth as the textbook or the blackboard.

For films and talkies—The development of teaching units on a scale so vast

that this part of the industry rather than entertainment will be its major phase.

For employers—The development of ways of recording from month to month their occupational needs and of estimating such needs sufficiently in advance to suggest to the schools the kind of training needed for vocations.

For industry—A willingness to substitute adult for child labor so that children may be freed for schooling.

For community planning—The redesigning of communities so that homes, schools, playgrounds, and parks are efficiently organized and coordinated to contribute most to the wholesome growth of children.

For civic reform movements—A speeding up of activities so that influences in the community which tear down character for selfish purposes may be weeded out or modified.

For Christian democracy—A new consecration to the belief that every individual is an end in himself, worthy of the highest consideration and development. The acceptance of this ideal precludes exploitation and oppression; implies affection and understanding; and substitutes intelligence for force as the main motive power of human life.

For world civilization—A primary emphasis not on political or economic factors but upon culture as the integrating and peace-maintaining force of tomorrow.

The greatest need of education is that teachers shall be broader in their training and in their activities. The teacher cannot make his best contribution except by exerting his full power to see that every condition which surrounds the growth and life of children is favorable to their best development. The teachers who lead out, who do things, are the ones who develop power. Influence grows thru use. *The Children's Charter* is not merely a document, but a course of action. By a little observation and study each educational worker can find a way to make his special contribution. He can bring into his life and into the lives of students the thrilling sense of adventure that goes with participation in a great enterprise. It is in this way that we shall give to society a sense of the purpose and power that William James had in mind in his famous essay, "The Moral Equivalent of War." ♦ ♦ ♦ ♦ ♦

Citizens' Organizations and Education

THERE ARE many civic organizations which have a deep interest in the improvement of the school and the community. Some of these organizations, like the labor movement, have had much to do with the development of the ideal of democratic education. Local and state branches of these great national groups can be depended upon to take an active interest in the schools, libraries, and other agencies for the education of the people. The representatives of these groups have a rich experience upon which school people may profitably draw. They can be counted upon as a steadying force in time of local confusion and panic when without their support great damage might be done to the educational services of the community. Some of the organizations which have been especially helpful to the schools are briefly described on this page. It is highly desirable to keep these groups supplied with materials carrying facts and ideas about the schools. Two packets of educational interpretation material, one for churches and one for civic organizations, are available from the Division of Publications of the N. E. A. at cost—50c each.

The National Congress of Parents and Teachers—Thru this organization parents and teachers work together to the end that home, school, and community may be more effective in the fundamental task of educating both the child and the adult. Members belong to the local and state branches as well as to the National Congress. *No school can afford to be without an effectively functioning parent-teacher organization.* It is unquestionably the best agency thru which to bring the school and home together for the solution of mutual problems.

The American Legion—Nearly a million members are now at the age of greatest leadership in their communities. Individuals belong to local posts which have organic connection with state and national organizations. The Legion was instrumental in the establishment of American Education Week. It cooper-

ates each year with the National Education Association and the United States Office of Education in the promotion of

ARE YOU keeping the groups in your community, such as those listed on this page, fully informed about your school? Have your contacts with them been close enough so that you know what they can do and are willing to do for, and in cooperation with, the school? Have you helped to inspire all of them to work together toward building a finer community in both cultural and material aspects? Does your community have a plan of growth for the next five or ten years? How have you shown these groups the large part the school can and should play in the development of this plan? Are you conducting a school which fits its work just as directly as possible into the needs of the community? If so, you can count on the support of the entire community.

American Education Week in its broad purpose of educational interpretation.

Organized labor—The American Federation of Labor with its affiliated state and local unions has taken a consistently positive stand in favor of the ideal of free public education. Local labor groups can be depended upon to support schools at all times.

Women's clubs—Civic groups of women's clubs such as the General Federation of Women's Clubs have a deep interest in the schools as agencies for developing better citizens and a finer type of community life. This national organization consists of state and local units. Local club members are usually among

the most prominent women of the community.

Churches—In every community the church plays an important part in the life of the people. Most ministers are glad to discuss the schools and their needs both in and out of the pulpit. School people can well afford to keep ministers supplied with materials carrying facts and ideas about the schools.

Service clubs—These clubs include such organizations as Kiwanis, Rotary, and Lions. Many of them are organized on an international basis. They provide fruitful opportunities for schoolmen to keep influential citizens in touch with the schools and at the same time they keep schoolmen informed concerning the thinking of lay leaders. Several of these clubs have publications which are anxious to present materials concerning community problems including education. They also sponsor projects in which pupils may engage.

Chambers of commerce—Nearly every community has an organization of this type. Many local groups are affiliated with the United States Chamber of Commerce. Sometimes these groups may be opposed to certain policies of the schools, but in the long run their interest in the best development of community and national life gives assurance that they will support education.

Farm organizations—There are a number of these groups which have a powerful influence in national life as well as in the particular communities which they serve. Among these are the National Farm Bureau, the National Grange, the Farmers Union, and the American Country Life Association.

Other community agencies—There are a number of other influential agencies in nearly every community. The public library, for example, may be very helpful by providing books and reading courses on education. Juvenile organizations such as Boy Scouts, Girl Reserves, and 4-H Clubs may render valuable services.

DO YOU BELONG to the organizations, listed on this page, to which you are eligible? Do you take an active part in their activities? If so, you are accomplishing three things: [1] You are making personal growth; [2] you are helping the organization to play its part in the life of the community more effectively; [3] you are helping the members of the organization to see the significance of the school as it is in community life and to see the larger part it might be made to play thru reorganization of both school and community.

Our Professional Organizations

WHAT do educational organizations do for the teacher?

They furnish opportunities for growth thru participation in the work of the profession.

They encourage and develop leadership.

They are a clearinghouse for ideas and ideals.

They are an instrument for cooperating with other professions and organized groups.

They help to form the ideals of the profession.

They are the voice of those in service.

They conduct research and broadcast its findings.

They interpret education to the public.

Their journals, yearbooks, and other publications tell a continuing story of the purposes, achievements, and needs of education.

They sponsor wise laws for the welfare of teachers and the betterment of our school systems. They oppose legislation which would weaken and destroy the American public school.

They work for the youth of the nation and the general culture of the people.

Individuals come and go but the purposes and achievements of educational organizations concern the generations.

One century spans the time of professional organizations among educators in the United States. The American Institute of Instruction, founded in 1830, was the earliest education association in our country. The Rhode Island Institute of Instruction, organized in 1845, was the first state education association. In 1857, ten state education associations signed a call to form a National Teachers Association [renamed the National Educational Association in 1870 and incorporated under a special act of Congress as the National Education Association in 1906].

The American Normal School Association and the National Association of School Superintendents, organized in 1858 and 1865, respectively, and meeting annually in connection with the National Teachers Association for a few years prior to 1870, became departments of the national association in that year. Now they are known as the Department of Teachers Colleges and the Department of Superintendence. Today there are twenty-two departments in the National Education Association, representing special fields in education.

By 1870 there were state education associations in more than half the states. Since 1916 every state has had an education association; thirty-four of them employ a fulltime executive secretary; seven own their headquarters building; forty publish their own journal. ♦

When the National Education Association was formed in Philadelphia in 1857, forty-three men signed the constitution as members; on January 1, 1933 the membership was more than 200,000. The combined membership in the forty-eight state education associations January 1933 was more than 682,000—about 74 percent of all the teachers of the nation.

Affiliated with the state and national associations are hundreds of local groups—city, county, and regional. There are hundreds of other professional organizations of educators, local and national, their number and variety so great that no field or level in education seems to be left unorganized. The capstone was set in 1923 when the National Education Association instructed its committee on foreign relations to formulate a program to deal with world problems and to invite other countries to cooperate. The World Federation of Education Associations came into being; its membership includes 195 educational organizations in fourteen countries.

Figures and facts may be impressive or dull, but the purposes and achievements of educational organizations in America encourage and inspire every teacher who has an innate love of his work and who realizes the fundamental relation between education and a democratic government. Education associations—local, state, and national—stand between the schools and destructive forces which would weaken or crush public education. The attacks which are made on professional organizations in times of crisis by greedy and selfish interests are an evidence of their effectiveness. Since their inception, organizations of teachers have been major factors in the improvement of schools. They gather reliable, up-to-date statistics and other information as to educational trends and policies. They spread information in regard to the best practices. They improve educational standards. They bring about reform in school conditions. They are the means of increasing mutual acquaintance and confidence among members of the profession on a nationwide scale. They help men and women to rise to places of great leadership. *One of their major functions is to interpret education to the public, so that the ideals, the achievements, and the needs of the schools are better understood by the people in an age of rapid change.* ♦ ♦

It isn't the business of professional organizations to secure unfair advantages for their members or to perpetuate educational practices which ought to be laid aside. It is their business to make every possible improvement in professional ideals, standards, and methods of work, and to awaken the community to the relation between education and a social order in which the people have some share in determining their own destiny. Albert Byron Crawford of the University of Kentucky, who made a study in 1932 of education associations in the United States, writes:

Teacher associations of the United States have rarely used their power to achieve selfish ends for a special class or group. The chief interests of the associations of the United States have been to improve school conditions and the general culture of the people. The achievements of the state education associations show that the associations collectively are doing a fine piece of constructive educational work for the good of the public-school system of the United States from the point of view of school legislation.

Education associations are working for matters that concern teacher welfare like group insurance, tenure, placement bureaus, uniform salary laws, homes for aged and needy members, and retirement. They have also secured desirable legislation that improves the schools of the various states in such matters as larger administrative units, supervision of rural schools, state aid to weak districts, establishment of schools for the education of teachers, uniform salary schedule based on training and experience, provision for underprivileged and crippled children, standardization of school buildings, and curriculum revision.

Increasing numbers of teachers are conscious of the important work their professional organizations are doing; conscious, too, of the need for these organizations in American life; and glad they are ready at hand with experience, numbers, and high purpose. The next essential step, which some education associations are already taking, is the formation of definite, longtime programs. *The interpretation of these programs to the public is as important as the programs themselves.* Our professional organizations are teachers and administrators working together in a common cause, the direct channel thru which every member can work on the problems of the profession. ♦ ♦ ♦ ♦ ♦

Knowing Your School

THE SCHOOL is a part of a living community with a close relationship to the growth of the community, its present life, and its future possibilities. It is only by looking at the school against the broad background of ten to twenty-five years that its real significance becomes apparent. The following questions are designed to bring out a knowledge of the school in this large perspective. Each reader will add other questions.

History of your school

When was it established?

What pioneer laymen and teachers led the way in founding the school?

Does the community regularly honor these pioneers?

What has the school contributed to the cultural and material development of the community?

Have the contributions of the school been depicted in some clear and convincing fashion so that the average person understands them?

Does the school teach its own history to the pupils?

Plant and equipment

Is the building properly located for the convenience of the pupils and on a good site?

Is it large enough to accommodate comfortably the pupils and teachers?

Is it so constructed as to safeguard their health?

Does it provide adequate equipment for the various subjectmatter fields?

Are the school grounds properly graded and ornamented?

Do the children help care for the grounds and gardens as a part of their education?

Do the people of the community understand the significance of the school as an agency providing housing and play-space for children?

Finance

Is the amount of money spent on the schools adequate to meet reasonable needs?

Is the tax system, from which school money is secured, just and sound?

Does the school receive a just proportion of the tax dollar?

Does the school need and receive aid from larger tax units? ◆ ◆ ◆

Are the school's finances managed with the longtime social purposes of education in the community in mind?

Has the school been able to keep itself free from corrupt political influences?

Is the board of education fiscally independent?

The curriculum

Is the curriculum built around the needs of the pupils?

Is it built around the needs of the community?

Does the curriculum have such vitality as to hold pupils who might legally leave school?

Does the curriculum provide adequately for individual differences in pupils?

What provisions are made for pupil adjustment and guidance?

How adequately is the pupil's out-of-school time provided for by extracurriculum activities?

Is the curriculum undergoing continuous revision to meet the changing conditions of modern life?

Does the curriculum tend to lead or merely to follow the life of the community?

Is the curriculum planned with a vision of a finer community as its chief motivation?

Service as a community center

Does the school provide opportunities for adult education?

Are there preschool study groups in which mothers may study the problems of the preschool child?

Does the school sponsor an open forum for the study of general and local social-economic problems?

Does it serve as a center for community activities?

Does it provide a program of social activities for adults as well as pupils?

Does it provide adequate playground service during the summer months?

Does it sponsor activities among patrons which give them a sense of ownership and responsibility?

Teachers

Are teachers adequately prepared for their work?

Are they continuing their professional growth? ◆ ◆ ◆ ◆ ◆

Do they have a vision of the possibilities of their task?

Are they planning the work of the school so as to build a finer community life?

Are they integral parts and leaders of the community life?

The pupils

What is the attitude of the pupils toward the school?

How has this attitude been developed?

Are the pupils learning to govern themselves thru democratic processes?

How is the school helping the pupils to use the instruction received in school in the life of the community?

The patrons

What is the attitude of the citizens toward progressive changes in the school?

How was this attitude developed?

How can it be improved?

Do the citizens understand the needs, aims, and achievements of the school?

Do citizens' organizations take an active interest in the school? Why?

Is the school helping the citizens to catch a vision of the finer community they might develop by working cooperatively thru the schools?

Community problems

Does the school teach the history of the community?

Is community planning being taught?

Does the school have data on occupations in the community so that it knows what to train its students to do?

Does the school relate its work to local cultural groups such as those working in fine arts, music, garden clubs, etc.?

Do the teachers help wholeheartedly to solve community problems which are not educational in the narrower sense of the term?

Miseducative agencies in the community

What agencies are there which by their influence tend to negate the work of the school toward building a finer type of individual and community life?

What part can the school play in removing such influences?

How can the school bring this problem to the attention of all influential community groups? ◆ ◆ ◆ ◆ ◆

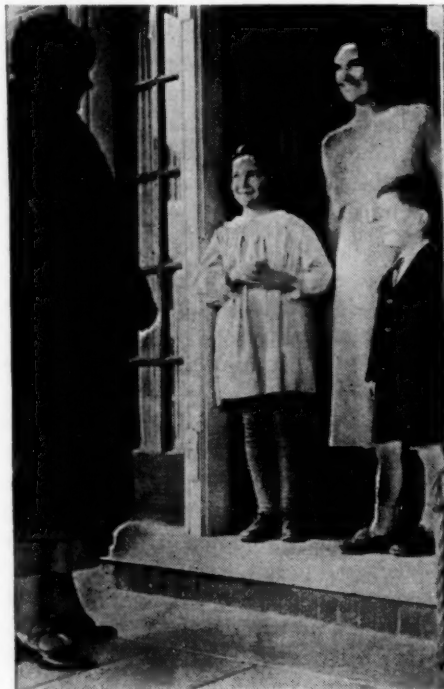
Getting Acquainted With Parents

THE FOLLOWING suggestions for home and school visiting are based on experience of schools which have given most attention to this phase of their work.

Planning—Visits to homes will often-times be most effective if carried out as unforeseen incidents arise which make a visit advisable. However, careful planning for the regular program of visiting will serve to make visits more effective and fruitful and to distribute visiting evenly over periods of time and among the several homes and neighborhoods. If there is a committee for educational interpretation in the school, the planning for home visiting should probably be under its direction. In some schools the superintendent or principal makes the plans and then presents them to the teachers for suggestions.

The visit—The visit should center around the home and the child and what the school is attempting to do for them. If there are ways in which the home can be of special help to the pupil in his school work, these matters may well be discussed.

In one school the plan of taking at least once a year the period from 3 to 4:15 regularly used for monthly faculty



meetings is found to be profitable. The parents are expecting the teachers and conditions generally are ideal for visiting. It is difficult for busy teachers to find time for numerous visitations. However, time taken for becoming ac-

quainted with parents is often far more profitable than that spent in less important routine duties.

Reporting the visit—While visits to homes are especially profitable to the teachers who make them, their value can be largely multiplied by the number of other teachers to whom they are reported.

Appraising—The teacher may rate himself on such questions as:

Was there a definite purpose for the visit?
Was the visit a pleasant one for both parties?
Did the visit end with the parent's having a better understanding of the school?

The general plan of visiting adopted by the school should also be appraised carefully while it is being carried out and at the end of the year.

Visits by special teachers and officials—In many school systems there are certain persons—such as the visiting teacher, school nurse, and attendance officer—who visit homes more regularly as a part of their daily work than do classroom teachers and other school officials. It is highly important that these persons, in addition to their other professional qualifications, be especially adept at meeting parents.

Devices for Educational Interpretation

THRU TEACHERS and school officials

- [1] *Visits to homes*—See above.
- [2] *Messages to parents*—Pertinent messages on school facts can be printed or secured in the form of inexpensive leaflets and sent to homes with report cards.
- [3] *House organs*—Helpful if well-prepared and distributed among laymen as well as teachers.
- [4] *Open letters to citizens*—Useful for special messages.
- [5] *Posters and graphs*—Particularly useful as a supplementary aid in "getting ideas across."
- [6] *Speeches before lay groups*—Opportunities of this kind are valuable.
- [7] *Movies and slides*—Some school systems have made motion pictures of school activities for showing at community functions. Such films, however, are costly and take time to produce. Where the need is urgent, slides can be produced quickly.
- [8] *American Education Week*—See p. 191.
- [9] *The school a community center*—If the school is made the center of many of the vital activities of the community it will, to a large extent, interpret itself to the patrons.
- [10] *Handbills* for special purposes can be used effectively.
- [11] *Speakers' bureau*—The fact that good speakers are available encourages groups look-

in for speakers to call on such a bureau.

[12] *Special teachers*—Their work is principally with the homes and adults. They include the visiting teacher, the visiting nurse, and the evening-school teacher.

[13] *Social contacts* provide many opportunities for personal conversations with patrons; develop mutual confidence.

[14] *Miscellaneous devices*—Lapel tags, pennants, street car signs, postcards, bookmarks, blotters, letterheads.

Thru the pupils—[1] *Classes and assemblies in the school* can occasionally be used for the purpose of presenting the case to the pupils who will carry the message to the parents.

[2] *Pupil publications*—Include school papers with articles, editorials, and cartoons; posters; annuals; printed programs; handbooks.

[3] *Student programs*—Dramatize for parents the skills and abilities the pupils have gained in school. The graduation program, for example, is being used for interpreting the school in many communities.

[4] *School exhibits* may be used in connection with school programs, made the occasion for an open house, or exhibited at community functions.

[5] *Open house night*—To interest parents in this occasion, one school had the pupils submit

slogans for publicity such as: "See in demonstration, your child's education." "Why pay the tax and not know the facts?"

[6] *Nationwide student projects*—In order to help acquaint pupils with the needs and aims of the schools, the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., sponsors projects in editorial writing, cartooning, and printing.

Thru community agencies and groups—[1] *Parent-teacher associations* are among the best allies of public education. They have a special interest in the schools and most of them, under the guidance of state and national organizations, are effectively organized units.

[2] *Newspapers*—See p. 191.

[3] *Citizens' conferences* to which citizens are invited to come for a frank discussion of the school situation are valuable.

[4] *Advisory councils*—Some cities have found it helpful to have a council of laymen to advise with the school officials. The superintendent may use the plan for the city, the principal for his school. Care is taken not to duplicate the responsibilities of the board of education. Gives a larger number of citizens a definite connection with school affairs.

[5] *Radio programs*—See p. 191.

[6] *Civic organizations*—See p. 187.

Newspapers, Radio, Films, Celebrations

THE NEWSPAPER: The news—Success in the use of the newspaper for educational interpretation depends largely upon the appreciation which teachers and school officers have for events that make news. In many smaller systems school news must be written by someone on the school staff. In the larger systems newspaper reporters will call regularly at the designated place where facts about schools can be obtained. The school interpreter will learn much by studying the educational facts and events which the editor of the local newspaper has selected for use. He will note what kind of helpful newspaper story about education is given the best space, such as the front page, or the most attractive presentation, such as large headlines and illustrations.

Feature articles—The feature article is based upon news values, human interest values, or may take advantage of a circumstance in the news to outline the causes of and contributing factors to an important situation. Most newspapers welcome contributions by those outside their staff, if the articles are on important subjects and are authoritatively and attractively written.

Editorials and cartoons—These features usually reflect the opinions of the editors and are almost always prepared by newspaper staff members. School leaders may discuss personally with local newspapermen the plans and problems of the schools and in other ways keep them informed of local educational activities and needs.

Contacts with the press—The annual report of the superintendent, the school paper, a new course of study, or any one of the many publications of the school will suggest to editors news and feature stories and editorials. Reporters may be invited to attend board meetings, faculty meetings, programs, and other school exercises.

THE RADIO: The radio is available as a means of educational interpretation in many communities. It is being used effectively in the following types of broadcasts: [1] addresses of educators and laymen discussing the needs, aims, and achievements of the schools; [2] dramatized or otherwise specially arranged presentations of actual school work; [3] musical and entertainment programs.

Few radio programs exceed one half hour in length. Generally the most effective

addresses are under seven minutes. Programs should be carefully rehearsed and timed in advance. All spoken parts should be typewritten for reading at the microphone.

FILMS: Motion picture cameras and projection apparatus are now manufactured at moderate cost. This medium of interpretation is certain to increase in popularity. A number of film companies have available films depicting new educational methods with an explanation of the psychological principles involved. These may be used to show the public what is being done for their children in school and how the home program of health, discipline, habit training, and the formation of ideals may correlate with that of the school.

CELEBRATIONS: The anniversary observance is deeply rooted in sound psychology. Its pageantry appeals; its repetition fixes.

American Education Week—The most effective opportunity to interpret schools is American Education Week. It is sponsored and promoted by groups totaling millions of members who are local leaders. Its importance increases each year as hundreds of new communities celebrate this occasion by directing the attention of the people to the needs, aims, activities, and achievements of the schools. Handbooks outlining suggested programs, announcement posters, cartoons, leaflets for distribution to the homes, and other helps for the observance may be obtained at the beginning of the school year from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

World Goodwill Day—This international celebration is held each year on May 18 in recognition of the spirit of goodwill which characterizes the attitudes of thoughtful people in all the great nations of the world toward each other. Ideas for its observance may be obtained from the Secretary-General of the World Federation of Education Associations, 1201 Sixteenth Street, N. W., Washington, D. C.

The Horace Mann Centennial—The appointment of Horace Mann to the secretaryship of the Massachusetts State Board of Education in 1837 marks an important step in the progress of American education. Every school child should associate his name with that of Washing-

ton and Lincoln as builders of the ideal of self-government. The 100th anniversary of the beginning of Mann's service will be observed thruout 1937. Details may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Child Health Day—Child Health Day is observed May 1. This day is set apart for the purpose by a joint resolution of Congress authorizing its designation by Presidential proclamation. Its purpose is to focus the attention of the country on the health of children. Plans for the observance may be obtained from the American Child Health Association, 450 Seventh Avenue, New York, N. Y.

The Summer Roundup—The Summer Roundup of the children is an attempt to send to the entering grade of school or kindergarten a class of children as free as possible from remediable defects. Details of the campaign may be obtained from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

Vitalized commencements—The commencement is an occasion which is celebrated in all high schools and colleges. It offers an outstanding opportunity to set forth the work of the schools for the appraisal of the public. Graduation programs may be presented by students who explain the objectives of education as they see them. It is an appropriate time to exhibit school work, to have alumni who have achieved distinction pay tribute to the school, to recognize high scholastic standing, and to memorialize educational leaders. Plans for vitalized commencements may be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Tercentenary of Secondary Education—The Boston Latin Grammar School was established in 1635. In its early form as a preparatory school it spread rapidly thru New England and gave the incentive to the development of secondary education of later types all over the nation. The 300th anniversary of the founding of the high school in 1935 will find more than 5,000,000 young people enrolled in the institution. Details of the Tercentenary of Secondary Education may be obtained from C. O. Davis, University of Michigan, Ann Arbor.

Suggestions for Further Study

IN THE fundamental reorganization of the world which lies ahead, the democratic ideals of America face a struggle for their very existence. As America goes, much of the world is likely to go. The common school, as the highest symbol of American democratic ideals, is of crucial importance. Upon the school we must build our hopes. Thru the school we must work for orderly progress toward a happier social order. Under these conditions, the interpretation of education becomes an immediate, pressing, major concern of everyone who wishes to preserve the democratic ideals which lie at the foundations of America's achievements. To interpret education against the background of new conditions is no simple and easy task. It requires hard and continuous study, keen observation, a full understanding of the basic values, and a willingness to hold on to whatever is sound.

Those teachers get the most satisfaction out of their work and make the most professional progress who are the keenest students of education and life. Such teachers develop purpose and power. They become leaders because they have ability and understanding.

This special feature of THE JOURNAL, pages 177 to 193, has brought together material on the interpretation of education which school faculties will find definitely helpful. Teachers and school administrators have taken the first step in acquainting the public with the schools, when they ask themselves questions like the following: "Are the people of my community wellinformed about their schools? Do they think of education in terms of the schools they attended years ago? If they are not wellinformed, to what extent is it my fault? How can we, as a school faculty, take hold of the situation? What suggestions in this JOURNAL can we use or adapt to conditions in our school and community?"

Making a plan and working on it are the next steps. Organization and cooperation are the guiding principles. As you use your plan, your enthusiasm, understanding, and store of information will grow. In a small school system, the entire faculty can meet together for discussion and reports of progress. In large school systems or in county and state groups, an efficient organization will en-

deavor to secure the participation of all teachers, using the special gifts and abilities of individuals in committee work and other places of responsibility. A few suggestions follow:

[1] Study your own school—its history, its needs, its achievements, its purposes, its importance in the community.

[2] Study your local community—its people, their needs, their interests and attitude toward the schools.

[3] Study this JOURNAL and other material; use it as the basis for group study and faculty meetings. Mimeograph portions of this JOURNAL for distribution to parents and other citizens; see that local editors have copies. Use or adapt ideas and suggestions to suit local conditions.

[4] Let your program of interpretation be definitely planned for at least one year ahead. Have in mind general goals for several years. It is easier to revise plans, as needed, than to meet a situation with no preparation.

[5] American Education Week in November is a good goal for this fall, from which to carry on a continuing program of interpretation.

[6] So long as you remain in the profession of teaching, be a student of education, as a fundamental institution in a democracy. Our changing times demand no less.

The most comprehensive, single source on the interpretation of education is a file of THE JOURNAL of the National Education Association, especially the October issues since 1926. In a continuous canvass of the best writings, which THE JOURNAL staff carries on, the following books have been selected as worthy a place in the library of teachers who wish to understand better the philosophy and history of education, its social and economic background, and who wish to take their part in the interpretation of education.

References which deal with the social, economic, and historical background of education:

The Epic of America by James Truslow Adams, Little, 1931.

America Faces the Future by Charles Beard, Houghton, 1932.

What Men Live By by Richard C. Cabot, Houghton, 1914.

Education for World Citizenship by Wm. G. Carr, Stanford, 1928.

Public Education in the United States by Ellwood P. Cubberley, Houghton, 1919.

A History of Education by Ellwood P. Cubberley, Houghton, 1920.

A Challenge to American Education by George S. Counts, John Day, 1932.

Tenth Yearbook [Character Education], Dept. Supt., NEA, 1932.

Democracy and Education by John Dewey, Macmillan, 1916.

Man's Social Destiny in the Light of Science by Charles A. Ellwood, Cokesbury Press, 1929.

A Sociological Philosophy of Education by Ross L. Finney, Macmillan, 1928.

Constructive Citizenship by L. P. Jacks, Doubleday, 1928.

Psychology of Social Institutions by Charles H. Judd, Macmillan, 1926.

Education for a Changing Civilization by W. H. Kilpatrick, Macmillan, 1927.

The Awakening Community by Mary Mims and G. W. Moritz, Macmillan, 1932.

The New Exploration by Benton MacKaye, Harcourt, 1928.

The Ideal Teacher by George Herbert Palmer, Houghton, 1910.

Recent Social Trends in U. S. by President's Research Committee on Social Trends, McGraw, 1933.

The Great Technology by Harold O. Rugg, Day, 1933.

The Work, Wealth and Happiness of Mankind by H. G. Wells, Doubleday, 1931.

White House Conference 1930, Addresses and Abstracts of Committee Reports by White House Conference on Child Health and Protection, Century, 1930.

References which deal with the ways and means of interpretation:

Publicity Campaigns for Better School Support by C. Alexander and W. W. Theisen, World Book Co., 1921.

What to Tell the People About the Public Schools by Belmont Farley, Columbia University, 1929.

Public School Publicity by C. H. Hines and R. G. Jones, Macmillan, 1923.

Publicity and the Public School by C. R. Miller and Fred Charles, Houghton, 1924.

Public School Relations by A. B. Moehlman, Rand McNally, 1927.

The Principal and His Community by Dept. Elementary School Principals, NEA, 1932.

Campaign Publicity for Schools by P. R. Stevenson, Ohio Press, 1926.

A Cooperative Study of Community Relations by Michigan Education Association, Bul. 24, 1932. Educating Michigan's Children, Bul. 25, 1933, by Michigan Education Association.

Education—1900 and Now by North Carolina Education Association, The Association, 1930.

Interpreting the Public's Schools by North Carolina Education Association, The Association, 1929.

The Case for the Schools by North Carolina Education Association, The Association, 1932.

Our Children's Schools by Pennsylvania Education Association, The Association, 1933.

Guiding Wisconsin's Growing Generation by Wisconsin Education Association, The Association, 1933.

Meeting the Emergency in Education by Dept. Secondary School Principals, NEA, The Association, 1933.

Interpreting the Secondary School to the Public by Belmont Farley, National Survey Secondary Education. Government Printing Office, Washington, D. C., 1933.

Public Relations for the Public Schools by J. Flint Waller, MacCrellish & Quigley Co., Trenton, N. J., 1933.

A Program for Educational Recovery

WHEN PRESIDENT ROOSEVELT recently broadcast to the American people an address urging them to cooperate in meeting the emergency faced by the nation, he said, "I cannot guarantee the success of this plan, but the American people can." In this sentence is the secret of success for the schools in the months ahead.

Industrial leaders organized overnight to defeat depression. The banner of the Blue Eagle will soon fly over every hamlet and every home. Educational leaders face the crisis with a plan for unified effort that has been three-quarters of a century in the building. National, state, and local associations are established and tested. Success awaits the participation of every teacher—*now*.

Professional organization is required in normal times for progress; in desperate periods it is necessary for existence. Teachers who could not afford to belong to their professional organizations in prosperity cannot afford *not* to do so now. The nation's workers in every field are combining with a rapidity and strength, the like of which the world has never seen before. To be unorganized is to be helpless. The number of teachers who belong to associations this year should double. To pay dues is not enough. Every teacher should be thoroly informed and ready to act. A program of educational recovery is under way.

The activities of the National Education Association have been recently enlarged under the stimulating and dynamic leadership of the Joint Commission on the Emergency in Education appointed in January by the National Education Association and the Department of Superintendence. The Joint Commission, thru its large group of consultants and its plan of regional meetings, is tying together school leaders and state and local teachers organizations in a vigorous program.

The following brief enumeration of activities in which the Joint Commission is now engaged is offered as a background to specific suggestions for individual participation which will be made thruout the coming year in the journals of local and state associations and in THE JOURNAL of the National Education Association.

Upon its appointment in January, the Joint Commission decided to carry out

its activities thru the machinery already in existence. Every division in the headquarters staff of the National Education Association and every department and special commission is coordinating its efforts with those of the Joint Commission. This article outlines the beginning of a plan for the cooperation of every individual member of the organization.

The Joint Commission is collecting detailed information regarding the effects of the present economic situation on the schools and is making this information available to everyone; it is suggesting constructive measures of economy and of educational support, and is cooperating with individuals and local groups in the solution of pressing educational problems. The Commission is surveying the attitudes of noneducational organizations, industrial and political groups toward the policy of free education. Its program is increasing the appreciation of the public for the work of the schools and stimulating every agency which can make a contribution to education in this emergency.

The Joint Commission has appointed 475 leading educators to act as its consultants. These consultants represent every section of the country and every round of the educational ladder. Regional conferences of the consultants have already been held in Kansas City, Missouri; Cincinnati; Chicago; and Atlanta. Additional conferences are to be held thruout the coming year.

Leaflets setting forth the essential facts about the schools have been prepared for general distribution. These are available to every teacher. A series of radio addresses on nationwide hook-ups have been taking the case for the schools to the American people. A new series will be held about the time of the meeting of the Department of Superintendence February 24 - March 1, 1934. The effectiveness of these broadcasts can be greatly increased thru the cooperation of teachers in local communities. The programs may be announced thru the local newspapers, at meetings of student assemblies, at parent-teacher associations, at meetings of service clubs, and other civic groups.

A principal feature of the program of the Joint Commission is effective, nationwide observance of American Education Week. Selection of the theme and day-

by-day topics for American Education Week was made with the assistance of the members of the Commission. American Education Week helps, which have been developed at NEA headquarters, are available in much larger quantities and at almost half the cost of previous years. The staff began handling orders for American Education Week supplies several weeks in advance of the opening of the schools. It is expected that ten million American homes will either receive a message or a personal visit from a teacher during American Education Week. In this project there is specific work for every person connected with the schools and colleges.

A major item of the program of the Joint Commission is the improvement of the methods thru which schools and colleges are financed. In accordance with this objective, the Commission organized the National Conference on the Financing of Education, which met from July 31 to August 11, 1933, in New York City. The members of this Conference prepared a brief and authoritative description of the essential procedures in financing a modern school system. This platform of school finance is a veritable charter of educational rights. It outlines a longtime plan for public education with provisions for supporting it adequately. This report will be the basis of a series of regional conferences to be held thruout the nation this winter. It will be employed in a nationwide program, behind which state departments of education, state education associations, and other agencies will unite in a common effort to bring about a reformation of the system under which public schools and colleges are financed.

The task that lies ahead for the educator is more than teaching. It is the assumption of leadership that extends beyond the classroom into the general movements of American life. Essential to success is the cooperation of every teacher not only as a dues-paying member of national, state, and local professional organizations, but as an aggressive worker in the field he serves. All the opposition to free and universal education that springs from selfishness and greed cannot prevail against the united efforts of the nation's teachers. The program of the Association is going forward with dynamic force. Enlist today.

School Finance Charter

Essentials of a Modern School Finance Program

BELIEVING that the financing of schools is a paramount public concern, basic to the present and future welfare of our democracy, the following program is offered for action by the American people.

Educational Opportunity

Universal education—Funds to provide every child and youth a complete educational opportunity from early childhood to the age at which employment is possible and socially desirable. This right to be preserved regardless of residence, race, or economic status and to constitute an inalienable claim on the resources of local, state, and national governments.

Lifelong learning—Educational opportunities at public expense for every adult whenever such opportunities are required in the public interest.

Effective teaching—In every classroom competent teachers maintained at an economic level which will secure a high quality of socially motivated and broadly trained professional service.

Adequate Revenues

Equitable taxation—For the adequate support of all governmental activities, including the schools, a stable, varied, and flexible tax system, providing for a just sharing of the cost of government by all members of the community.

Public information—Accurate, intelligible, and frequent reports to taxpayers and the public on the management of the school money so that complete understanding and constructive attitudes with respect to school taxes and services may prevail.

Constructive Economy

Schoolboard independence—In every school system a board of education responsive to the will of the whole people and free to adopt and carry out truly efficient and economical financial policies for the schools.

Economical administration—A uniform and continuous policy of honest, economical, and productive spending of all school moneys.

Local Management

Adequate local units—In every community trained educational leadership and other services secured thru a local unit of school administration large enough to make such services financially possible and desirable.

Community initiative—For every school district the right to offer its children an education superior to state minimum standards and to seek and develop new methods intended to improve the work of the schools.

State Responsibility

Equalization of educational opportunity—For every school district, sufficient financial support from the state to permit the maintenance of an acceptable state minimum program of education and to relieve the local property tax when this tax, upon which local initiative depends, is carrying an unfair share of the cost of government.

Professional leadership—Competent leadership in every state department of education so that reasonable minimum financial standards may be established and educational progress encouraged thruout the state.

Fiscal planning—In every state a longtime financial plan for public education, comprehensive in scope, based on experienced judgment and objective data, cooperatively developed, continually subject to review and revision, and reflecting faithfully the broad educational policy of the people.

National Interest

Open schools—For every child deprived of education by emergency conditions beyond the control of his own community and state, immediate restoration of these rights thru assistance from the federal government to the state concerned.

Federal support—Sufficient federal support for the schools of the several states to protect the nation's interest in an educated citizenship, without federal control over state and local educational policies.

**IF AMERICA IS TO RECOVER PROSPERITY AND PERSIST AS A
DEMOCRATIC NATION THESE ESSENTIALS MUST BE PROVIDED**

Note: The above School Finance Charter was adopted by the National Conference on the Financing of Education which met in New York, N. Y., July 31-August 11, 1933. This Conference was under the auspices of the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence.

Progress Amidst Adversity

LAST YEAR in spite of unusual difficulties, progress was made along many lines. Membership in the national Association fell off less than 6 percent—from 220,149 in 1931 to 207,418 in 1932, and in the state associations less than 5 percent—from 712,393 in 1931 to 682,607 in 1932. Teachers rallied loyally to the support of their professional organizations, recognizing that we can meet the present emergency only by uniting our forces.

Fourteen states actually increased their membership in the national Association last year. The increases ranged from 14 to 2614. In three states the increase was over a thousand—New York 1044; Missouri 1740; and Pennsylvania 2614. These reports of progress are a thrilling tribute to the professional spirit of the teachers of these states. They also reflect effective local leadership, for behind every large membership report lies an interesting story of an inspiring personality.

Milwaukee—At the Minneapolis convention of the Department of Superintendence last February, I met Thomas W. Boyce, principal of the Cass St. Rotary School, Milwaukee. He reported that he had been asked to serve as chairman of an NEA enrolment committee in Milwaukee, and he wanted suggestions. We discussed possible procedures. He developed and perfected the plan shown on this page. Milwaukee's membership increased from 969 to 2596! Three elements are always essential for large enrolment records—a professionally-minded group of teachers, a definite enrolment plan, and enthusiastic leadership.

Pennsylvania—Educational leaders in Pennsylvania five years ago developed a coinclusive enrolment card and a plan by which the teachers of the state can enrol conveniently in local, state, and national organizations at one time. Pennsylvania's NEA enrolment has gone steadily forward from 18,459 in 1927 to 29,408 in 1932. The simplified enrolment plan has not been wholly responsible for this steady increase, but it has helped. Enthusiastic leadership coupled with professional vision and a definite enrol-

ment plan accomplishes wonders.

Philadelphia last year won the distinction of having more NEA members

ship during the past two years, increasing from 680 in 1931 to 2495 in 1932. Its preliminary report for 1933 received last spring indicates a new increase of 41 percent—a heartening achievement in the midst of adversity.

Kansas City, Missouri, has also shown encouraging growth in membership during recent years. From 1926 to 1931 her membership ranged between 700 and 900. In 1932 it was 1629, and present prospects for 1933 promise a new high watermark.

Kansas City, Kansas, still holds the national record for being the largest city to maintain a 100 percent enrolment over a considerable period of time. Larger cities have achieved the 100 percent enrolment record for a year or two but Kansas City, Kansas, boasts a continuous 100 percent record since 1924. The officers of the local association carry the responsibility for the collection of dues and, as a president of the local association recently told me, "We are proud of our record and expect to continue it. We believe in the NEA. Our superintendent has explained how greatly its work has helped us and we are glad to have a part in the splendid program of service which it is carrying forward in behalf of the children and the teachers of the nation."

In many communities besides those mentioned above, progress was made in spite of adverse conditions. This was encouraging, for it reflected loyal devotion of the teachers of the nation to their professional organizations.

What of the future? What lies ahead? The schools are not yet "out of the woods." Even if general economic conditions continue to improve, 1933-34 will be a hard year for teachers. School budgets for this year were made during the early dark months of 1933. Far vision, heroic courage, and loyal devotion will be needed to make this year an era of new progress. Facing forward, we look into the new year with full determination to make new advances, for we cannot be satisfied with the successes of our receding yesterdays.—**T. D. Martin**, director, Division of Records and Membership, National Education Association.

MILWAUKEE PROCEDURE FOR ENROLING

TO PRINCIPALS: [1] Familiarize yourself thoroughly with the necessity for national organization of teachers, with the work of the NEA, with the reasons for the drop in NEA memberships, and the wisdom of Secretary Crabtree's SOS call at this crucial time.

[2] Call a meeting of all your teachers on Thursday or Friday of this week and, in a ten-minute talk, explain to them the points enumerated above. Place the NEA situation frankly before them and answer all questions asked to the best of your ability.

[3] On the following morning circulate a sheet containing the names of the teachers in your building, heading the sheet as follows:

To Teachers: After writing your correct address after your name, please write "yes" or "no" in the last column, answering this question, "If you are not a 1933 member, are you willing to respond to the emergency call of the NEA by becoming a member and paying your membership fee of \$2 this week or the week of April 3?"

Name	Address	Answer
[4] Have your clerk prepare a list of the names and addresses of those who answer "yes," fill out the accompanying report, and mail this list and report to me next week.		

Your meeting may easily take place tomorrow. The sheet and questionnaire should be circulated not later than the next day. Your list of members and report ought to reach me early next week.

When your list is mailed by me to NEA headquarters, an acknowledgment will be mailed you. Your check should be mailed direct to headquarters when all dues have been paid you.—**Thomas W. Boyce**, chairman.

than any city in the nation—5206. Her membership in 1929 was 3497. It has moved steadily forward during the past four years. The annual membership campaign in Philadelphia is staged each spring by the officers of the local association in cooperation with building representatives. The coinclusive enrolment card is used, and teachers are encouraged to enrol at the same time in all three professional organizations—local, state, and national. The following paragraph is taken from the leaflet used last year:

Support your profession
Join with us in the upbuilding of the
Profession of teaching in Philadelphia
—In Pennsylvania—in America
Your profession supports you

St. Louis, like Philadelphia, conducts its NEA enrolment campaign in the spring. It has nearly tripled its member-

What Is a Tax?

THIS is the first of a series of articles on taxation. These articles are so comprehensive and so simply written that they can be considered a primer on taxation, suitable for group study and discussion by teachers, parents, and high-school students.—J. E. M.

THIS SERIES of articles tells a few simple facts about taxes. It tells what taxes are, why they are levied, who pays them, who collects them, and what a good tax system is like.

In all civilized countries the government builds roads, operates schools, supplies police and military protection, guards the public health, makes and enforces laws, and does many other things for the comfort, convenience, and safety of the people. All these services cost money. Paying taxes is a means by which the people contribute, thru government action, to the cost of different services which they desire. There are other ways of paying for governmental services, but taxation is the most important of all.

Sources of public funds—The picture below illustrates several ways in which money is raised for the support of public services. They are: [1] an air-mail stamp, [2] a price sign on a gasoline pump, [3] the heading of a property tax receipt, [4] a "parking tag," [5] an automobile license plate, [6] the heading of a federal income report blank, [7] a customs declaration, [8] a school district bond, [9] a tobacco revenue stamp. Some of these items represent taxes; others do

not. Let us define a *tax* and perhaps we can then decide which items in the picture really represent taxes and which stand for other sources of public funds.

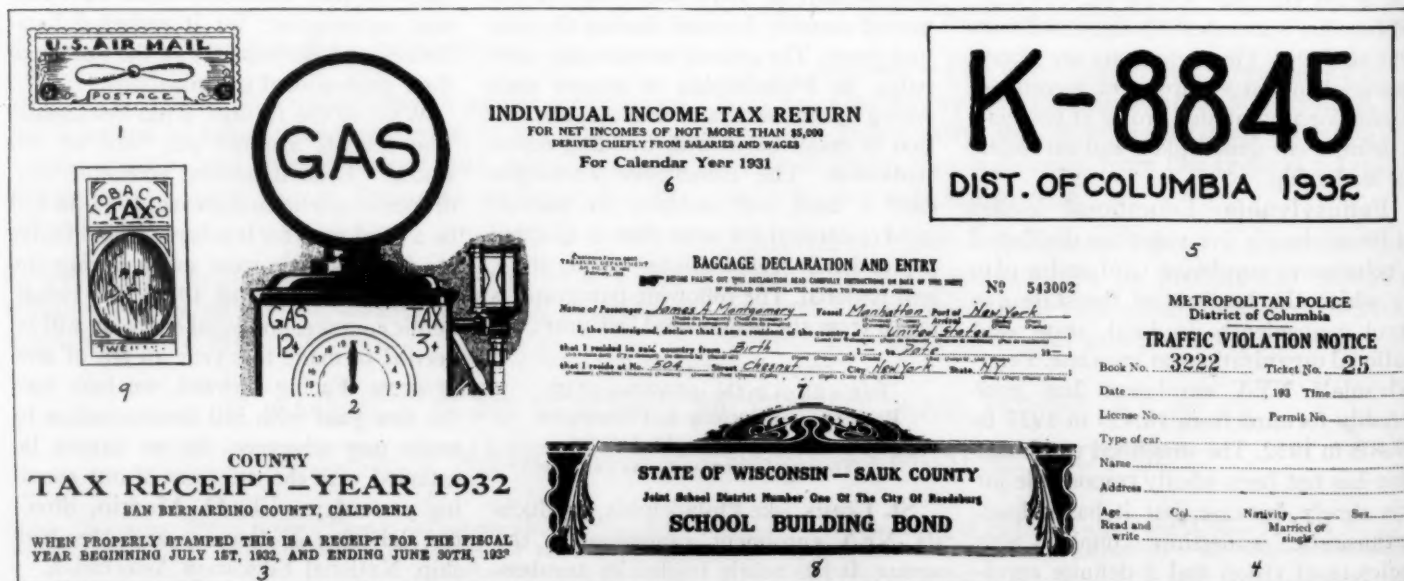
Definition of a tax—A good modern definition of a tax is that given by Professor Edwin R. A. Seligman: *A tax is a compulsory contribution from the person to the government to defray the expenses incurred in the common interest of all without reference to special benefits conferred.*

Characteristics of a tax—According to this definition, a tax has three characteristic features. First, it is *compulsory*; those from whom it is due must pay it. Failure to carry a share of the cost of government by not paying legally assessed taxes may result in severe penalties. Al Capone, Chicago's notorious public enemy, having escaped many a cunning legal trap, now languishes behind the secure walls of Atlanta Penitentiary, for crooked income tax returns. Second, a tax is a *personal obligation*. The state is an association of persons and each citizen is personally obligated to contribute to its support. Third, and most important, taxes are *levied to pay for common social purposes*, that is, public rather than private purposes. Government performs some services of a private or business nature, as in delivering a letter or selling electric current. Each person pays for such services as he uses them. In levying taxes, however, the motive must be that of general benefit or service for all.

Other sources of public money—

Now let us return to the picture. Item 1, the air-mail stamp, does not represent a tax. It is a method of collecting a fee for a particular personal service, the delivery of a letter. Item 8, the school district bond, does not represent a tax, being a device whereby the local government borrows money for the purpose of investing it in school property. In borrowing, however, it must be remembered that when the day for payment comes, the money to pay government debts is raised largely by taxation. Item 4, the "parking tag," is a police notice intended to check certain action and not primarily to raise money. Item 5, the license plate, represents a charge made for the right to drive an automobile on the public roads. Only four or five of the nine items in the picture illustrate taxes.

Taxes: the main source of public money—Altho our federal, state, and local governments receive money from many sources other than taxes, all these other sources put together are relatively insignificant. About 70 percent of all municipal revenues, about 80 percent of all state revenues, and about 90 percent of all federal revenues [excluding postal receipts] come from taxes. All government expenditures in 1930 amounted to 13 billion dollars, while tax collections in the same year were about 10 billion. Next we shall see why this money is collected every year and what happens to it.—Harley L. Lutz, Princeton University, and William G. Carr, Research Division, National Education Association.



The Problem of the Postgraduate

IN ORDER THAT there may be no misunderstanding, let me say that for purposes of this talk the term postgraduate student is defined as *one who returns to the schools for additional work after having been graduated from high school.*

Our highschool graduates who find themselves without money, without work, and without prospect of work are in a critical situation. Few of the graduates of the past two years have permanent employment; to this vast number is now added the graduates pouring from the schools of the nation this year. It is this situation that has given rise to the calling of this the "unemployed generation."

In the past two years thousands of these graduates, finding it impossible to fit into the economic scheme, have returned to the high schools for postgraduate work. So largely is this condition true that according to federal reports the number of postgraduates in high schools has increased 800 percent.

The postgraduate problem of the schools has become a serious one. There are two ways, in general practise, of receiving these young people back in the school. The first is simply to let them take their places in the school with the other students. The second is to set up a plan for postgraduate work, and adapt the school program to this new problem.

The first of these plans is generally unsatisfactory, because the advanced students find themselves out of step with the school life. Since little or no interest is expressed in them either individually or as a group, they are likely to lose interest in their work and soon drop out. It is this attitude on the part of the school that has caused school officials generally to regard the postgraduate as an unsatisfactory student.

It is in the second method that we find a large degree of success. When the postgraduate is made welcome and the school is adapted to his needs, he usually makes good as a student. Thus he is saved from swelling the ranks of the unemployed or becoming a wandering, disheartened, jobless derelict.

It is estimated that more than a hundred thousand unemployed graduates will be seeking admission to our high

HOW SHALL America make a place for oncoming youth? Not for long can the older generation hold the jobs and leave youth to search in vain for an opportunity to use its talents, to make a place for itself, and to enjoy the sense of participation which goes with worthy occupation. The day of reckoning is near, and youth will have its place or there will be further collapse and chaos. What is your community doing to make a place for its youth? Why not begin by making a study of the young people in the last five graduating classes of your high school or college to see what headway they have been able to make in finding suitable occupations?—J. E. M.

schools next year for postgraduate study. In the small schools and in the villages this problem can and will be taken care of in some way. In the larger cities, however, the situation has become so acute, the schools so overcrowded with regular students, and the shortage of funds so extreme, that school officials are refusing to accept postgraduates on any condition. The problem is being dismissed as not a part of the duty or obligation of the public high school. The feeling is growing that it is not the part of secondary education to attempt to take care of this large and growing group. Yet there are our boys and girls—aged seventeen to nineteen—in the very flower of their youth. Can we dismiss this problem by a school-board resolution to have nothing to do with it?

These groups of splendid American youth knocking at the doors of our schools are *our problem*; they are a public-school problem; they are nearest to us. If we do not attack on *this* front, no one else will.

Most of these postgraduates return to the school with a definite and well-defined purpose in mind. Some come for courses which will help them in their future vocations, others for cultural subjects, but

about 90 percent come to complete some work in college entrance requirements, or in the hope of earning advanced standing. They must be treated as advanced students; they should be held separate from the undergraduates; their work should be accredited and made a matter of college record when taken for advance standing. The school should encourage these students to work under their own power, and place as large a responsibility as possible for the successful completion of their work upon their own shoulders.

I am well aware that most of the conditions for postgraduate work suggested above seem quite outside the province of the school. In order to accomplish the work as outlined here it is suggested that the extension departments of the state universities cooperate with the high schools in making their correspondence extension courses available to certain high schools where the necessary organization for the giving of postgraduate work in this form is set up.

The mechanical setup in the school would consist of a special study room, set aside for this purpose, in the most centrally located high school in the city. Necessarily, it would be equipped with student tables or desks, a few drawing tables, filing equipment, and a small reference library. All of this equipment is now available in most schools without added cost.

The courses of study would be taken by correspondence thru the state universities. The correspondence extension service of our land-grant colleges in the United States has for the most part not been largely used, owing perhaps to the fact that the work is not advertised, being a form of state educational service. Cooperation with the high schools in offering extension courses to postgraduates would give these extension courses wide dissemination and create a great and important demand for this form of service. Nothing elaborate would be needed. One person, who might be called the director of postgraduate work, would be all the personnel needed. He should

IF THE 2,000,000 children of highschool age now employed could be sent back to school this fall, thus releasing their jobs to adults, what effect would this have upon unemployment? Have the spokesmen for the new deal considered the possibilities for at least a partial solution to the problem of unemployment that may lie in this direction? Would it not be wise to spend a few millions of these billions of dollars in the erection of public high schools? Without depreciating the value of a road or bridge, is not the school of equal value to civilization? Is the school not a road over which the youth must pass in quest of a richer life? Is it not a bridge that spans the chasm between ignorance and enlightenment?—H. L. Donovan, president, Eastern Kentucky State Teachers College, Richmond.

have a sympathetic attitude toward the work, and some power of organization.

Bulletin No. 443, "A Guide to Extension Courses," by the U. S. Office of Education, lists several hundred courses given in the extension departments of our state universities. The fees for these courses are merely nominal, being for the most part scarcely more than the cost of postage to and from the student. This cost the student would himself pay. Such a course of postgraduate work would soon demonstrate its worth to any city. It would be possible for students to receive advanced standing for college work. Thru the large and varied offerings of the extension departments, there would be available a wide variety of courses in many different fields of education, far more numerous than can be offered in any high school.

When the lessons were completed, they would be mailed back, for correction, to the extension department of the university from which they came. Additional

lessons in the course would be on hand in the files of the director, so that as soon as one lesson was completed another would be begun. Students could take one or several courses as time and opportunity permitted. Special lectures could be arranged for the postgraduate students. They would be grouped for club work or have a special time set aside for them in the gymnasium. Or, if facilities are lacking for this, they could return from the school as soon as the lessons for the day were completed.

It will be noted in offering this plan for postgraduate work that nothing new is required. Everything necessary to do this work is now at hand. It would be necessary only to provide a local director for the work, and form a cooperative working plan with the extension department of the state university. In some instances, it might be necessary to cooperate with more than one state university in order to get a wider list of courses, but this is a matter of detail. It

is necessary in undertaking cooperative work, such as this postgraduate plan calls for, that we learn to work in larger and larger geographical units.

What shall we do with the postgraduate? We have perhaps several hundred who would take postgraduate work in a city the size of Miami at the opening of schools next fall, and a hundred thousand estimated in the nation. Shall we ignore the situation and miss this fine opportunity for service to this splendid group of our youth? Or shall we, giving thought to it, work out a successful solution?—Radio address by **J. I. Sowers**, School Administration Building, Miami, Florida. [Let the school faculty of each community appoint a committee to begin work immediately on the problem of educational opportunities for unemployed youth, working in cooperation with other civic leaders in the community. Include editors, ministers, Legion officers, and officers in parent-teacher associations and women's clubs.] ♦ ♦ ♦ ♦

What Teaching Does to Teachers

EXAMINE CRITICALLY the things you do that are supposed to cultivate the needs of a democracy. How conducive to it, or how diverting from it are your flag exercises? What do your Washington celebrations do to produce citizens who will "make, each, his part of the world go on better?"

When you direct a distribution of children's gifts to the poor, how clear do you make it that there are resources enough for all in this country and that a government of general welfare could see that every honest body could have access to a good living?

How thoroly do your children appreciate who is paying for their schooling? Do they realize that the farmers, the factory workers, the cheapest day laborers, people who don't know the children's names are paying for every hour these youngsters are in the school? What are they paying for? What are they getting in return?

What is the reason you fail to follow the lead of those schools that set aside thirty minutes every Monday morning to inquire of each child, "What have you done for the community since last Monday?"

What actual practise in cooperative government, selection of officers, work for general welfare do your children get every day? How much of the autocracy

that teaching breeds into teachers are you getting rid of?

You highschool people, how free are you from the educational doctrines that show no effects of the second American Revolution, the one of 1787? How much are you teaching algebra for algebra's sake, or because you think it trains the mind? How often are you thinking that you are paid on the basis of a promise made that you would reduce crime and keep politics pure? What are you doing in accordance with that promise?

You teachers of Latin, French, German, Spanish, English, mathematics, science, art, vocations, homemaking, which is getting the most of your thought and planning, a boy and girl imbued with civic responsibility, or pupils equipped with the information and skill of your subject? When a proposition is made to give civic preparation the school time it needs, what is your desire to leave your present work and to teach politics, economics, general welfare? How gladly do you advocate reduction of time given to your subject so that a direct study of civic needs may get the additional hours?

You organizers of extracurriculum activities, how keen are you for a political club to study the untoward conditions of local, county, and state government? Do you propose it? Do you offer yourself as its faculty adviser? ♦ ♦ ♦ ♦

You principals of high schools, how far do you realize that the age at which you get your children is that during which curiosity regarding civic life is capable of tremendous expansion, that ambition to improve conditions is susceptible to large ideas? How often do you stress the civic responsibility of this most costly of the public-school units? How often do you collect reports from all the staff as to what each is doing to train a citizenry which knows what the ulcers in the body politic are and what may possibly cure them or reduce their damage?

There is little now appearing that expresses the opinion that you have done what you should. There is acknowledgment that you have made much improvement in many essentials of teaching, these being secondary to *the great essential of American public-school education, namely: responsible politics*. There is much in this printed matter to the effect that you can perform the work teachers were made public servants to perform. Teaching makes you loath to change. These hard times and the harder that are coming will give you a great jolt and you will prefer to make the changes yourselves rather than have them thrust upon you from unsympathetic and excited agitators.—From "What Teaching Does to Teachers" by **William McAndrew** in *The American Schoolmaster*, May 15, 1933, p208-9. ♦ ♦ ♦ ♦

A Working Organization

THE EXECUTIVE COMMITTEE of the Department of Superintendence, at its annual meeting last spring, selected Cleveland as the convention city for 1934, and made two important decisions which it is hoped will result in enabling the Department to render "year-round" service to its members.

The first decision was to continue the Joint Commission on the Emergency in Education. The regional meetings held at Kansas City, Chicago, Atlanta, and Cincinnati have been very productive. More such meetings are planned for the Southwest, the Pacific Coast, the Middle Atlantic states, and New England.

The Emergency Commission has a program which, thru varied types of publicity, will reach every section of the country. There is no question but that the activities of this commission directed by Chairman John K. Norton, Teachers College, Columbia University, have exposed the sources of much of the unjust criticism of our public schools; have made clear that education is a social necessity which it would be a social disaster to abandon; and have furnished members of the profession with a great deal of factual information upon which they may base their battles for the public schools.

The second decision was the approval by the executive committee of the recommendation of the president that the pattern of the discussion programs for 1934 be changed radically. It has been many years since the pattern of these discussion groups has been altered. Any veteran convention "attender" can tell you the general outline of these meetings without a program. The result of the standardization of our convention program pattern has been that we have lost one of the most important factors in making the convention useful to its members. This factor is that of the active participation of all the members in the discussions and in determining policies.

A study has recently been completed of the early programs of the Department of Superintendence. It is quite clear that in those days the set speeches were of secondary importance and that the discussions of various topics were of primary importance. They listened to addresses in those early days if there was time to do so. Now we have discussions if there is time for discussion. Of late years

there has seldom been time for discussions of any program by the members.

The organization which we have set up for the discussion groups next year, in general, is as follows:

Seven general subject committees of twenty-five or more members each have been appointed. The chairman of each general subject committee will in turn select from the twenty-five members of his committee a chairman and a secretary of ten subcommittees who will consider some phase of the general subject. Each subcommittee consists of forty members. Thus, in an ideal situation, 2800 members of general and subcommittees will participate in the meetings of these committees which will be held on Monday and Tuesday afternoons of the convention week. Thursday of that week will be devoted to the reports of the seven general committees. These general committees have been appointed and the subcommittees are soon to be selected. A representative of the Research Division of the National Education Association has made arrangements to discuss with each chairman the assignment of members of his subcommittees and the topics upon which they will work.

Thus almost a year before the new convention, these general committees began a study of seven important problems. When the convention day arrives a vast body of material will have been collected out of which the report of the chairmen will be formulated. Thus the whole membership, theoretically at least, will be at work on some phase of our educational problems. The seven general subject committees and the chairmen and secretaries who have accepted are as follows:

Group I—*The Administration of Teacher Training*: Chairman—Edward D. Roberts, superintendent of schools, Cincinnati; Secretary—Walter D. Cocking, state commissioner of education, Nashville.

Group II—*A Comprehensive Program of Public Education*: Chairman—J. Stevens Kadesch, superintendent of schools, Medford, Massachusetts; Secretary—Merle J. Abbott, superintendent of schools, Fort Wayne, Indiana.

Group III—*Financing Public Education*: Chairman—Frank W. Ballou, superintendent of schools, Washington, D. C.; Secretary to be selected.

Group IV—*Education for the New America*: Chairman—Willard E. Givens, superintendent of schools, Oakland, California; Secretary—Merle Prunty, superintendent of schools, Tulsa.

Group V—*Public Education and Public Welfare*: Chairman—Leslie A. Butler, superintendent

of schools, Grand Rapids, Michigan; Secretary—J. W. Sexton, superintendent of schools, Lansing, Michigan.

Group VI—*A National Outlook on Education*: Chairman—John K. Norton, Teachers College, Columbia University, New York; Secretary—Claude L. Kulp, superintendent of schools, Ithaca, New York.

Group VII—*Interpreting the Schools to the Public*: Chairman—Frank A. Jensen, superintendent of schools, Rockford, Illinois; Secretary—Arthur B. Moehlman, School of Education, University of Michigan, Ann Arbor, Michigan.

In addition to the work of these general subject committees there will be general meetings of the convention Monday and Tuesday and Wednesday mornings and evenings. The topics for the general day sessions will be the same as those assigned to the general subject committees. In this way a thoroly integrated meeting will be possible. This new plan involves countless details which are being handled with dispatch in Secretary S. D. Shankland's office in Washington.

Probably this meeting will not run with the smoothness of other meetings. There may be criticism from some members, who thru an oversight have failed to receive an assignment, or who were not assigned to the topics in which they were most interested, or who object to any kind of change in the established order. We are willing to assume the detailed work, to risk the comments which are always made when the established order is disturbed, and to take whatever criticism is offered, provided that we can accomplish in part our aims—the active participation of every member of the Department in the solution of important problems, to help the Department of Superintendence to be an organization which functions, vitally, the entire year, and to have the annual February meeting a working conference as well as a convention.—Paul C. Stetson, president, Department of Superintendence, National Education Association.

[The officers of the Department of Superintendence for 1933-34 are: *President*—Paul C. Stetson, Indianapolis; *first vicepresident*—Milton C. Potter, Milwaukee; *second vicepresident*—David E. Weglein, Baltimore; *executive secretary*—S. D. Shankland, Washington; *executive committee*—Charles B. Glenn, Birmingham; Herbert S. Weet, Rochester; Carroll R. Reed, Minneapolis; Charles S. Meek, Toledo.]

The Journal During 1933-34

TODAY the national government stands between the people and chaos. As pointed out in earlier editorials, particularly "The End of an Epoch" and "The Great Transition" [January and February 1933] one order of life has passed and another is not yet established. Because it stands at the very center of American civilization the school is profoundly involved in the changing conditions. It is fortunate indeed that the National Education Association has its headquarters in Washington, where its officers are in a position to see firsthand the currents and crosscurrents which now play upon the collective life of the nation.

Never before has our coordinated system of local, state, and national education associations been so important as now. The battle for the schools must be fought on each of these three fronts. Had it not been for the heroic pioneer work of our local, state, and national associations conditions would be vastly worse than they now are. If economic conditions get better, it will require the associated strength of the entire profession to see that the schools share in that improvement. If conditions get worse, the battle to save the schools will become more intense. Teachers who support their associations will have the satisfaction of having participated in the effort to safeguard childhood.

To every member of the Association THE JOURNAL goes each school month to help maintain that common background of information and mutual understanding which is the necessary foundation of cooperation. THE JOURNAL seeks to interpret the work of the Association and to keep teachers in touch with what is going on in the nation.

The Association's departments and committees are working as never before.

THE JOURNAL will keep you informed as to their progress. The Department of Classroom Teachers is carrying on a vigorous and effective program. The Department of Elementary School Principals has a program of work that should enlist the support of every principal who is ready to help support the profession that supports him. The Department of Superintendence has a project to put every member at work on the problems of the profession. The Joint Commission on the Emergency in Education has a comprehensive system of conferences, research, and interpretation. The Legislative Commission is in constant touch with various branches of the government and is performing an invaluable service, much of which for the present must necessarily be carried forward behind the scenes. The Committee on Social-Economic Goals for America has prepared a notable tentative report and is working on the final draft of a series of proposals which look far into the future of American life.

. . . And so on thru all the departments and committees. Each is fighting the battles of the teachers, the schools, and the children. All are entitled to generous support and encouragement. THE JOURNAL will keep you in touch with what the Association is doing.

JOURNAL plans for 1933-34 are closely related to the emergency in education. This issue reports the Chicago convention in its discussion of the emergency and gives material on the interpretation of education which will be valuable for many years to come and which may be used as a text for faculty meetings and for classes in teacher-preparing institutions.

The series of articles on taxation by Lutz and Carr is especially important. In this series, which will continue thru-

out the year, two foremost authorities give a comprehensive but simple analysis of the whole field of taxation and public finance. This feature alone is worth the price of membership in the Association. There will be other important series and many invaluable special articles. THE JOURNAL is for *all* teachers. It contains carefully selected material which every teacher should have.

By the sheer worth of its program and the devotion of its pioneer workers the National Education Association has risen to a major place in the life of America. The very existence of this widespread movement is one of the evidences of national purpose. This great organization seeks to elevate education—to preserve, develop, and magnify those elements in the life of our people which make for human excellence and happiness.

The National Education Association is dedicated to the finer and nobler things. It can achieve its great purpose only thru large use of the printed word. It is the aim of THE JOURNAL to develop a body of reading material which shall be worthy of the spirit of the pioneer founders, which shall express the combined judgment and experience of our best workers, and which shall be in keeping with the place of the Association in the life of America.

The JOURNAL staff appreciates the friendly cooperation of readers which prompts them to write freely their suggestions and comments. When you have an idea write the editor personally at headquarters. Your thought will help someone else. Send in newspaper clippings, references to magazines and books, descriptions of effective projects. Only by developing a vigorous and dynamic leadership thruout the profession can the teachers save the schools—Joy Elmer Morgan. ♦ ♦ ♦ ♦ ♦

The Journal of the National Education Association

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

Secretary, J. W. CRABTREE

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

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

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

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

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

JOY ELMER MORGAN, *Editor*

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

HAROLD A. ALLAN, *Business Manager*

THE RUGG SOCIAL



A cartoon (Press Publishing Company, New York World) from the chapter, "Scientific Planning in Industry," in Rugg, Vol. V.

SCIENCE COURSE

plays its part by fitting boys and girls to understand today's vital issues

National economic planning . . . the shorter working day . . . tariffs—these important issues of today and dozens of others you will find intelligently and fairly discussed in the Rugg Course. For giving boys and girls a dynamic picture of the modern world there is no other course like it. So say the 3900 places now using it in whole or in part.

- | | |
|---|---|
| I. Introduction to American Civilization, \$1.92. | IV. A History of American Government and Culture, \$1.96. |
| II. Changing Civilizations in the Modern World, \$1.96. | V. Introduction to Problems of American Culture, \$1.96. |
| III. History of American Civilization, \$1.96. | VI. Changing Governments and Changing Cultures, \$2.00. |

For each a *Pupil's Workbook* and *Teacher's Guide*. Prices subject to discount. Send for circular 543.

GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

\$15.00
INVESTED NOW
will safeguard the \$1000.00 you earn

PERHAPS your salary is more than \$1000.00 a year—perhaps it's a little less. But on your regular salary check depends your living. If you miss time from school because of sickness you lose that salary, but your living expenses run on. Then is when T.P.U. protection is one of your most welcome possessions.

For only \$15.00 a year the Teachers Protective Union offers you a Special Certificate protecting you from disability due to sickness, accident and quarantine. It is the most complete, low-cost protection you can buy. Even if you give up teaching or marry you may continue it without increased cost. It covers you the twelve months of the year. There are other T.P.U. Certificates to meet the requirements of every teacher. *Write for complete details.*

A WORD TO NEW TEACHERS

The Teachers Protective Union is the largest organization of its kind in the world. More teachers enjoy membership in it than in all other similar organizations combined. We invite you to join.

Teachers Protective Union
 Breneman Bldg., Lancaster, Pa. (or Local Deputy)

Economies—

TO HAVE your printing handled intelligently—that is economy in time.

TO HAVE your printing handled expertly—that is economy in cost of getting results.

TO HAVE your presswork handled on a properly planned production basis—that is economy in actual outlay for the job.

GET ALL your printing where facilities make economies.

*Consult us—any size job interests
 the "Master Printer"*

JUDD & DETWEILER
 INCORPORATED
 ECKINGTON PLACE AND FLORIDA AVENUE
 WASHINGTON, D. C.

NOTES and ANNOUNCEMENTS

THE SOS CALL OF THE NEA

The NEA needs my membership,
 And I need the NEA.
 The SOS call was given;
 I responded to it yesterday.
 With a 50 percent cut in my salary,
 And the howl of the wolf at my door,
 How could I spare the two dollars?
 My bank won't cash warrants anymore.

I admit I debated this question,
 Then all of a sudden I thought,
 Would a soldier act thus in wartime,
 When great battles need to be fought?
 Our profession now faces the enemy,
 With our children's future at stake,
 While apostles of false economy
 Destroy the schools that we make.

I thought of Washington's soldiers,
 When at Valley Forge they bore
 The hunger, cold, and privation,
 With hearts that were bleeding and sore.
 The thoughts of the children I'm teaching,
 And the added duty that's mine,
 At a time when ill winds are blowing,
 I should strengthen the battle line.

Our NEA fights the battles
 Of children and teachers too,
 The SOS call has been sounded,
 A challenge, a warning to you,

That a new birth for schools of the nation,
 Baptized with our blood and tears,
 Will bring us a heritage richer
 For the children of future years.

So comrades, here's my two dollars;
 I feel it's the least I can do
 As my share in the struggle before us,
 Don't you think you should do so too?
 Brave men and women are needed now
 To safeguard the nation's schools,
 For the youth in our madness we crush today,
 Will be the youth who tomorrow rules.

—A. D. Hefley, principal,
 Eugene Field School,
 McAlester, Oklahoma.

Thru NRA the federal government is saying to industry, "You must organize; you must get together." It is saying to labor, "You must organize." It is organizing the farmers. For teachers organizations to hold their own during this crucial year of 1933 is not enough. If they do not make substantial gains, they will be relatively weaker. Are you ready to do your part?

Cleveland convention—Plans are going forward for the sixty-fourth annual

winter meeting of the Department of Superintendence which is to be held at Cleveland, Ohio, February 24-March 1, 1934. Several of the larger hotels are already reserved to capacity. Hotel reservations should be made at once. Address the secretary of the hotel committee—A. H. Skean, 1604 Terminal Tower Building, Cleveland, Ohio.

The Legislative Commission—Recent legislation enacted by the federal government concerns the work of the schools at many points. The Legislative Commission of the National Education Association is working in this field, under the chairmanship of State Superintendent of Schools Sidney B. Hall, of Virginia. At present, the Commission is including in its program the following activities:

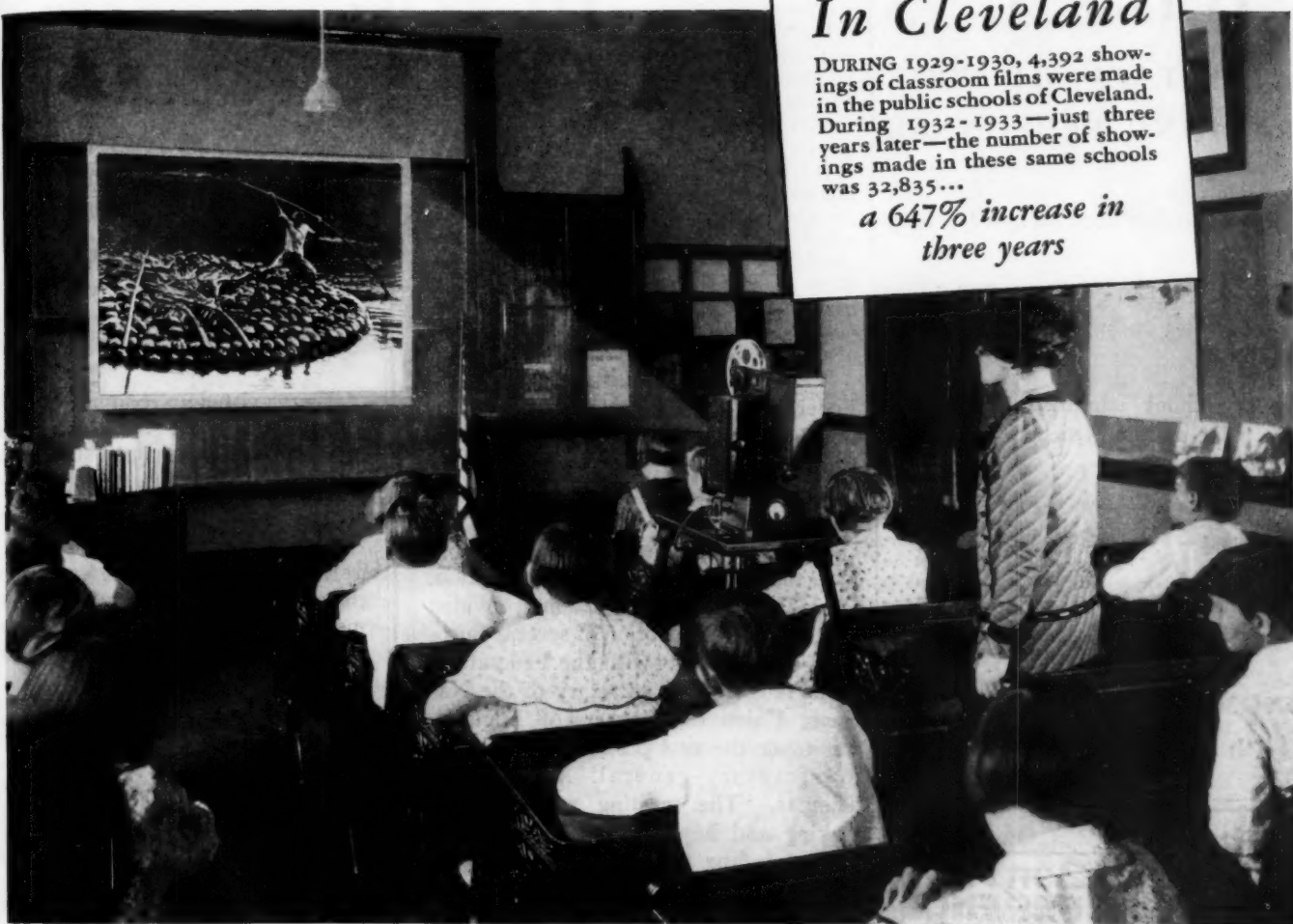
[1] Efforts are being made to have the President recognize the seriousness of the educational situation and take action thereon in a radio address, or proclamation, or otherwise.

[2] Efforts are being made to secure federal assistance, either under existing or future legislation, which will aid [Cont. on page A-84]

In Cleveland

DURING 1929-1930, 4,392 show-ings of classroom films were made in the public schools of Cleveland. During 1932-1933—just three years later—the number of show-ings made in these same schools was 32,835...

*a 647% increase in
three years*



Have you *kept up* with Classroom Films?

*Big yearly increases in their use show the
value of this teaching aid*

THE tremendous increase in use of classroom films is a fact which may well occupy the attention of every teacher, principal and school-board member. It is definite and striking proof of the value of this visual aid.

Eastman Classroom Films have been accorded wide acceptance, simply because they have again and again proved their ability to teach more in less time. They are planned with a view to coordination with standard courses of study. The vivid, indelible impressions which they leave on the minds of pupils make them an almost

indispensable aid to efficient modern education.

New Low Prices

The steadily growing demand for these films has made possible a sharp reduction in price. *Three* full 16-millimeter reels now cost but \$2 more than *two* reels formerly cost. A genuine Eastman projector costs as little as \$62. Now—more easily than ever—schools can give pupils the benefits of these motion pictures.

The *Descriptive List of Eastman Classroom Films* gives brief outlines of the

more than 200 reels now available. Send for it today. Address: Eastman Teaching Films, Inc. (Subsidiary of Eastman Kodak Co.), Rochester, N. Y.

A Living Lincoln on the 125th Anniversary of His Birth



On February 12, 1934, bring the inspiration of the Great Emancipator's life to your classrooms, by means of the Eastman Classroom Film, *Abraham Lincoln*. The two full reels, 16 millimeter, cost only \$48.

Eastman CLASSROOM FILMS

Just Published

COOKE'S PROBLEMS OF THE TEACHING PERSONNEL

Only up-to-date book on new teaching conditions.

Contains the best group of administrative principles and practices now available.

Every school administrator, supervisor, principal, and teacher will find it invaluable.

Practical Specific in Application

390 pages \$3.00

LONGMANS, GREEN & CO.
55 Fifth Avenue New York



**1/4 to 1/2 on TEXT
and REFERENCE
BOOKS**

TEACHERS:
FREE desk copy with
order of ten or more.

Write for Price List
on any book desired.
500 pages of printed
price lists.

New Books also cheaper. For Text or
LIBRARY purposes good used books
serve as well as new. Save depreciation.
One million volumes in stock.
Every text book used.

College Book Co.
(Established 1902)
Dept. 36 Columbus, Ohio

WE ALSO BUY BOOKS

Bausch & Lomb Balopticons

Simple, Effective Projectors for all
Still Picture Instruction with Lan-
tern Slides, Strip Films and Opaque
Objects.

Write for Catalog Today.

BAUSCH & LOMB OPTICAL CO.
684 St. Paul St., Rochester, N. Y.



Perry Kindergarten Normal School

Founded 1898 by Annie Moseley Perry

3-year course for high school graduates desiring to be-
come nursery school, kindergarten, primary and play-
ground teachers. Limited enrollment insures personal
attention. Supervised practice teaching. University
credits. Send for booklet "Training Children."

HARRIOT HAMLEN JONES, Principal,
25 Huntington Ave., Room 316, Boston, Mass.

NATIONAL COLLEGE

Formerly National Kindergarten and Elementary College. Ele-
mentary courses to meet the special needs of teachers from
nursery school through sixth grade. Comprehensive Demon-
stration School. Attractive Dormitory. 4-year B. E. degree, 2-
year diploma, 2-year certificate. Spring term begins Feb. 8,
Summer term June 23. Catalog.

Edna Dean Baker, Pres., Dept. D-103, Evanston, Ill.

OF EDUCATION

[Cont. from page A-82] the states to keep schools open and to maintain educational standards.

[3] The Commission is working with the National Recovery Administration in the development of a code to be signed by school-boards, concerning the salaries and working conditions of teachers and other school employees.

[4] The Commission is supplying information to local communities regarding procedure by which they may secure federal funds for school buildings, under the public works section of the National Industrial Recovery Act. Many questions concerning this whole matter have not yet been settled by the Recovery Administration. The Legislative Commission is keeping in touch with the situation.

The Dublin meeting of the World Federation of Education Associations was held July 29-August 4. Thirty nations were represented. President Jessie Gray reports that some of the outstanding speakers were Mrs. Ruth Bryan Owen, President de Valera of Ireland, and the President of the Federation, Paul Monroe. The resolutions provided for the possible coalition of several European organizations with the Federation. Mr. Fred Mander, secretary of the National Union of Teachers of England, was made the new president. According to secretary-general, Augustus O. Thomas, "The meeting was forward-looking and hopeful, and there was a general feeling that the World Federation had only just begun its great work and must play an important part in the drama of civilization." Friends of Dr. Thomas will be glad to know that his health has been completely recovered. [Teachers of the United States may share in this important worldwide educational enterprise thru joining the "Goodwill chain" of individual members. The fee is \$1.]

Our American Schools—The annual series of radio programs sponsored by the National Education Association will begin on the networks of the NBC Sunday, October 8, at 6:30 PM EST. The series will continue under the direction of Florence Hale, radio chairman and past president of the National Education Association. Teachers may greatly increase the effectiveness of these programs by giving them local publicity. For a detailed statement of speakers, write to the Division of Publications, NEA, 1201 16th Street, N. W., Washington, D. C.

The interpretation of education—Reprints of the sixteen-page JOURNAL feature on interpretation [pages 177-193] may be had at the following prices: Single copies, 25c each; when ordered in quantity, the following discounts are allowed: 2-9 copies—10 percent; 10-99 copies—25 percent; 100 or more copies—33 1/3 percent.

LEADERSHIP IN AN EMERGENCY

There existed an economic emergency. It offered stubborn resistance to all remedies until such time as Business, Industry and the Consumer mobilized under N. R. A. leadership.

In a period of disease epidemic the public is more susceptible to medical guidance and dictation than during a normal health period.

In times of war citizens organize and military leadership prevails.

New emergencies create new problems that only the trained and skilled in that particular field of emergency can solve.

No emergency in the nature of a disease epidemic exists: There is no national peril through war: *There is a national emergency in Education.*

Large groups of ill adapted children are returning to the school rooms. Slashed revenues prevail: teaching load augmented: teaching tools denied—all of which largely intensifies the emergency.

In wars, in epidemics, in disasters, there is an abundance of funds to meet the demands of the emergency. The same could be true in the emergency in education. Rally to the support of the educational leadership and *prevent a breakdown in education.* To that end lay cooperation must subject itself to Professional Educational Leadership.

NATIONAL SCHOOL SUPPLY ASSOCIATION

176 West Adams Street
Chicago, Ill.

The Legion to the rescue—When school opens at Winter Haven, Florida, this fall, the children of that city will have the American Legion to thank for their being able to enter upon school work with normal progress. When early last March it became apparent that the Winter Haven public schools could not operate for the full term, hundreds of the children had to drop out of school because their parents did not have the means to continue their education on a tuition basis. Then the Frierson Nichols Post 8 of the American Legion came to the rescue.

Well-qualified, volunteer teachers were commandeered from the Legion post and the Legion auxiliary to carry on the work cut short by the closing of the schools. The prospective teachers from the post were called together and assisted by the principal of the central grammar schools, worked out a program in accordance with that in effect in the tuition schools. The enrolment approached the three hundred mark. At the end of the term, the regular examinations were given and approximately 88 percent of the pupils passed.

The many friends of Willis A. Sutton, former president of the National Education Association and superintendent of schools, Atlanta, Georgia, will be pleased to know that he is making satisfactory progress toward recovery from injuries received in an automobile accident last spring. Dr. Sutton wishes thru **THE JOURNAL** to express his appreciation to his friends thruout the country for their thoughtfulness during his illness.

New Commissioner of Education—George F. Zook, former president of the University of Akron, Ohio, succeeds William John Cooper as Commissioner of Education. Dr. Zook thus returns to the Office of Education, where from 1920 to 1925 he served as director of the division of higher education. Dr. Cooper has accepted the appointment of professor of education at George Washington University.

The big thing is for us all to work together. It looks as if we shall need to show our teeth in fight as well as in smiles.—J. W. Crabtree.

Reports which help—Reports like the following are beginning to arrive at NEA headquarters. They build courage and confidence:

We are enclosing herewith the list of the names and addresses of our teachers so that they may receive the October **JOURNAL**. I hope teachers everywhere realize the necessity during this period of attaining, if they have not

Who Will Pay

the Doctor,
the Nurse,
and the
Board Bill

When You are Sick or Injured?

This is the question you must decide, and you are deciding it right now—whether you will continue to carry the risk of financial loss and embarrassment in time of need or whether you will let the T. C. U. assume the risk and share the burden when the loss comes.

One in Every Five Teachers Will Lose Salary This Year

It is an actual fact, proven by the records, that every year one out of five teachers suffers enforced idleness and loss of salary through Sickness, Accident or Quarantine.

You may be that unlucky fifth teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T. C. U. stands ready to help bear that burden?

What the T. C. U. Will Do for You

The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

These Teachers Know!

"Thanks very much for the check which you just sent. It is bad enough to be sick, but is a lot easier when your doctor bill is being paid. I received my check within a week from the date I sent in my claim, and am well pleased with the fairness of the T. C. U."—
Clara B. Goss, Campbellsburg, Ind.

"It gives one a feeling of confidence to belong to some good organization when we see the accidents which occur daily all about. This has been a source of satisfaction to me for years and I am glad to express my gratitude to the T. C. U. for the most timely aid during the last ten weeks."—*Mrs. Hulda Chandler, Santa Paula, Cal.*

Send Your Name No Obligation

Just fill out and mail the coupon. We will then send you full particulars of how we protect teachers. Please do it today.

Teachers Casualty Underwriters
635 T. C. U. Bldg. Lincoln, Neb.

To the T. C. U.,
635 T. C. U. Building, Lincoln, Neb.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)

already done so, the 100-percent record.—Robert M. Steele, president, State Teachers College, California, Pennsylvania.

Again the teachers of the New London public schools have voted to join both the Wisconsin Teachers Association and the National Education Association 100 percent. It is our opinion that we need this affiliation more than ever in this critical period of reconstruction.—H. H. Brockhaus, president, New London Teachers Association, Wisconsin.

Teachers in Superior are being paid with city scrip not negotiable outside city. What shall we do about collecting dues to NEA? May our treasurer collect scrip in payment of dues and hold it until redeemable by city?—Mrs. Gudrun E. McCartan, secretary, Superior Council of Education, Wisconsin.

Our reply to the last letter: Let treasurer collect and hold scrip. Send us names promptly.—J. W. Crabtree.

Phi Delta Kappa responds to "a call to service"—The chief purpose of Phi Delta Kappa is the promotion of free public education as an essential to the development and maintenance of a democracy. Contributory to this objective, the organization has set aside \$4000 to help deal with the crisis now facing education. Of this amount, \$2500 has been made available to the Joint Commission on the Emergency in Education for the printing [Cont. on page A-86]

Mention **THE JOURNAL** when writing our advertisers.

[Cont. from page A-85] and distribution of materials. Phi Delta Kappa prepared an exhibit for the World's Fair at Chicago, calling attention to the emergency in education. In addition, at the request of Phi Delta Kappa's executive committee, the Joint Commission has assigned to the organization a long-term project—a program of adult education.

Growing Up With Books is the theme of Book Week, November 12-18. Exhibit material and suggestions for the Week may be had from the National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y., and from the Macmillan Company, 60 Fifth Avenue, New York, N. Y.

Definite programs of action for meeting the educational crisis are revealed by the following paragraphs: [1] from a letter sent to all Vassar alumnae by the president of their alumnae organization and [2] from a resolution of the Association of Education Sororities:

[1] With the approval of the Board of Directors and the Council of Representatives, I am writing to beg that each one of you become aware of the situation in your community as it relates to the welfare of the public schools and libraries and to the exploitation of workers. If you find that the public-school budget or the number of teachers is being decreased

beyond the point where it is absolutely necessary or in every way justified, or that employers are breaking down hard-won labor laws that it may take years to rebuild, will you ally yourself with any existing nonpolitical group that is taking steps to combat such conditions, or, if necessary, help to create such a group?

[2] **BE IT RESOLVED**, that the Association of Education Sororities dedicate itself to the preservation of our American educational ideals and to their interpretation to the people. To this end the Association urges all its members to make themselves familiar with the development of educational policies in the United States and to take an active part in bringing before the people our fundamental educational ideals.

BE IT FURTHER RESOLVED, that the Association request the Schools of Education to instruct their students in the art of interpreting education to the people.

Elementary School Libraries—The 1933 yearbook of the Department of Elementary School Principals is now available. The department's volume has been characterized as "the best yearbook by principals to date."

The School Finance Charter on page 194 will make an attractive and timely poster for bulletin boards. Editors will welcome this material for the local newspapers.

The Des Moines plan for adult education—In addition to neighborhood

forums such as were held in Des Moines last year [see THE JOURNAL for May 1933] citywide forums will be carried on in that city this year. The purpose of the forums is to get citizens together in groups where qualified leaders can present subjects of current interest, to be followed by general discussion in which all present participate.

A point of view—The present economic confusion in America is costing the nation over forty billion dollars annually in loss of income, which would be available were the talents of our people employed as they formerly have been. Forty billion dollars is a huge sum and to avoid the loss of it justifies unusual measures of great magnitude. Let everyone do his part according to the best light he can get from day to day, and conditions will begin to improve.

Write to the National Recreation Association, 315 Fourth Avenue, New York, for the latest material on education for leisure.

The National Council of State Superintendents and Commissioners of Education held its annual meeting in Washington September 15 and 16, earlier than usual because of the emergency. John K. Norton made a special report for the Emergency Commission.



We must do our part---



LIFE MEMBERSHIP IN THE N. E. A.

People everywhere are working beneath the sheltering wings of the NRA eagle. By universal cooperation President Roosevelt is bringing the country out of the throes of the worst depression in all time. The same whole-hearted cooperation must exist in the teaching profession if education is to be maintained. 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 called upon for increased service which it is endeavoring to render. *We need your help.* You are urged to enrol now as a life member if at all possible. To do so indicates permanent interest in the Association and places you solidly back of the program of the N. E. A. just as signing the NRA code

is a pledge to stand behind the administration in the recovery program.

Unless we are more concerned than we have ever been before, it will take a decade to restore levels of a year or so ago. Let us *keep our schools open* so that the child—yours and mine—will not be deprived of its rightful heritage. Financial debts can be paid later but you cannot repay a year or even six months of a child's life.

We are dealing with citizens of tomorrow. If leaders are to be created let us look now to our schools. Life membership dividends never fail, but increase in value every year. Manifest your interest in the youth of the land by enrolling as a life member.

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

WE ARE DOING OUR PART

Dear Mr. Crabtree:

I wish to become a life member, making my first payment Nov. 1. I understand the entire amount of \$100 can be paid in equal annual instalments of \$10 each.

Name.....
Position.....
Address.....
City and State.....



Age of Innocence

Reynolds

Valuable aids in teaching Language, Literature, History and Geography

NOW plan Picture Study for this new school year. FREE. A list of pictures for each month in the first eight years in school. Send for it TODAY and we will tell you about our PRINTED DESCRIPTIONS of all pictures named in this NEW COURSE. Give name of your school and grade.

Price of the Perry Pictures—ONE CENT EACH for 50 or more. Size 3 x 3 1/2. TWO CENTS EACH for 25 or more. Size 5 1/2 x 8.

CATALOGUE of 1,600 miniature illustrations for 15 cents in coin or stamps.

The Perry Pictures Co.
Box 4, Malden, Mass.

Forget the Future

You can, once you've made it secure with a John Hancock Retirement Annuity.

It is a simple way to prepare now for a guaranteed life income when you are ready to retire, and the results are sure.



JOHN HANCOCK INQUIRY BUREAU
197 Clarendon Street, Boston, Mass.

Please send me your booklet about Annuities.

Name.....

Street and No.....

City.....State.....

J. N. E. A. 10-33

The People's Lobby, an organization of publicspirited citizens with headquarters in Washington, D. C., headed by Dr. John Dewey, advocates the following program for 1933:

Higher federal surtaxes on incomes; higher federal estate taxes; taxation of income from tax-exempt securities, and of corporation surpluses; federal unemployment relief; federal appropriations for public works; federal credit for municipal housing; federal subvention of unemployment insurance; federal investigation of mergers and how they may be regulated in the public interest; writing down on non-government debts, and of interest rates thereon; refunding federal bonds at lower interest rates; legislation requiring a public record of corporation stock holdings, and corporate affiliations of federal employees; cooperation in international relations.

Persons interested in the facts published by this organization may obtain copies of its bulletin from the People's Lobby, Bliss Building, Washington, D.C.

Tell your professional friends about the NEA. Urge complete membership. Pass extra JOURNALS on to influential laymen. Give leadership in the observance of American Education Week. Develop both your professional and your civic leadership.

Every high school should have at least one course given to a comprehensive study of the economic life of the community where the school is situated.

DATES TO BE REMEMBERED—

Nov. 12-18—Book Week.

Nov. 11-30—Annual Roll Call of the Red Cross. During the past year the Red Cross has distributed 10,500,000 barrels of flour and 104,000,000 garments to needy and distressed people.

Dec. 6-9—Convention of the American Vocational Association in Detroit.

Let teachers everywhere work actively for the ratification of the Child Labor Amendment to the Constitution at the earliest possible date. The adoption of that amendment will make permanently effective the temporary provisions against child labor which have been embodied in the codes.

Necrology—E. E. BASS, for nearly half a century an active and aggressive superintendent, passed away on November 12, 1932, at Greenville, Mississippi.

J. M. McCONNELL, commissioner of education in Minnesota, died April 29, at his home in St. Paul.

LIVINGSTON C. LORD, for thirty-four years president of the Eastern Illinois State Teachers College at Charleston, died April 15.

MILO H. STUART, assistant superintendent of schools, Indianapolis, Indiana, passed away July 25. He was president of the Department of Secondary School Principals 1929-30.

WILLIAM A. MADDOX, president of Rockford College, Rockford, Illinois, and ALFRED O. WILGERETH, director of music, were killed in an automobile accident on August 10.

Mention THE JOURNAL when writing our advertisers.

Every Month in HYGEIA

Helps for HEALTH TEACHING



Of course you are always on the outlook for new ideas, for practical helps in teaching health. You will find a world of usable material in every issue of HYGEIA, the Health Magazine of the American Medical Association.

It gives authentic information on practically every phase of health of interest to the individual, the home, the school and the community—causes and prevention of disease, handling of epidemics, child health problems, mental health, sex education, school athletics, diet and nutrition, exercise and recreation, posture, weight control, sleep and relaxation.

The articles are written in simple, non-technical language, easily understood. In addition there are health stories and verses for children, and numerous pictures of health activities in other lands. HYGEIA can be used for reference work, for outside reading, for motivating health teaching and for correlating it with practically every subject in the curriculum.

Particularly helpful is a special department for teachers.

"SCHOOL AND HEALTH"

This department is conducted by Dr. J. Mace Andress, well-known author of texts on health teaching. He discusses new trends in health teaching, reviews new books and material on the subject, and gives concrete examples of successful health teaching projects reported by teachers from all over the country.

Special Offer

6 months of
HYGEIA
with 48-page book
"HEALTH
TEACHING
PLANS
FROM
HYGEIA"



—27 concrete examples of health teaching in various schools, including projects on supervised lunch periods, organizing and operating a health club, and a balanced diet experiment with animals—from Dr. Andress' department in HYGEIA.

AMERICAN MEDICAL ASSOCIATION NEA-10-33
535 N. Dearborn St., Chicago, Ill.

Enclosed is \$..... for 6 months' subscriptions to HYGEIA, the Health Magazine, with "Health Teaching Plans from HYGEIA," at \$1.00 each.

Name

Address

INCREASE YOUR VALUE TO THE PROFESSION NOW

Regardless of this economic stress, the training of members of the teaching profession must go on.

Keep fully informed of the progress in education. You must be up to the minute. Superintendents, principals and teachers will each find the publications of the National Education Association and its Departments very helpful texts for further training. They represent the best thoughts of leaders.

Research Bulletins

	Price Per Copy
CONSTRUCTIVE ECONOMY IN EDUCATION. Vol. XI, No. 3, September, 1933. 36pp.....	\$.25
SALARIES IN CITY SCHOOL SYSTEMS. Vol. XI, No. 2, March, 1933. 16pp.....	.25
THE SCHOOL BOARD MEMBER. Vol. XI, No. 1, January, 1933. 48pp.....	.25
FACTS ON SCHOOL COSTS. Vol. X, No. 5, November, 1932. 24pp.....	.25
CRIME PREVENTION THROUGH EDUCATION. Vol. X, No. 4, September, 1932. 68pp.....	.25
ESTIMATING STATE SCHOOL EFFICIENCY. Vol. X, No. 3, May, 1932. 58pp.....	.25

Health Education

HEALTH EDUCATION—Second Edition. A program for public schools and teacher-training institutions, 1930. 251pp. Paper Bound.....	1.25
Cloth Bound.....	1.75
HEALTH SERVICE IN CITY SCHOOLS. 40pp. Per Hundred, \$15.00.....	.25
HEALTH ESSENTIALS FOR RURAL SCHOOL CHILDREN. 24pp. Per Hundred, \$8.00.....	.15
HEALTH IMPROVEMENT IN RURAL SCHOOLS. 52pp. Per Hundred, \$15.00.....	.25

Authentic Data on Salaries

Up-to-date 1932-33

The *Special Salary Tabulations* of the Research Division of the National Education Association furnish information needed by those conducting salary studies. Write for details concerning the data available and the cost of the tabulations.

Departmental Yearbooks

Superintendence

	Price Per Copy
EDUCATIONAL LEADERSHIP: PROGRESS AND POSSIBILITIES. Eleventh Yearbook, 1933. 544pp.....	\$2.00
CHARACTER EDUCATION. Tenth Yearbook, 1932. 536pp.....	2.00
FIVE UNIFYING FACTORS IN AMERICAN EDUCATION. Ninth Yearbook, 1931. 544pp.....	2.00
THE SUPERINTENDENT SURVEYS SUPERVISION. Eighth Yearbook, 1930. 472pp.....	2.00
THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM. Sixth Yearbook, 1928. 584pp.....	2.00

Elementary School Principals

THE ELEMENTARY SCHOOL LIBRARIES. Twelfth Yearbook, 1933. 464pp.....	2.00
THE PRINCIPAL AND HIS COMMUNITY. Eleventh Yearbook, 1932. 448pp.....	2.00
THE PRINCIPAL AND SUPERVISION. Tenth Yearbook, 1931. 524pp.....	2.00

Classroom Teachers

THE CLASSROOM TEACHER AND CHARACTER EDUCATION. Seventh Yearbook, 1932. 272pp.....	1.50
THE ECONOMIC WELFARE OF TEACHERS. Sixth Yearbook, 1931. 244pp.....	1.50
TEACHING AS A CREATIVE ART. Fifth Yearbook, 1930. 307pp.....	1.50

Review of Educational Research

PUPIL PERSONNEL, GUIDANCE, AND COUNSELING. Vol. III, No. 3, June, 1933. 96pp.....	1.00
MENTAL AND PHYSICAL DEVELOPMENT. Vol. III, No. 2, April, 1933. 100pp.....	1.00
EDUCATIONAL TESTS AND THEIR USES. Vol. III, No. 1, February, 1933. 80pp.....	1.00
SCHOOL BUILDINGS, GROUNDS, EQUIPMENT, APPARATUS, AND SUPPLIES. Vol. II, No. 5, December, 1932. 100pp.....	1.00
TESTS OF INTELLIGENCE AND APTITUDE. Vol. II, No. 4, October, 1932. 72pp.....	1.00

The titles listed above are only a few of the many available and include only the more recent issues of Research Bulletins and Department Yearbooks. Other issues are available covering a wide range of subjects. Write for complete list.

Discounts on quantities of same book: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more 33 1/3 percent.

ORDER
NOW

Please send the following:

10-33

..... copies \$.....

..... copies \$.....

Name

Address—Street

City and State

Make checks or money orders
payable to and mail to

**NATIONAL EDUCATION
ASSOCIATION**

1201 SIXTEENTH STREET
WASHINGTON, D. C.