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"Believe It or Not," says Ripley: "Not one person in 10,000 can pronounce all these words correctly—gratis, culinary, cocaine, data, version, address, gondola, chic, impious, Caribbean." Are you 100% right? Check with The W. S. D.

My dear Dr. Lewis (co-editor of The W. S. D.): "As a lexicographer you will be interested in the following definition which I came across in the ----- Dictionary. 'Pragmatism is a practical application to epistemology of a teleological psychology involving ultimately a voluntaristic metaphysic.' For years I have professed to be a pragmatist, but now I suspect that I am really a Democrat."—Thomas Briggs, Teachers College, Columbia University.

Ring Lardner, humorist, published a list of the five most valuable books—the Bible, The W. S. D., etc. "For those who like mysteries," continued Lardner, "we recommend the timetable of the Atchison, Topeka & Santa Fe Railroad."

Walter Winchell retorts to a reader of his "On Broadway" column: "Who bulled you into killing the word 'realtor' in that Monday item because it was a copyrighted word? . . . Copyrighted? It's in the dictionary—in The Winston Simplified dicksh, page 805."

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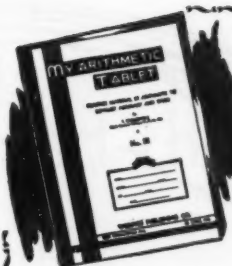
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M I M E O G R A P H

The New Deal and the Schools

A NEW OUTLOOK is coming into American life. A new spirit is abroad in the land. The road toward recovery may be long and hard but the forces of the New Deal are telling. The promise of tomorrow is fair enough to arouse hope and encourage us to build anew and better.

The New Deal includes a coordinated series of federal activities but it is vastly more than that. It is a philosophy of life and government. It is a new set of values. It is progressive and experimental. It begins with conditions as they are and moves forward in the firm conviction that intelligence and far-sighted planning will bring order and happiness to the American people.

The New Deal is designed to establish equilibrium and vitality in the productive life of the nation. Its legal background is contained in five major emergency acts: [1] The National Industrial Recovery Act; [2] the Agricultural Adjustment Act; [3] the Securities Control Act; [4] the Glass Act; and [5] the Railway Coordination Act. There are other projects whose ultimate effects may be far-reaching, particularly the Tennessee Valley Authority and the Civilian Conservation Corps. The New Deal places great emphasis upon far-sighted planning, of which the Tennessee Valley Authority is a good example.

It is not possible for anyone to foresee the full effects of the various policies that are being tried out, but experimentation is far better than stagnation and further collapse. Teachers everywhere will do well to study these efforts at national recovery and to weigh their effects in terms of the people and the communities in which their schools are located. The schools are involved in the New Deal in many ways.

Insofar as the New Deal may improve conditions or prevent their becoming worse, it will help to safeguard the schools from further collapse. The schools cannot save themselves unless

civilization itself be saved. By providing funds for relief out of the federal treasury, the government is helping to con-

WE ARE anticipating improvement in conditions. What gleams of light do you see in your community? How has the New Deal affected you? Your family? Your neighbors? Your friends? The families represented in your school? Have hours of labor been shortened? Have wages been increased? Has child labor been given up? Are industries living up to the codes? Have the rights of the consumer been sufficiently safeguarded? Is the New Deal being studied in the schools? By faculties? By civic groups? Is there a new sense of civic responsibility?

serve local resources for the regular activities of local government including schools. The emergency relief administration has also authorized the use of relief funds to employ idle teachers temporarily and thereby to enable communities where schools have been closed for want of funds to carry on educational activities. The New Deal offers financial aid in the construction of new buildings where such construction will provide needed employment.

By outlawing child labor in the code agreements, the New Deal is releasing from occupational life a large group of young people for whom educational opportunities must be provided.

The various projects involved in the New Deal constitute vital new materials of instruction. They should be taught constantly and vigorously from the intermediate school thru the professional school according to the comprehension

of the students. By systematically clipping material from the newspapers and magazines relating to each of the various projects, the school can build up scrap-books or folders of material for discussion and analysis. Additional material may be had from books in the library.

Students can be assigned to organize this material and to study its application in the local community. They can gather local data which will show concretely the effects of the new order on their homes and neighbors. The schools can train young people to think in terms of human values rather than dollars.

Young people today are tremendously concerned about the place they are to occupy in the world. They have been impressed by the impossibility of finding employment for their older brothers and sisters. The biggest job ahead of America today is to find occupations which will enable eager young people to employ their talents and skills and to enjoy the satisfaction and growth which come from taking their part in the common life of the community.

What plan has your community for the employment of its young people? Since unemployment is everywhere, obviously the problem cannot be solved by shunting them off into other communities which already have their own problems. A logical solution is therefore that each community should look upon its young people as a part of a larger family and join hands in planning for them occupations which would be worthy of their talents and of the standards which the community wishes to maintain.

The New Deal places upon teachers a responsibility for civic leadership in the community outside their classrooms. Teachers are in a position to be well-informed and they occupy places of influence. They can do much to interpret new movements, to reassure the people, to prepare them for patience and sacrifice in the common effort to better conditions.—Joy Elmer Morgan.

AT THIS MOMENT, the United States, with NRA, is trying the biggest revolution in the history of modern government, the government itself taking over responsibility for industry, wages, hours, prosperity, and employment. Nothing more revolutionary has happened since Louis the Eleventh in France absorbed in himself and the monarchy the powers that had been exercised by the great feudal lords.—Arthur Brisbane in "Today," September 7, 1933.

Teachers Are Citizens

FROM THE BEGINNING of our country, the public-school teacher has not had the privilege of exercising the full rights of an American citizen. . . . 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 endeavors. . . .

Teachers must become politically conscious and become aware of the tremendous responsibilities which fall upon them in the definite working out of our social program. . . . Many will decry any political activity on the part of teachers, but where is the agency to come from to combat the evil forces which are all but engulfing us? . . . Small organized minorities have ruled and gained power simply because the moral forces have been disorganized and inarticulate. With the American public school as a nucleus and the coordinating agency for all right-thinking groups, graft and corruption can be dethroned, both in business and in politics.

May I make this clear by a simple illustration? I shall speak to you representing two groups of people. . . . First of all, I shall represent Mr. Jones as a leader of the self-centered, self-seeking groups and special interests that have for many decades past constituted self-appointed committees whose duties were to control all governmental functions—local, state, and national. . . . We shall now have the opportunity of hearing him speak his mind to the school teachers of America.

Mr. Jones: Ladies and gentlemen, as the representative of many organizations, I stand before you as your friend to give you some very definite instructions. You are about to overlook some very pertinent facts which may cause you to jeopardize your jobs in the future. For many ages past you have been very quiet, inactive, and neutral in all matters of importance. I have come before you to demand that you continue the same policy in the future.

You are not citizens of America in the full meaning of the term. You merely have the right to vote. But you have no right to full citizenship when it comes to influencing public opinion. You must not be quoted by the public press in regard

to any political matters. When it comes to the election of officers, you may vote, but you dare not express an opinion in the presence of others. Regardless of the fact that you may be better qualified for the selection of the members of a board of education than any other group of citizens, remember that on all these problems you must be silent. . . . On all matters of taxation and school legislation we again demand of you that you keep your hands off. You are entirely ignorant of the goal that our organizations constantly seek. Life to us is not the training of girls and boys but the obtaining of the maximum amount of money with the minimum amount of effort. We have noticed that our dividends diminish in proportion to your activities. Therefore, stay out of politics.

We political henchmen do not know much about the theory of democratic government, but we do know a great deal about political graft and practical politics. We do not ask you to boost for us, but we do demand of you that you remain silent. We are now lions at bay. Many of our civic organizations have turned against us. Investigating committees are after us on every side. If all the school teachers in America and all the rest of our college and university trained citizens were to exercise the full rights of citizenship just at this time, we would be doomed!

I am aware that yours is only one of the many groups who are paid a monthly salary from the funds obtained from the public thru the process of taxation, and that all these other groups—city employees, county employees, state and federal employees—do have the full rights of citizenship, but your case is different. You must not attempt to influence the mind of the public. The illiterate laborer who has never gone to school a day in his life has a right to say what he pleases in regard to the political conditions, but you must not. It is easy for us to deceive the masses in general, so long as the teachers, who can reach and influence every race and class of people, remain silent. I realize that the school teachers do reach more than 90 percent of all the homes in America today, and that if their influence were wielded for the good of the public in general, then all our self-seeking, special interests would suffer. Our business cannot be jeopardized. . . .

You shall not appear before our state legislature, nor our city council, nor even the board of education that employs you. Others have a right to say what they please, but you must be silent and let crooked politics have its way. Beware! I give you warning. Be silent.

Now in answer to the instructions given by Mr. Jones, representing the self-centered interests, I shall speak for Mr. Smith, who represents the school teachers of America.

Mr. Smith: I am glad to reply to your threats and intimidations. I am speaking for the citizen-teachers of America. First of all, I want to inform you that we are citizens. We do have the full rights of 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. Every red-blooded American school teacher is now ready to fight against the pernicious practises that helped to bring on this present nationwide situation.

From the intimidations you offer, you infer that we are cowards, that we are afraid to take part in our government. You desire to hold over us a big political club and to intimidate us. You insinuate that if we do not remain silent and neutral, we are apt to lose our jobs on account of your political chicanery.

Are our jobs so dear that we are willing to sacrifice the welfare of hundreds of thousands of girls and boys and honest, hard-working citizens in order that you may continue your pernicious practises? No! A thousand times, no! If we cannot be public-school teachers and citizens at the same time, then we choose to be citizens. Our government is face to face with a real struggle, and the public-school teachers of America are in the trenches ready to fight for a better, cleaner, and more wholesome condition. We will not remain silent and inactive in civic affairs. We are not cowards. We are red-blooded American citizens and taxpayers qualified by professional training for leadership in the war on civil 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.—From an address by **Willard E. Givens**, superintendent of schools, Oakland, California, before the NEA convention, Chicago, July 4, 1933.

What Are Taxes For?

TAXES are a necessary device for securing many of the advantages of modern life. The savage has no government to do things for him; hence he pays no tax. In every civilized community government does many things for the people for which they pay by means of taxes. As an individual, you cannot afford to have a staff of engineers build you a system of private highways, or to employ a corps of teachers for the instruction of your children, or to hire a squad of policemen just to watch your property, or to keep a completely equipped fire department ready to dash to the rescue in case fire breaks out in your home. Such services are performed by government for all citizens.

Government is a form of cooperation. It enables us to do many things as an organized group that we could not possibly do as individuals. The payment of taxes therefore may well be considered as a form of cooperative buying. What do we, the American people, buy with our taxes? [This section was written prior to the executive reorganizations in veterans' payments and in the federal governmental agencies. The figures are frankly only approximate as they are based on estimates from several different sources covering the period 1930-1932. They reflect only a part of the recent increases in relief and social welfare work and the decreases in costs of schools.]

First, we pay our debts—This is the biggest single item. The interest and principal payments on local, state, and federal debts amount annually to 18 cents out of every dollar spent by government. A little less than half of this money is spent to pay back what was originally borrowed for war purposes. Most of the remainder is used to pay interest and principal on bonds issued to build roads, schools, and other public improvements and buildings.

Second, we educate our children—This uses up 17 cents of each dollar of public money expended. Roughly, about 12 cents of this is for elementary schools, 3 cents for high schools, and 2 cents for colleges and universities.

Third, we build roads—The construction and maintenance of highways calls for 16 cents out of each dollar the government spends. This is now our most rapidly growing expense. Of the 16 cents, the states spend 7 cents; cities spend 4

cents; counties and other local units spend 4 cents; and the federal government, 1 cent.

Fourth, we provide for the common defense—This includes such items as the military and naval defense of our country and the protection of our property from fire, theft, and other hazards. This work requires 11 cents out of each government expenditure dollar. Out of this sum the maintenance of police and fire departments calls for 5 cents; the maintenance of the Army and Navy and related activities, for 5 cents; and the operation of jails, prisons, and other protective and regulatory enterprises, for 1 cent.

Fifth, we pay the direct expense of government—The maintenance of the legislative, judicial, and executive branches of government, together with the handling of elections and similar charges, requires altogether about 8 cents from every dollar of government expenditures.

Sixth, we promote social welfare—Social welfare promotion, which includes all such activities as those carried on in the interest of public charity, hospitals, public health, mothers' pensions, workmen's compensations, and the protection of the Indians, absorbs 7 cents of the total government expenditure dollar.

Seventh, we foster the nation's economic development—Out of every government dollar 7 cents is spent for economic development. This includes expenditures for conservation and reclamation projects, improvements of harbors and waterways, and the encouragement of agriculture. Federal expenditures for business and agricultural relief during the depression are also included in this item.

Eighth, we provide for former soldiers and sailors—This item calls for 6 cents out of each dollar of public expenditures. In this sum are included amounts spent for pensions, for insurance, for medical and hospital services, and for the overhead costs of the veterans' administration.

These eight items—debt, schools, roads, defense, general government, social welfare, economic development, and veterans' expenses—are responsible for 90 percent of all government costs. The remaining 10 percent is divided among various public service enterprises

such as municipal water-works, or street railways, and a host of miscellaneous governmental services.

The governmental dollar, distributed over these public functions as described in the preceding paragraphs, is the combined dollar which is spent by all units of government—federal, state, and local. The federal government alone spends almost one-third of it; the share of the forty-eight state governments is only about one-sixth; while more than half of the dollar is spent by city, county, and other types of local government.

Furthermore, the different types of governmental units do not give equal emphasis to the various purposes for which public expenditures are made. For example, education is the largest item of expense of the local units. It is next to the largest item of state governmental expense. Among federal expenditures, however, education ranks below all other items of governmental expense named above. The federal government devotes only about $\frac{1}{2}$ cent of its own expenditure dollar to education.

For the performance of the functions of government, certain goods and services are needed. Exact figures on the distribution of governmental expenditures according to their use for the purchase of goods, or of services, are not available. Estimates based on data for the year 1927 indicate that more than half of the combined dollar spent by federal, state, and local governments goes to pay salaries, wages, and pensions. Payments for interest and for the redemption of debt together required, in 1927, about 27 cents of the total government dollar, but this proportion has since declined somewhat. The remainder of the government dollar, about 22 cents in 1927, goes to purchase a variety of commodities ranging all the way from small supplies and equipment to the construction and repair of buildings, roads, and battleships.

This article has reviewed some of the larger services bought with our taxes. It reveals the range of services which the people can obtain and enjoy by pooling their tax payments, large and small, for use by that great cooperative organization which is our government. Next we shall consider how these tax revenues may best be obtained.—**Harley L. Lutz**, Princeton University, and **William G. Carr**, Research Division, NEA.

Do We Want to Prevent Crime?

THIS ARTICLE completes a series of five on this vital theme, the others having appeared in THE JOURNAL for February, March, April, May 1933.

IT is an old American custom to grumble. As citizens we seldom encourage the best people to run for public office; we neglect to vote—then we complain bitterly that our government is inefficient and corrupt. Recently, our thunderous tirades have been directed toward crime conditions. Yet faced with the difficulties which must be met in crime prevention, our civic thunder becomes less than a mummified murmur.

Public opinion necessary for success—In our democracy, public opinion is the fundamental force. Well-organized and idealistic, it stirs our civic life to high achievement. Disorganized and indifferent, it allows public agencies to grow at random, to cooperate at will, and to fall into decay.

It is relatively easy to propose meas-

ures for the elimination of the factors which cause crime. But no matter how well such movements are planned, or how logical they may be, they cannot succeed without public concern for their welfare. The measures discussed in this article are now organized and ready to function, but public support is often entirely lacking or unforgivably indifferent.

Public education is basic—America has built up with great effort one of the best public-school systems in the world. Yet Warden Lawes contends that our schools have "done nothing to build the character of our people." Admitting some truth in the accusation, what is the answer?

Warden Lawes has suggested an answer when he proposes that our schools must do more than simply make our people literate. Public education must be so organized that it can examine each individual and surround him with the environment necessary to turn him toward good citizenship. To do this will require psychiatric, health, psychological, home-visitation, and research services never before established in connection with our schools. Even more important—it means a trained, conscientious, devoted, and socially-minded teacher in every classroom.

Clearly, such an educational program calls for financial support far beyond the less than three billion dollars now expended. The protesting taxpayer may be reminded of Disraeli's remark: "All of the vagabondage of England begins in neglected childhood." The taxpayer must choose between better schools and bigger prisons.

Economic reconstruction cannot be avoided—Our American economic system with

all of its encouragement of "rugged individualism" has certain very serious flaws. Greed stalks about under the guise of success. Speculation receives approval if it succeeds, and sympathy if it fails. Business demands profits and more profits in periods of prosperity, but lets the worker shift for himself in periods of depression.

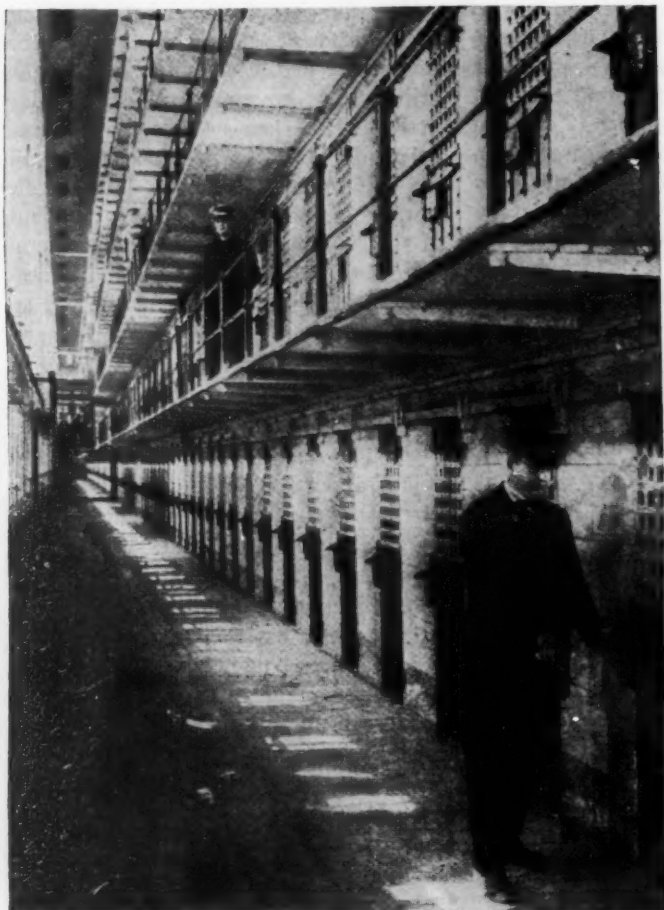
An economic order that magnifies greed, that rewards dishonesty, that promotes gambling with the happiness of thousands, must carry inevitably an unreasonable burden of poverty, misery, and social unrest.

Studies by the Wickersham Commission point to *economic security* as one of the major steps in crime prevention. But economic security for all requires social planning; it means sharing on the part of the fortunate few; and it demands preparation in prosperity for the periods of depression. Are those in commanding positions willing to pay the price of leadership? Are the rest of us willing to follow?

The agencies of justice must be improved—In the hands of the courts, the police, the legal profession, and prison administrators lies much of the immediate responsibility for dealing intelligently with crime conditions. How are these agencies of society meeting their obligations?

An examination of the courts shows the need for important improvements: [1] the extension to adults of the psychiatric, case study, and social work methods of the juvenile court; [2] the elimination of political influences; [3] the establishment of investigating groups to examine and to improve procedural problems. These changes and others which will bring new dignity, prestige, speed, and effectiveness to the courts await the active support of public opinion.

The organized legal profession is striving to improve conditions among its members. Certainly, "ambulance chasing," the stampede of legal talent to protect vicious criminals, the utilization of legal technicalities to thwart justice, and attempts to "try" cases by newspaper publicity are conditions which tend to promote rather than to prevent the evil effects of crime conditions. If the legal profession itself cannot set its house in order, then the public should take steps to bring about improvements. ♦ ♦



It costs \$300 a year to keep a man in prison

Lawlessness in law enforcement is a subject of bitter dispute. The Wickersham Commission and other unbiased investigators have revealed the horrors of the third degree. Repeatedly, the attempts of the police to substitute brutality for brains have been shown to be futile. This statement does not ignore the fact that the police in many communities are alert, welltrained, intelligent, and progressive. But nevertheless, there is a need for widespread overhauling of police personnel and procedures. Upon the public rests the responsibility for insisting upon improvements and of providing the funds which will make these changes effective.

Warden Lawes and other prison administrators have blamed the schools, the homes, and the churches for not dealing with youth so that they will not become criminals. What prison administrators might give more attention to is the problem of the repeater. Several studies of the Wickersham Commission show that about one-third of the inmates of many prisons have been convicted before. What are prison administrators doing to discourage their own "post graduates"? Are prisons providing the cultural and vocational education which would help many prisoners to reestablish themselves in their home communities? Are prisoners given the preparation necessary to prepare them for parole or complete release? Do prisons make any systematic attempt to follow up their proteges?

Recreational facilities—A society that leaves its recreational activities in the hands of greed is bound to be deluged with puerility, piffle, and putridity.

A study reported by the White House Conference shows that 60 percent of a group of 10,000 children in a large city preferred a recreational program of games or hikes to the motion pictures, which 99.94 percent attended for want of something better to do. The Lynds in their fascinating study, *Middletown*, show cheapness and immorality stalking the leisure hours of both youth and adults. Why are these conditions allowed to go without vigorous measures on the part of the public?

The problem of recreation is not one that can be solved by the individual alone. In the words of the *Children's Charter*, every child and adult should have "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."

What each teacher can do—

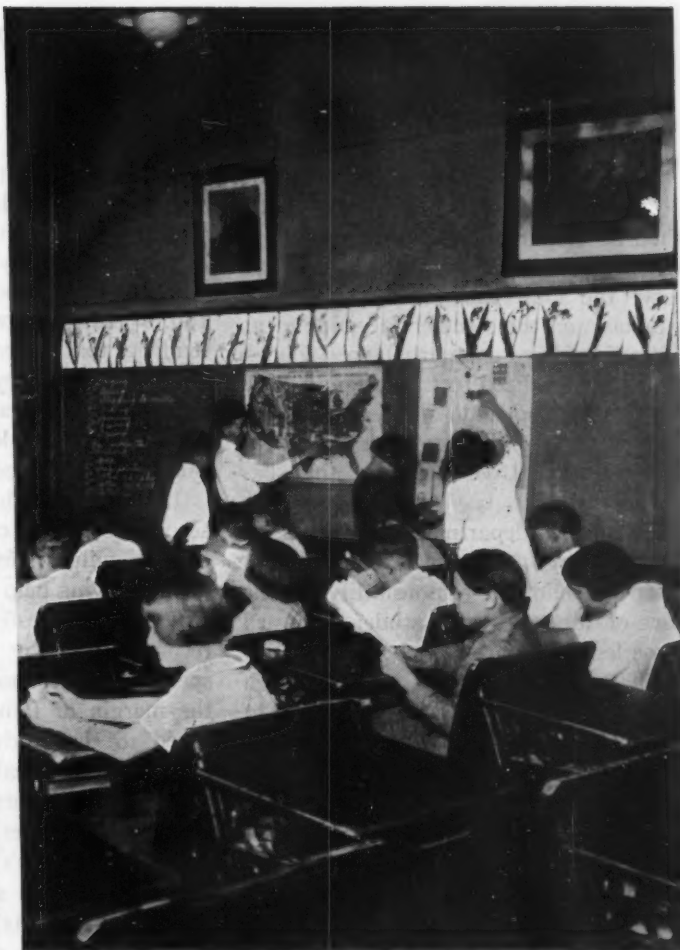
It is generally accepted now that criminals and other maladjusted people are, in large measure, the products of problem communities. Cities with very high crime rates tend to persist in this condition because of fundamental weaknesses, such as unemployment, disease, poverty, bad housing, lack of proper recreational facilities, corrupt legal and police machinery, lack of community morale, and disintegration of neighborhood social controls.

Teachers can promote the viewpoint among citizens that social maladjustment is to a great extent a problem of the whole community. The public must not only establish police agencies, but it must ferret out local conditions that encourage delinquency. Crime conditions, if allowed to persist, taint the whole social fabric so that even the most remote citizen is affected.

There is a need in many communities for adequate recreational facilities. Playgrounds should be established. Schools should be open at night as social centers to keep young people off the streets. Leaders are needed to prepare the recreational programs; leaders are needed to take charge of small groups of boys and girls—in these and many other ways the classroom teacher may be helpful.

Economic stability depends in part upon the traits of persistency and stability developed in youth. Teachers can give even more attention to studying the individual child, to ascertaining his interests, to helping him to find opportunities for worthwhile experiences, and to checking upon his success after he has left school. Funds may not be provided for such activities, but classroom teachers will not hesitate to extend the activities in which they are already engaged.

In their classroom work, teachers can



It costs \$100 a year to keep a child in school

help pupils to take questioning attitudes toward social conditions. Why do we have these periods of depression? Why are men thrown out of work? What effect does unemployment have upon the morale of the worker and upon the health of his family? These problems education should face, looking forward to the day when social intelligence will succeed the almighty dollar in determining the general welfare.

Teachers can do much to spread an understanding of the rôle of public education. The celebration of American Education Week is not just "another week" to upset classroom serenity. Rather, it is an opportunity to inform the rising generation of parents that a persistent program of public education is a potential power in crime prevention. It costs three times as much to imprison the criminal tendencies of adulthood as it does to liberate the aspirations of childhood thru education.—Frank W. Hubbard, associate director of research, National Education Association.

[Teachers will wish to discuss this article in faculty meetings and to call it to the attention of local editors.]

An Experiment with Student Tutors

SOCIETY must learn, largely thru its schools, that cooperation is essential to progress. In some schools with their accompanying class feeling, competition instead of the spirit of selfmastery, the individual work period, and emphasis on the commercial value of an education, have counterbalanced games, projects, socialized recitations, and other cooperative endeavors.

This article will discuss a movement toward cooperative endeavor that has for several years been carried on by the social science department at West High School, Akron, Ohio, in an effort to develop a feeling of responsibility on the part of the more able students toward those less fortunate.

The upper-grade classes at West High were first organized several years ago in committees for participation in high-school responsibilities. Members of one of these committees operated as senior advisers of such students as were in need of counsel. With the cooperation of the administration and the teachers this committee was able to adjust home problems and difficulties between students, assist students in finding themselves, and help new students to adjust themselves to their changed environment.

These advisers soon found that assistance in subjectmatter was the most common need of those whom they were trying to help. A "felt need" now made one more committee necessary. This began to function under the direction of a faculty adviser as a committee of "student tutors."

The committee and faculty manager served as a clearinghouse where the more able students were assigned individually to help one or more of the weaker students in those subjects which they were in danger of failing. This help was given at a vacant period common to both students, in a room set aside for this purpose, and under the direction of an upper-grade student supervisor. The supervisor was responsible for all that took place in the room during the period.

In judging the efficiency of this plan by the results achieved, it must be kept in mind that student tutoring evolved out of a "felt need." The poorer students were in need of help and the committee of the social science classes felt the urge to supply it. In this laboratory

of social science, differences in mental attainments and social characteristics are ignored. Wealth and social standing are not recognized. Those that have are willing to share with those that have not.

We would gladly rest the merits of this work with such social values; but the tutors naturally want to see tangible evidence that someone is benefited by the time and effort they have spent. For this reason we made a study of marks received by the students during and after the special help period.

In this connection it does not always seem necessary to consider the work of a tutor a failure simply because the student receiving help fails to "pass" at the close of the semester. These students are recommended by their teachers for special help because they are at or near the margin of failure. If they are now saved to the study of the subjects in which they are weak, if they are enabled to pursue the course they have chosen, and are saved from final failure, we will consider the tutor's work of some value.

In making this study, we arbitrarily eliminated students who had fewer than ten lessons of help, as well as those whose failure to make progress was due to their own lack of effort or cooperation. After allowing for this elimination, we have the records of 117 students who received help in mathematics in the first seven semesters of organized student help. The average initial grade in mathematics of these pupils when special help began was 70.2. The average of the first semester grades at the close of the help period just before examinations was 79.8.

One's suspicion is naturally aroused that this average increase of 9.6 percent during the special help period represents the effort of those who gave the help rather than of those who received it, and that the following semester, after help was withdrawn, the marks of these students would begin to drop again.

In order to find out whether pupils' marks were affected by the withdrawing of special help, we made a study of all grades made for two semesters following student tutoring by those students who received help in algebra the first five semesters under our plan, and then began the study of geometry without help. We found an increase in average grade from 81.3 at the close of the special help period to 82.1 as an average grade the

second semester, and again 82.1 at the first grading period of the third semester.

The economic advantage to the community in reducing the number of failures is evident. Moreover, this gain is produced without loss to anyone. Of the tutors answering our questionnaire, all but one said that helping others aided them in the preparation of their own lessons. Being under student control, this organization if properly conducted takes care of itself without adding materially to the duties of any teacher. The administrative office is relieved of many details, and parents are glad to know that students are receiving that individual attention which teachers are often unable to give.

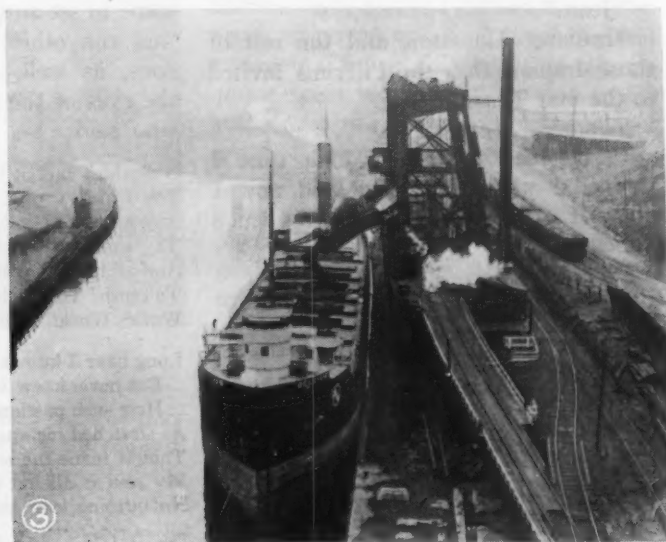
It does not seem necessary to compare these student teachers without professional training with the trained teachers whom they are trying to aid. The good they may do is done in spite of a lack of the training and maturity of the regular teachers. Perhaps in some cases their immaturity will enable them to get all the more quickly the viewpoint of the one whom they are trying to help. Perhaps their limited knowledge of subjectmatter may make them more appreciative of his difficulties. Surely the individual instruction, the lack of the usual classroom hurry, and the intimacy resulting from social intercourse aside from the lesson at hand, give the student teacher a great advantage over the regular teacher. Again, both tutor and pupils are likely to realize and appreciate the teacher's difficulties in mass education.

Student tutoring at West High has been carried on under two different principals. The principal under whom this work began, in comparing student tutoring with eight other activities of the social-science department, rates it first in its influence on pupils, first in its influence on the community, first in economy of school funds and time, and first in being pedagogically sound. The present principal rates this work as second in the development of leadership, giving first place to the student council.

But lest we forget, we return again to the social background on which student tutoring was founded, and close with the confident hope that the spirit of service which inspired its beginning may carry over into the later lives of those who gave the service.—H. M. Horst, West High School, Akron, Ohio. ♦ ♦ ♦

Cleveland Convention

The sixty-fourth annual convention of the Department of Superintendence of the N E A will be held in Cleveland, Ohio, Feb. 24-March 1, 1934



[1] The new Administration building of the Cleveland Public Schools will interest every Superintendent who attends the annual meeting.

[2] The exposition space of Cleveland's Public Hall is admirably suited for the annual commercial Exhibit.

[3] Cleveland is an important shipping as well as a railroad center.

[4] Cleveland's Museum of Art is a tribute to the cultivating influences of its schools.

[5] Cleveland's Public Hall [upper left center] is accessible to the downtown district of the city.

What Does Thanksgiving Mean to You?

WHAT does Thanksgiving mean to you?"

Hands waved wildly.

"Johnnie."



"Turkey. Every Thanksgiving all of us—all my aunts and uncles and cousins—go out to my grandma's and have a big dinner."

"Betty."

"Red and yellow leaves, pumpkins, frost—autumn."

"Jean."

"Indians. Massasoit and the rest of those Indians that the Pilgrims invited to the first Thanksgiving."

"Tom."

"Proclamations. For a long time I wondered what they were and now I know. Last year I saw the President's Proclamation."

"Jerry."

"Football. My brother is an all-star quarterback. Every Thanksgiving the biggest game of the year is played at his college, and Bill, that's my brother, wins the game."



* * *

Ask the students in *your* classes what Thanksgiving means to them. Has it become a mere perfunctory form, lacking in new applications, immediate vitality, and spiritual significance? Or are you taking advantage of your opportunity to make it a vital experience in the children's lives? By vitalizing Thanksgiving, you will give to the word itself a new luster. It will actually mean a day for *giving thanks*.

To Johnnie's impression that Thanksgiving is a day of feasting can be added something of the thought that the "typical Thanksgiving dinner represents everything that has grown all the summer fit to make glad the heart of man. It is not a riotous feast. It is a table piled high among the group of rollicking young and the sober joy of the old, with the treas-



ures of the year, accepted with rejoicings and interchange of many festivities as a token of gratitude to Almighty God." Then, as Johnnie goes over the river and thru the wood to grandfather's house, perhaps—for a moment, at least—he will ponder upon this deeper significance of the coming feast.

Betty's love of nature, her appreciation of the beautiful may be developed into a vital force in her life. She will come to see autumn, and the other seasons, as well, thru the eyes of the poet who said:



O world, I cannot hold thee close enough!
Thy winds, thy wide grey skies!
Thy mists that roll and rise!
Thy woods, this autumn day, that ache and sag
And all but cry with color. That gaunt crag
To crush! To lift the lean of that black bluff!
World, World, I cannot get thee close enough!

Long have I known a glory in it all,
But never knew I this;
Here such passion is
As stretched me apart, Lord, I do fear
Thou'st made the world too beautiful this year.
My soul is all but out of me,—let fall
No burning leaf; prithee, let no bird call.

[Copyright, Edna St. Vincent Millay]

Are you taking advantage of Jean's interest in the historical background of the day to review the story of the first Thanksgiving? To call especial attention to the dangers, the discouragements, and the hardships out of which grew that day of thanks? Point out that likewise in this year of 1933 Thanksgiving is a time when people can turn from



the woes and shortcomings, confusions and difficulties of the present to its brighter and more satisfying aspects, to the permanent values of good-will, co-operation, and integrity. Stress the fact that the present chaos and uncertainty offer a challenge. The world now, as never before, needs young people with vision and courage.

Tom is interested in proclamations. Tell him about the original presidential Thanksgiving Proclamation, lost for over a hundred years, and now reposing in the archives of the Library of Congress. Ask

if the opposition of one congressman to the issuing of the first proclamation was justified. He feared that we would make a mere mockery of Thanksgiving. Have we? Encourage boys and girls to study the proclamations by Presidents, by governors, and by mayors. Suggest that the proclamations be made into posters and put upon the school bulletin boards. *Have groups of children work out proclamations for the school itself.* These can be published in the local papers.

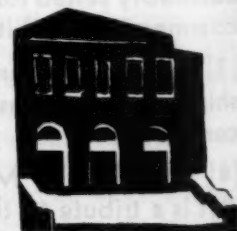


Let Thanksgiving be a time of re-evaluation, of old-fashioned counting of blessings, and of looking ahead. Children

will enjoy making lists of things for which they are grateful, or writing short essays on the subject. Encourage each child to think of his *home, school, church, community, and nation*, and then indicate phases of each for which he is thankful.

This material, particularly that under the heading, "What I am thankful for in my community," should be published in the school or local paper.

Such a project, valuable for children in the elementary grades, is no less so for junior high and highschool students. Prominent among the things of which the latter will think is the fact that they live in a country where we solve our problems by peaceful methods of co-operation rather than by violence and destruction. Young people will be grateful, also, that they have schools where they can spend their time in study and growth, preparing to take their places in the civic, vocational, and cultural life of humanity.



Perhaps even Jerry, as he reviews his causes for thanksgiving, will come to see the day as not only one of excitement, cheers, and touchdowns, but a day of thanks and joy and gratitude.

Recreation, a Community Opportunity

COMMUNITY RECREATION is an educational problem. It should be administered by educators. Boards of education should be the lay boards to approve policies for community recreation programs. Communities should provide recreation programs which will yield educational development to those who participate.

Development of community recreation—In the past, many people thought play to be harmful. This attitude gradually changed to one of considering play harmless; more recently play is known to be positively helpful and essential to the individual's development.

Community recreation has expanded tremendously during the past few years. Playground commissions, or official boards similarly named, have been appointed; leaders of recreation employed; facilities provided; programs expanded; and increased community support obtained. In the extension of community recreation in the United States and other countries, the National Recreation Association has been a moving force.

Need for a community recreation program—Leisure is recreation time. Some of our most difficult community problems are the problems related to the use of leisure. Leisure time may be spent in many avocations ranging from physical, mental, and social development on a high educational plane, to time spent in dissipation. Men and women, boys and girls, do not go wrong while asleep or at work, but during their leisure. Under modern social and economic conditions the amount of leisure which people now have has increased considerably and, in all probability, will continue to increase. Specialization in American industry, due to the use of the machine, has taken much of the creative element out of work, making it more monotonous, and thus establishing an additional need for recreation.

Mental and physical health have a direct relationship to juvenile delinquency. Proper attention to recreation means less illness, less crime, and less expense to the community and state for hospitals, courts, and jails. Children are not born criminals; they are made criminals by the environment in which they live. It takes a keen eye to forge, a steady hand to solve a combination, and a quick foot to escape the clutches of the police.

Children demand activity. If wholesome activity under good leadership is not provided, children will provide them-



The zoo is also a school

selves with activities which may or may not meet the standards set by society. The natural vigorous work and play life of youth has been interfered with because of changed social conditions. In our cities, especially, children have been robbed of their places to play, except as the community provides the facilities thru its recreation program and thru its schools. To assist boys and girls in the right use of leisure, public recreation leaders recommend the provision of an adequate number of indoor and outdoor centers in every community, properly equipped, beautified, and under competent leaders every day in the year. This will be expensive but money so spent will yield gratifying dividends. A community recreation program under educational leadership is an antidote for many evils prevalent in society today.

Present programs—Facilities and programs for recreational activity are being provided by the school, by the community, by private agencies, and by individuals. The activities cover a wide range; they vary in their usefulness as far as physical, mental, and social needs are concerned. They are financed by individuals and from private, state, county, and municipal funds. Recreational pro-

grams may be planned [1] by individuals for themselves alone or in groups; [2] by the leadership furnished by some organization or agency; and [3] by individuals who have seized the opportunity to derive profit thru the commercialization of recreation and amusement.

Many people choose recreational activity of the passive type perhaps because it is convenient. They sit still and listen to the radio; read books, magazines, newspapers; attend moving picture shows; and ride in automobiles. They have no time for vigorous physical activity so necessary to the maintenance of physical and mental fitness. Participation in some active sport one hour each day would still leave for most people sufficient leisure for recreation of the passive type.

Individuals differ in their recreational needs. Some cannot take part in vigorous physical activity because of serious organic defects, while others may need mental activity because of daily monotonous physical toil. Leaders in recreation have spent too little time in diagnosing people's needs and adapting the recreational program to fit those needs. Adults have been neglected.

Need for coordinated control—It should be the business of the community to provide for all types of recreational activity which individuals, singly or in groups, cannot provide for themselves because of cost or lack of leadership. To illustrate, each individual cannot provide his own golf course or swimming pool. The community can, thru constant use and a reasonable fee, maintain such facilities with financial and educational profit.

Many years of tradition have built up certain procedures which are difficult to change. In regard to recreation, there has been rather hazy city planning. Playgrounds have been provided by recreation commissions and by boards of education. Community playgrounds have been located too far from schools for them to be used during school hours. While the parents are at work and the children at school, community playgrounds lie idle. Duplication of authority, leadership, facilities, and programs has resulted because there has been no centralized control to coordinate the efforts of various agencies.

That communities are attacking this

problem is evidenced by the combination of school physical education with community recreation under one administrative officer. In some places school health is added to this combination because of its close relationship and we have a director of school health, physical education, and community recreation. With very few exceptions, however, such an administrative officer is responsible to two lay boards. For school health and physical education he is responsible to school authorities and for community recreation he is responsible to recreation authorities. When the two authorities disagree on a common fundamental issue, the administrative officer is forced to sit on the fence. Better results would be obtained if he were directly responsible to only one authority.

Board of education, the logical lay group—Years ago there were many differences between the program of the school and the recreation program of the community. Today there are many similarities. Schools are in a particularly favorable position to teach the fundamental skills and appreciations in recreational activities because they reach "all the children of all the people." More people attend school for a longer time than ever before and are brought in touch with an ever-increasing number of new activities. If educators are to be held responsible for the recreational choices people make, they must have authority as well as responsibility in the administrative and educative programs.

School agencies cannot supervise all the leisure-time activities of all the people. In providing recreational oppor-

tunities a community must have an agency to do the work which cannot be done by the school. For this work the community must provide paid and volunteer educational leadership. To the fullest extent possible, the school should be used as the community center. However, beaches, camps, parks, museums, zoological gardens, and golf courses are special facilities for recreation which the school cannot provide or maintain.

A unified community recreation program will result more quickly when the board of education becomes the single governing board with the responsibility of determining recreation policies. It is not to be implied that there cannot be cooperation and a solution of problems where two boards exist but there is bound to be greater efficiency under single control. Some communities hesitate to shift control to the board of education, yet admit there is little justification for having two boards represent them. The greatest obstacle to unification of control is the attitude of boards of education and school administrators. They are fearful of adding to school costs. To meet this objection, the most feasible solution seems to be the maintenance of a separate community recreation budget derived from a tax levied for the purpose.

The objectives of recreation are the same whether the program is sponsored by the school department or the community recreation department. In communities where separate organizations and controls exist there should be developed the greatest possible amount of cooperation in the solution of common problems. Centralized control, under the

board of education, might gradually become a reality thru the appointment of board of education members to the recreation commission until the membership of the two boards is identical. Where no organization for the promotion and control of community recreation exists, boards of education and school administrators should interest themselves at once. The problems connected with the use of leisure are the problems of recreation and should be solved on an educational basis. Their solution should be left less frequently to private individuals who for profit often provide opportunities for vicious amusement and crime.

Beneficial results—It seems that the following results might well accrue were boards of education assigned the responsibility of setting policies for community recreation:

[1] Coordination of the community's effort to provide recreational opportunities.

[2] Extension of community recreational opportunities on a high educational plane and at less cost to the individual than when provided by private persons or organizations for profit.

[3] Use of well-trained leaders in art, music, literature, handicraft, physical education.

[4] Adaptation of recreation programs to individual needs on an educational basis.

[5] Reduction in cost thru a reduction of duplication in leadership, facilities, and programs.

—N. P. Nielson, chief, Division of Health and Physical Education, California State Department of Education.

[Write to the National Recreation Association, 315 Fourth Avenue, New York, N. Y., for information in regard to a nationwide study, *The New Leisure Challenges the Schools*. Write the Russell Sage Foundation, 130 East 22d Street, New York, for their bulletin, *The New Leisure, Its Significance and Use*.]



The Dublin Conference

EDITORIAL NOTE—*The World Federation of Education Associations is a part of the organized teaching profession the same as are local, state, and national organizations. NEA members, therefore, have an interest in this project which is part of the activities of the Association. It would be of invaluable service to the world if a large number of mature, capable, and responsible individuals would use a part of their time and resources to build up the WFEA in the same way that the National Education Association has been built up during a period of years. Local teachers associations may become active members of the Federation, and individuals can render help by enlisting in the world goodwill chain. Dues, \$1 per year, may be sent to Augustus O. Thomas, 1201 16th St., N. W., Washington, D. C.*

THE WORLD is in travail. What will eventuate, no man however wise can tell. Even Uncle Sam is dejected in spirit, but not discouraged. He sees change in domestic as well as in foreign countries. He sees a world of conflict with militant unrest, torn by distrust and fear.

Across the Atlantic, which has figured so much in modern history, lies Europe, a discouraged continent desolated by the recent war. There are many European peoples crowded together in that background, bickering and snarling among themselves, envenoming halfhealed wounds with recent wrongs. They think not in terms of cooperation but of armed forces. Even the hope of the revival of prosperity and a planned order does not release these nations from their jungle of distrust and jealousy.

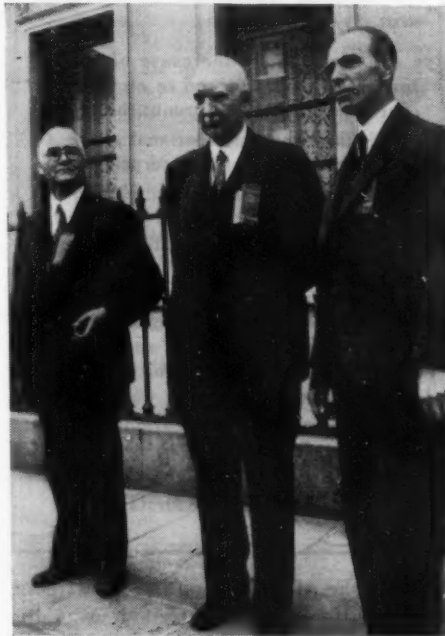
On the other side of torn Europe stands red Russia, her banners reeking with the blood of the old monarchy. Relentless and powerful, she has entered a colossal experiment with human destiny and human souls.

Beyond the Pacific looms the Orient, the abode of myriad races and ancient civilization, of ancient culture, and strange gods. The calm which once surrounded this great empire is gone. Tumult and turmoil and wars have come.

To the south of Uncle Sam are our twenty sister republics—mystified, perplexed with radical disorders, dissensions, and revolutions, with class rival-

ries and social maladjustments.

The one ray of light shines from our sister commonwealth on the north.



LEADERS at the Dublin conference—left to right, Paul Monroe, of Istanbul, Turkey, president 1931-33; Augustus O. Thomas, Washington, D. C., who was re-elected secretary-general of the Federation; Fred Mander, London, England, the new president.

There is one reassuring situation. Canada, with whom Uncle Sam has many dealings, stands young and vigorous. Alike so in blood, culture, and ideas, the friendly understanding with this country is the one great lesson on the neighborliness of the nations, a lesson to the civilized world; with its border of more than 2000 miles there is no fort or settlement.

Yes, there is greater need for the Federation today than ever before. As long as leaders differ in fundamental philosophy, there will be strife and maybe wars. Until men are sufficiently civilized to think more of saving civilization than of saving faces there will be strife. Education must build the foundation upon which economic and arms conferences may build the structure of cooperation. What the world needs is a generation taught the principles of the world community, how to live in an international world, the spirit of broad-mindedness and tolerance, taught by teachers with the vision of a new order.

The opening meeting of the Dublin Conference was addressed by the President of the Irish Free State, Eamonn de Valera, who after welcoming delegates in the name of the Free State, said, "Material teachings are useless if they fail to teach the young people to know and conform to the principles that material things and forces subserve." He spoke first in the Irish language [Gaelic] followed by English. He said also that "in the centuries which followed the collapse of the Roman Empire, Ireland was almost the sole refuge of learning in Europe. The missionaries who went forth from her schools at that time took the leading part in evangelizing the barbarian evaders of the West, in teaching them the arts of civilization, and in inspiring in them the love of brotherhood and of peace."

Mrs. Ruth Bryan Owen, who thru the influence of Mrs. Cora Wilson Stewart attended the Dublin Conference, was easily the star performer of the occasion. The moment she appears on the platform the audience is electrified. There is something of the inherited halo about her which comes from the matchless William Jennings Bryan, but she is great in her own name. What she says is intellectually dramatic. She uses human illustrations in an interesting way. Quiet, modest, dignified, stately, she holds her audience in expectancy and when she is finished the audience has been entertained; it has been informed; it has a new idea; and it is in an active mood, which is the summit of oratory. She paid her friend of the Illiteracy Crusade, with whom she was associated as a member of the Illiteracy Committee of Congress, a fine tribute well-deserved. In speaking of the necessity of universal education or the right of all men to read, she made a telling point when she said that an international diplomatic conference cannot rise higher than the ideals of the lowest unit since a nation votes as a unit and the action must be unanimous.

In his presidential address, Paul Monroe said:

There is a common ground where all knowledge has its roots. We should seek to make that ground the heritage of all educated men, and to insure, insofar as might be, that in that sense all men might be educated. To attempt more is to achieve superficiality, or intellectual confusion, and to defeat the purposes of education.

The most efficient school, therefore, is that which best equips its pupils with knowledge bearing upon the life around them and the circumstances with which they are likely to spend their days, while relating that life to the life of the world—the school which arouses a wholesome spirit of inquiry and creates the power to satisfy it.

The Lord Mayor welcomed the convention to the city and expressed the hope that when the delegates dispersed to their several countries they would carry pleasant memories of the Irish people and that the goodwill and friendship of the nations might be enhanced.

Tomas O'Deirg, Minister of Education of the Free State, said the people of Ireland were, as a people, engaged in attempting to restore and revive relations with other countries that had been broken off or faded over a long period, and in no respect were they more anxious to preserve and strengthen those relationships than in the sphere of cultural and intellectual endeavor.

Lord Allen of Hurtwood [England] said:

The last time I was a near neighbor of the president of the Irish Free State was when he and I were fellow prisoners of the British government. It is with real respectful joy that I see that noble figure placed at the head of this nation. If I might utter one prayer, without saying things that I ought not to say, it is this, "may the day soon come when our two peoples may live in mutual freedom and mutual understanding."

One of the high lights of the convention was a luncheon presided over by Frances Moon Butts, of Washington, D. C., as chairman of one of the divisions of the Department of Social Adjustment thru Education. At this luncheon, Dr.

THE OBJECTIVES of the World Federation of Education Associations are:

[1] To promote the cause of education in all its forms and to elevate the character of teaching thruout the world.

[2] To secure international cooperation in all educational enterprises.

[3] To foster the dissemination of information concerning the progress of education in all its forms among nations and peoples.

[4] To devise and promote suitable and effective means to bring into closer coordination the various agencies in every civilized country which have to do with education.

[5] To cultivate international goodwill.

[6] To promote the interests of worldwide peace and understanding.

J. F. Burke of the Saorstát Department of Education declared that it was his firm belief that the extent to which any policy of economic planning aimed at providing the citizens with an ample life

was the best measurement of its success.

Dr. Dennis Coffey, president of the University College, Dublin, in speaking before the general assembly said: "In the World Federation East and West are bound together and the meeting in Dublin is a joy to the Irish teachers."

Miss Jessie Gray [USA] spoke as follows:

Ireland welcomed us with her blue skies, fleecy clouds, lovely lakes, glorious trees and lawns. Heaven's reflex, Killarney, will long delight us when it flashes upon the inward eye and we remember, across seas, Irish generosity, geniality, and radiant hospitality. Human history began in a garden. To restore us to the presence of the Creator, we must have the calm, the cool of the day, the fragrance, the companionship, the common happy meeting place. The seeds of the World Federation will transplant in many widely scattered places human truths that are immutable. Upon friendly understanding, mutual regard, tolerance, desire to help, and a willingness to let each work out the same problems in a different way, depend the happiness of the human family. To meet delegates from many nations and so cement a unity of endeavor in producing better life is the seed of future peace and happiness in the family of nations. The soul of the convention is "Split the sky in two, and let the face of God shine thru." The hospitality of Ireland did the same thing to bless the nations gathered in convention. It prophesied greater friendship, more devoted stewardship, the eventual brotherhood of man.

—A. O. Thomas, secretary-general of the WFEA. ◆ ◆ ◆ ◆



The American delegation at the Dublin Conference

How Public Ownership Reduces Rates

WHERE does the money go? The use which each community makes of the money earned in that community affects its entire life. Money which is sent out of the community because of excessive charges by absentee owned public utility monopolies is not available for the payment of taxes. Assume, for example, that due to excessive profits on watered stock, fabulous salaries to corporation presidents, and the like, a citizen of your town is paying a dollar a month beyond a reasonable charge on each of the utilities he uses. That means a dollar for light and power; a dollar for gas; a dollar for telephone; and a dollar for milk, which in the larger centers should really be considered a utility. This means \$4 a month, or \$48 a year, sent out of the community in excessive charges. Obviously this money is not available for taxes. It should be noted that the charges for utilities which were excessively high in boom times have been very slow in making any adjustment to the changed situation.

THE RATES to be charged for electric service recently announced by the authorities for the government-owned project at Muscle Shoals illustrate in a most striking manner the very great advantages of municipal and public ownership.

These rates are the lowest in the country except, of course, of some of the municipally owned plants. The ordinary domestic user will pay only \$1.50 per month, whereas under private ownership the cost is two and in some cases three times as much.

The following table shows the cost of current for small users of 50 kilowatts per month, which is sufficient to supply a minimum number of electric lights, and enough additional power to operate an electric iron, a toaster, coffee percolator, and other modest uses at the Muscle Shoals rates as compared to rates under private ownership elsewhere.

THEY SAY you can tell what a man thinks by finding out the type of books he is reading. Two bright volumes occupy the most prominent position in Mr. Roosevelt's private library. They are on a shelf by themselves, side by side. He obviously has read them recently. One is entitled *Confessions of the Power Trust*. Next to it is *Public Ownership*. They may offer a gentle hint to the power companies that Mr. Roosevelt is thinking far ahead of his own words on that subject.—From "What's What Behind News in Capital" by Paul Mallon, in the *Evening Star*, Washington, D. C., September 28, 1933.

Cost of 50 Kilowatts Per Month—Domestic

Muscle Shoals	\$1.50
New York City	4.94
Chicago	2.95
Atlanta	3.50
Denver	3.60
St. Louis	2.05
Knoxville	4.57
District of Columbia	1.95
Alabama	2.58

Cost of 200 Kilowatt Hours Per Month—Light Power

Muscle Shoals	\$4.50
New York	10.55
Chicago	7.44
District of Columbia	6.85
Knoxville	9.06
Denver	8.50
St. Louis	5.80
Alabama	5.90

Cost of 600 Kilowatt Hours Per Month—Power

Muscle Shoals	\$7.30
New York City	30.55
Chicago	19.44
St. Louis	11.80
Knoxville	17.06
Denver	20.10
Atlanta	16.00
Louisville	17.30
Alabama	11.00

It will be noted that the private company rates for the larger amounts of service are in some cases *three and even four times as much as the Muscle Shoals rates*.

And yet at these rates the government plant will earn enough to pay all expenses of operation, interest, depreciation, and

amortization. These astonishing results are possible because, according to the government engineers' reports, the total cost of producing the current at the switchboard is only 1-1/3 mill per kilowatt hour.

Heretofore this current, which has cost the government plant at Muscle Shoals 1-1/3 mill per kilowatt hour to produce, has been sold to the Alabama Power Company at 2 mills [1/5 of a cent] per kilowatt hour. And the Alabama Power Company has been selling the current to the ultimate consumer at as high as 16 cents. The average domestic rate was 5.56 cents.

Many municipal plants in the United States have rates almost, and in some cases, quite as low as those mentioned above for the Muscle Shoals project. For example, the Cleveland municipal plant has been furnishing electricity at a maximum rate of 3 cents per kilowatt hour from the beginning. Virginia, Minnesota, has perhaps the lowest maximum rate of any municipal plant in the country, 2 cents. This would make the 50 kilowatts per month for domestic service, mentioned above as costing \$1.50 at Muscle Shoals, only \$1 at the municipal plant in Virginia, Minnesota.

Tacoma, Washington, also has a very low domestic rate, altho somewhat higher than the Muscle Shoals rate mentioned above. Los Angeles; Jamestown, New York; and Kansas City, Missouri are other municipal plants having particularly low rates.—**Carl D. Thompson**, secretary, Public Ownership League, 127 North Dearborn Street, Chicago.

[What are the electric rates in your town or city? How do they compare with the Muscle Shoals rate? With rates in other cities of the same size? Is your electric light plant publicly or privately owned? Have rates been reduced recently? Have students in highschool classes in economics make a study of public utility rates in your locality as compared with rates in similar places elsewhere.]

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 controled, 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.—Resolution adopted at Chicago convention of the National Education Association.



THIS CARTOON was drawn by Bob Hermans, Cooley High School, Detroit, Michigan, Owen A. Emmons, principal; Dorothy L. Probst, art instructor. It was submitted in the fourth Highschool Cartoon Project, sponsored by the Division of Publications of the National Education Association. Many uses are found for these cartoons in connection with a nationwide program of educational interpretation. No awards are offered for the cartoons other than the recognition they receive by being printed in publications of large circulation. Entries are now being received for the fifth annual project. Write to the Division of Publications of the NEA, 1201 Sixteenth Street, N. W., Washington, D. C., for information. Any highschool student is eligible to submit drawings thru the highschool teacher of art or the school principal.

The Class That Was Upside-Down

THINGS not written for publication but within the bonds of friendship are often more revealing than the more studied efforts of professional writers. The following letters explain themselves. [Individual's names have either been omitted or changed.]

MY DEAR MR. MORGAN: While I was teaching and lecturing at the State Teachers College last summer, I was much impressed by a letter which the principal, Dr. —, showed me.

It was from a girl who had gone directly from the Teachers College to an "upside-down" classroom. The way she met problem after problem revealed such resourcefulness and faith and good humor, I told Dr. — I would like to send it to you.

I know from experience that such a large proportion of boys and girls doing their first teaching become bewildered and discouraged. I believe this message of hope [not Pollyannaish, but practical and factual] would add to the feeling of safety of a countless number of your readers. Most sincerely yours, H. W. C.

Dear Dr. —: Now that school is out and my twenty-four children have left my care, I am writing to you, as I said I would.

When I first began to teach in late March, the children had had so many teachers, good, bad, and indifferent, that school to them was just one delightful game. They ate pencils, erased the work on the boards, tore pictures out of books, colored them [in arithmetic class or any time they so desired], and threw chalk, erasers, books, and the like at each other and at me. They would jump out of their seats and run around the room if I attempted to approach them. It was impossible to keep them after school as they got right out of their seats and went home! Also, if I chose Bobby to read first, all the rest threw their books on the floor and sank, like a capsized boat, beneath their desks, and I spent the rest of the lesson with dragnets and pumps, raising the wreck to the surface.

However, these children weren't being mean or spiteful. I think they were only doing their utmost to get results in the only way which had proved profitable when they had five different teachers in succession. I am sure that each substitute, having only a short time as she did, felt that some of the problems were too

much for her to overcome without a great deal of time and set herself merely to the teaching of facts, letting attitudes and habits take care of themselves.

Having given you an idea of the children's ways and means of suiting themselves, let me tell you what they didn't know. They knew nothing of how to stand. When I would say "Class stand" for flag salute, some would get up and others would get up presently. When they saluted, they dressed, read, fought, looked out of the window, or lounged. The whole class was doing only second-grade arithmetic. One-third was capable of third-grade reading. They were unable to study or concentrate and perhaps had never been taught to do so.

There were only twenty-four children in the class, fortunately, and were for the most part colored or foreign.

After thus introducing the situation I shall tell you how I endeavored to capture them and make a magic brew to pour over their wild little souls.

The primary supervisor was a great help. A "cooperator's chart" was made, and one morning the supervisor came in and explained seriously and thoroly just what a cooperator was and impressively announced that each child could be a cooperator if he wished to try. This, to the children, was a big word and it seemed that one had to be very extra special to have one's name on that chart. At first only two or three names were up, but by June each child had learned to enact the word cooperate.

The most difficult thing to meet was the feeling of revenge expressed unless the child was chosen always. "If you don't put my name up, I'll take my flowers home." And most amusing yet pitiable, was the group, about five or six in number, who literally cut off their noses to spite their faces. "If you don't choose me to read first [or get the chairs for reading or take the note to the office] I'm going to scratch my poison ivy," [which they would do until the tears came into their eyes] or "pull the buttons off my shirt," or "pull out my nice curls." One little girl, on not being allowed to paint when she wanted to, ran angrily to the back of the room and, picking up a wet paint brush, wiped it clean on the skirt of her dress! From these examples it can be seen that these children were for the most part, emotionally unstable. ◆ ◆ ◆ ◆

I divided the reading into three groups; there was such a sharp difference. The highest group really did good work. They studied by themselves in this manner. There were about three children who invariably knew all the words without previous study. These took turns being the professor. However, if any other child wished to study at home and, coming early, read the lesson perfectly, he had the privilege of being professor. The children would study silently. If they came to a word they did not know, they would raise their hands; the professor would call on them, tell them the word and its meaning, and would write the word on the board. After all the difficult words were listed, the professor pointed to some word which the children immediately found in their books. Then one would be called on to read the sentence containing the word. If all the words were thus studied and there were time left, a drill game was played. If a child were reported by the professor as not having studied well, instead of drawing or using the nature library in his free time, the negligent child had to restudy the lesson. I think the reason the children liked this method of study so well was because they were working by themselves, and they liked the titles of "professor" and "student" employed for this lesson only.

I followed the same method in reading with the other two groups, the lowest of which received further special help with a second-grade teacher.

I employed your suggestion of having one book for the children to take home for study and reading to the class next day. This proved to be an excellent plan. I was just finishing a farm unit that another teacher had started, so I chose Perkin's *The Farm Twins*. The children practically adopted the baby twins, Tommy and Nancy, and when the book was finished were perfectly willing to start reading at the beginning again.

In arithmetic I again divided the class into three groups. First of all, I began on the addition facts, of which, altho it was April, the children had little knowledge at all. The first group recalled them within three or four days, from which they went to subtraction, and thence rapidly on until by the close of school they were well into multiplication.

The second group was apt to work well but not rapidly, and the third group did not work at all. That is, they did not do

any third-grade work, but stayed on addition and subtraction the rest of the year. Of course subtraction is third-grade work, but the 2A was doing what they were doing. However, I did manage to break the counting habit by constant drill on the facts.

Because I had to spend so much time on back work in reading and arithmetic, I taught the children to study their spelling by themselves entirely. They would break into little groups and one child would become the teacher by some unspoken law. When a child finished studying by himself, he would pick out a "teacher" and go to her to spell the words. They themselves originated the "teacher" idea and did very well with it.

Music and art presented no difficult problems. There were no monotones in the class, all having light, good voices. Most of the children, too, were of the type wherein the mentality is low but the manual ability is high, tho lacking in originality. In fact, the only child in the class who was actually mentally deficient, was an excellent artist.

After school I conducted a harmonica class. The children saved their candy money penny by penny, individually, and I purchased the harmonicas so they would all be in the same key. Some of the children learned to play quite well. They were interested and showed it by staying after school for lessons.

We carried on a nature unit. With the coming of spring the children began to bring in frogs' eggs, polliwogs, and reports of birds just seen, to say nothing of flowers and insects which all seemed quite new to their young eyes. In the course of the unit we had two rabbits, two guinea pigs. A crate turtle-house was well inhabited. There were ten turtles in all; one snapper [small], one mud turtle, two kinds of box turtles, one small, diamond-backed terrapin, two spotted turtles, and three painted turtles. The amphibians were plentiful and we housed one enormous bullfrog with a sonorous bass voice, and many transient guests in the way of toads and wood frogs. Many polliwogs were brought in, also many egg masses. When these latter hatched there were enough for each child to have one or two polliwogs of his own. Each child had his own glass jar in which he kept his polliwog, and of course these pets had to be named. Some of the names were most appropriate: Thin-tail, Wobbler, Black Beauty, Big Mouth, and Coming-Legs. An enormous bullfrog, polliwog, two goldfish, and a quantity of snails [these last

all busily engaged in laying eggs, much to the owners' delight] completed our collection.

Each species was properly housed, cleaned, and fed. The pupils took turns caring for their pets. The animals were studied for their habits of living—eating and dwelling. There were names for these pets too, and as appropriate as the others. The guinea pigs were called Squealy and Whistler "because they squealed and whistled so," as the proud originator of the names announced.

A need was felt for some rules on how to treat the animals, as most of the children had never considered them as something worth loving and caring for. Therefore, the pupils drew up a short animal code which they easily learned and applied.

Since so many reports on birds were made, a bird chart on which the name, nest, eggs, food, and color of the bird were registered, was put on the board. The nature library was continually in use in their free time, when, if all work was completed, the children could go to the back of the room and look up any information that was lacking on the chart. Many birds, new to the children and to me, caused great interest in the research period.

Of course, here was an excellent time for learning that all animals obeyed certain laws, were almost invariably clean, ate lots of green things [the rabbits and guinea pigs did], and were in many ways like human beings. They, too, liked to be loved and cared for, and did not like to be pinched or slapped. Attitudes, habits, and skills found a rich development here and there was ample room for correlation of subjects.

A nature lecture, wherein the children gave a short talk on that phase of nature work which interested them most, was a profitable checkup. At this time, one of the most ardent musicians gave a solo on her ten-cent harmonica, and we all thought it was beautiful. The parents and supervising principal attended and enjoyed it immensely. There was a short paragraph about it in the town paper, whereat the children actually burst with pride and had to run about with little silver spoons gathering up their spilled delight.

Please let me tell you about some of my children and then I shall close. Part of my philosophy of teaching is that in all children there is some good that can and must be developed. There were times when I would look up, see a child doing

something clever or awkward, and could exclaim "Lovable"—tho there were also times when I shouldn't have minded if Cerberus had bitten off their chattering little tongues, or if the gods had bound their slapping hands and kicking feet with chains.

There was Sally, who at the slightest request to do something, shook her head violently, shouted "No" loudly, and accentuated the picture with protruding lips and a scowl. She was so pretty, with wild black hair, wilder black eyes, and wildest, protesting lips, that I wanted to make her as lovely as she looked. Upon investigation, I found that she went practically unnoticed at home, having no mother, several brothers and sisters, and a father who spent no time or care on his children. We became excellent friends, and Sally, who had failed heretofore, proved she had ample ability to do the work, and was promoted to the fourth grade.

There was Waldo, a hard, black, stubborn little colored boy. He had come recently from the south and had captivated the class by his ability to tell stories. They loved him, one and all. He got valentines from every child in the class, girl and boy, black and white. If I punished Waldo the class sulked at me. Sooner or later a child would come up. "Miss Jones, can't Waldo work again now? He loves arithmetic." [He hated not to be in the class.] As sure as I said "no," the class was angry at me. If I thought he had been chastised enough, I said "yes," and the children clapped! Gradually he was reduced to a normal relationship in the group and, tho they liked him as well, they were not ruled by him.

Also, there was Anastasia. She was a little Hungarian child of poor, unkempt parents and the sister of delinquent brothers and sisters. However, her mentality was such that she remained in 2A only two months and was promoted to 3B. She was by far the brightest child in the class and could have done 3A work, but the siege of substitutes set in and she became a wild, sulky problem. Nevertheless, because we liked the same things—harmonicas, handstands, drawing, and orioles—we became good friends and the situation was greatly improved.

I have been wanting to write about my school so long, Dr. —, but I had not time to write it all at once, and I didn't like to write it in installments. I am coming to summer school and am loving it already.

WORKING TOGETHER

FOR THE TEACHERS

of today there are unique and farreaching opportunities on every hand. This is the one time in all history when the teacher should rise supreme. The forces of greed have proved their futility. The old order is dead. But human need and aspiration and possibility are not dead. The laws of growth still hold. The new generation is waiting at the gates. The need for school service according to the sevenfold pattern for which the National Education Association stands has never been so great as now. No one but a madman would tear down the schools in a time like this.

But there are madmen abroad in the land and they are tearing down the schools. They are turning into the streets hordes of

children hungry for the help which schools might give. Schools are being weakened at the very time when they should be strengthened and extended. Not to meet this issue squarely and quickly means suicide for our civilization. Here is a primary and inescapable responsibility which comes to every teacher as a challenge to do his part—to make sacrifices, to subordinate self, and to work together for the good not only of all teachers and all children,

AS MY presidential duties have brought me into intimate contact with the farreaching service which radiates from our professional headquarters in Washington, I have been inspired anew with the vitality, the idealism, and the vision of our Association workers. Their earnest efforts, their wide experience, their intense practicality inspire faith in the profession. The Association commands respect by the sheer excellence of its service. Because I feel that the enlistment of the profession is an immediate pressing necessity, I have asked the JOURNAL to present a description of the Association's work. The material on these pages has been prepared jointly by members of the headquarters staff. Read it carefully. Discuss it in your faculty meetings. Ask yourself frankly in the light of this showing, "Can I afford not to do my part?"—Jessie Gray, president, National Education Association.

but of all humanity. Only by working together can there be saved from the wreck of our old civilization the resources with which to build anew. Only by working together can there be any hope of intelligent and farsighted reconstruction. Armies have failed. The moneychangers have failed. The politicians have failed. The teachers dare not fail. They are the natural leaders of the people. Whatever the cost, whatever the sacrifice, whatever happens the teachers must go forward to bring courage, and hope, and order to the Republic. This magnificent opportunity calls for all that the teacher as an individual has to give, but beyond the power of any individual lies the corporate need—a need so vast that no teacher who understood

would wish to shirk his share of the common duty.

This section of the JOURNAL gives an account of the stewardship of the National Education Association, a stewardship which has been shared by literally hundreds of thousands of devoted teachers. These achievements show what can be done when one teacher out of each five in the nation does his part of the national work. What might the results not be were every teacher enlisted in the common cause?

THE National Education Association is the one organization that holds together and has the possibility of welding together the hundreds of thousands of teachers in this country.—Payson Smith, Commissioner of Education in Massachusetts.—Sept. 16, 1933. See p. A-94.

Solving Professional Problems

AERICAN EDUCATION offers many perplexing professional problems. These problems pertain to the welfare of teachers, to the improvement of the schools, and to the protection of the educational rights of children. Many of these problems can be attacked advantageously by the collection and study of facts thru the organized teaching profession itself.

When a teacher joins the Association he strengthens himself and his profession. A part of his dues is used to carry out investigations relating to current educational needs and conditions. Completed reports reach influential citizens, state school officials, superintendents, principals, and teachers. Time and again the facts so collected and distributed are used to help secure the passage of important state legislation on such matters as school finance, minimum salaries, tenure, and retirement. Thus thousands of members receive direct dividends on their membership fees, dividends that may amount in a single year to more than the teacher has ever paid or will pay in membership costs. Moreover, the better salary schedule, or other improved educational conditions resulting from the new law, continue, year after year, a cumulating benefit.

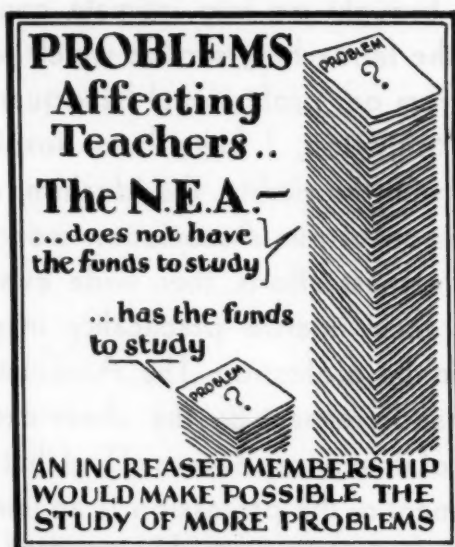
How does the Association solve professional problems?

Headquarters Staff

During the past few years the Research Division has placed a large share of its resources in the struggle to maintain educational standards. It has carried out many of the projects of the Joint Commission on the Emergency in Education, including special reports for the Commission and its seven hundred consultants. These reports, totaling over four hundred mimeographed pages, have such titles as the following: [1] *The Depression and the Schools*; [2] *Schools Closed and Children Denied Educational Opportunities in 1933*; [3] *Preliminary Survey of Certain Activities Affecting Public Education*; [4] *Tell Citizens About Their Schools*; [5] *Federal Pay Cuts and Their Bearing on Teachers' Salaries*.

Last year the Research Division also published Research Bulletins entitled: *Crime Prevention thru Education*, *Facts on School Costs*, *The School Board Member*, *Constructive Economies in Educa-*

tion, and *Salaries in City Schools Systems 1932-33*. Other earlier bulletins further indicate the wide scope of the field



covered: *Can the Nation Afford to Educate Its Children?*; *The Outlook for Rural Education*; *Vitalizing the High-School Curriculum*; *A Self-survey Plan for State School Systems*; *The Principal at Work on His Problems*; and *Administrative Practises Affecting Classroom Teachers*. Every two years complete information regarding teachers' salaries thruout the country is collected. The last survey in 1932-33 covered nearly 500,000 teachers in 1500 city school systems. These studies over a period of years have become the standard source of information on salaries and have had much to do with the general increase that occurred in teachers' salaries in the decade from 1920 to 1930. However, the force of present economic conditions has resulted in the loss of some of those gains during the depression. If they are to be won back, teachers must work together. Having the facts will hasten the return of adequate pay for teachers.

Other studies are carried out by this Division in cooperation with the Department of Superintendence. These investigations are reported in the Educational Research Service Circulars. Recent titles are: *Estimating Changes in Teachers' Cost of Living*; *Size of Class in City School Systems*; *Trends in City School Finance*, and *Application of the National Recovery Administration to School Building Construction*.

The Research Division makes its facilities available to the Committees and

Departments in carrying out their programs as described below. In all its work, the Division cooperates closely with the U. S. Office of Education, with research bureaus in city and state school systems, and with higher institutions of learning.

Commissions and Committees

Some of the most important research work of the Association is carried out under the auspices of its great committees and commissions. Committees which have carried out significant studies in the recent past are those on tenure, retirement allowances, and others. Significant instances of work now going on include the work of the commissions discussed on page 221. The Committee on the Economic Status of the Teacher is conducting a study to determine how teachers spend their incomes. It will show the extent to which teachers must spend part of their incomes for improvement in service, and certain other costs demanded by the nature of their work.

Departments

Departments of the Association constitute the third avenue thru which research is carried on by the Association. The studies sponsored by the Department of Superintendence and published in its yearbooks provide an outstanding illustration. One series of yearbooks of special importance was that devoted to the curriculum of elementary, junior high, and high schools. This series of yearbooks was a gigantic cooperative enterprise on which the best minds of the profession were focused. These books marked the beginning of a distinct new day in curriculum construction in the schools. Other yearbooks deal with educational leadership, school administration and supervision, and character education.

Studies reported in the yearbooks of the Department of Classroom Teachers furnish another illustration. *The Economic Welfare of Teachers* was a recent title. The Department of Elementary Principals likewise publishes such fundamental studies as a recent yearbook entitled *The Principal and His Community*. One department, the American Educational Research Association, is concerned exclusively with research and publishes helpful summaries of the studies in various fields of education in its *Review of Educational Research*. ♦ ♦ ♦

How the Profession Informs Itself

WE HAVE SEEN how teachers working together solve some of their professional problems. But the mere attempt to solve these problems is not enough. If the results of studies made were laid on a shelf no one would benefit. So part of the individual's membership fee must be used to keep him informed about the progress of the Association and the profession in the study of professional problems. In order to perform this task adequately the Association has become one of the greatest educational publishers in the world.



The Journal

The principal instrument for this purpose is **THE JOURNAL** of the National Education Association, which each member receives monthly during the school year. Here are some of the unique services of **THE JOURNAL**.

- [1] It presents officially the program, ideals, and policies of the National Education Association.
- [2] It emphasizes the importance of building the profession thru local, state, national, and world organizations.
- [3] It keeps teachers in touch with the work of the twenty-three Departments of the Association.
- [4] It provides advance information about the great conventions of the Association and reports the important events and addresses of each.
- [5] It helps teachers to grow in service. The idea of "vitalized group study and faculty meetings" sponsored by **THE JOURNAL** has had a profound influence.

BULLETINS of DEPARTMENTS

- [6] It not only urges group study but provides materials for this purpose. For example, an outstanding series on taxation presented in nontechnical language is appearing this year.
- [7] It interprets new developments in the science of education. An outstanding example of this is the series of articles on mental hygiene which have appeared in recent years.
- [8] It helps teachers and school administrators in their efforts to interpret education to the public. An illustration is the sixteen-page feature on educational interpretation in the October 1933 issue. Another example is the series of articles "Interpreting the Kindergarten" which appeared in 1932-33.

YEARBOOKS Trailblazers of AMERICAN EDUCATION

[9] It presents promptly educational statistics in pioneer fields so that each state may compare its program with other states in important lines of educational achievement.

[10] It presents teaching units involving national and international projects so new that material is not available in regular textbooks.

[11] It is a source to which laymen may turn for an explanation of current educational movements of large significance.

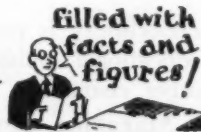
As stated by Carter Alexander, of Teachers College, Columbia University, in his *Educational Research*, "This periodical is one of the best for securing a bird's-eye view of current educational conditions."

Outstanding Publications

The Association also provides many other publications for special groups and addressed to special problems.

[1] The *Research Bulletin*, described on the opposite page, is of prime importance in this connection. There are five issues per year, each with a distribution of more than 20,000.

N.E.A. Research Bulletin



[2] The 1200-page volumes of *Addresses and Proceedings* of the annual meetings of the Association, which have been published since 1857, form an inspiring record of the growth and development of the Association and the progress of the profession. Every member helps to keep unbroken this valuable history of professional organization and American education.

[3] *Studies in State Educational Administration*.

[4] Special publications are issued from time to time as occasion demands. These include such titles as *Childhood and the Depression* and *Teachers Professional Organizations*.

Departmental Publications

These meet the needs of workers in special fields. Departments which have their own publications are:

Adult Education—*Bulletin*; Business Education—*Quarterly*; Classroom Teachers—*Yearbooks and News Bulletin*; Deans of Women—*Quarterly Bulletin and Yearbooks*; American Educational Research Association—*The Review of Educational Research*; Elementary School Principals—*Quarterly bulletin, The National Elementary Principal, and Yearbooks*; Lip Reading—occasional bulletins; Rural Education—*Bulletin*; Secondary Education—*Bulletin called Secondary Education*; Secondary School Principals—*Bulletin and Yearbooks*; Social Studies—*The Historical Outlook and Yearbooks*; Superintendence—*Official Report*

of conventions and *Yearbooks*; Supervisors and Directors of Instruction—*Educational Method and Yearbooks*; Visual Instruction—*The Educational Screen and Visual Instruction*.

Committee Reports

Some of the most noteworthy publications of the Association are the reports of its committees. The Report of the Committee on Reorganization of Secondary Education was epoch-making in its day, as were others in that period. Recent reports of vital concern to every member of the profession are those presented by the Committee on Retirement Allowances, the Committee on Tenure, and the Committee on Social-Economic



Goals of America. In September 1933 there came from the press the report of the National Conference on the Financing of Education sponsored by the Joint Commission on the Emergency in Education.

Conventions

The annual summer and winter conventions provide an important means by which the profession informs itself. Conventions are of tremendous value to those who attend and, thru the inspiration and information they carry home, to many of their fellow-workers. In these conventions many of the leading movements in American education have received their impetus and the effects reach out in all directions until every member of the profession is affected even if he never attends a convention.

Correspondence

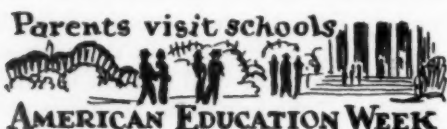


A constant stream of letters goes forth from Association headquarters informing members about recent educational developments and in answer to requests. Reliable information is furnished promptly. This letter from the secretary of a state association is typical.

I want to express my appreciation of the fine service that we received in connection with our order for salary tabulations. The material was here in our hands almost before the telegram left the office.

Convincing the Public

COLLECTING FACTS on educational problems and making them available to the profession is not enough. It is the public which ultimately determines whether the schools of a community shall be excellent or poor. Therefore, the facts must be taken to the



people. In large measure this is the responsibility of individual teachers and of local and state teachers associations. There are some services in the field of educational interpretation, however, which can be rendered most effectively only by a national agency. What is the Association doing to keep the facts about education before the public?

American Education Week—This occasion celebrated annually in the week in which Armistice Day falls is sponsored by the Association with the cooperation of the American Legion and the United States Office of Education. The purpose is to call the special attention of every community in the United States to its schools. The theme of American Education Week is always a topic uppermost in the minds of the profession. This year it is appropriately *The Emergency in Education*. To make this celebration a success the Division of Publications of the headquarters staff prepares each year a handbook, posters, leaflets, and other materials which are distributed at cost. This occasion, first observed in 1921, has come to have more widespread significance each year. The goal this year is to interpret the schools to 10,000,000 homes during American Education Week.



Radio programs—Thru the National Education Association the teachers of the nation have recently taken up the microphone in defense of education. From October until June for the last two years a half-hour program has been broadcast over a national hookup each Sunday evening in a series of broadcasts entitled *Our American Schools*. This

series is being continued this year. During the months of April and May 1933 twenty-four addresses about education by outstanding national leaders were broadcast over nationwide hookups under the sponsorship of the Joint Commission on the Emergency in Education. Nationally known persons such as Arthur Capper and Bainbridge Colby were the speakers.

News releases—A steady stream of news stories on education flows from the National Education Association to the lay press of the nation. Many of these stories are distributed to the 1200 newspaper members of the Associated Press. Others go out thru the Hearst, Scripps-Howard, and other news services. During the annual conventions of the Association and its departments an



NEWS ABOUT SCHOOLS

opportunity is provided for nationwide educational publicity thru these and other channels.

Magazine contacts—Contacts with magazine editors are constantly maintained. Requests come for facts on education from editors of service club magazines, women's club magazines, farm papers, and wellknown magazines of national scope. These publications are read by millions of laymen. It is essential that the real facts concerning education get into these publications to offset the vast amount of misinformation which is daily thrust upon the reading public. This telegram from *Time* magazine illustrates the kind of requests coming in almost daily:

Time plans Zook cover story this week. For comprehensive survey of education as year opens would like to know: [Here six questions calling for complete information regarding the educational situation were asked.] Please rush answer special delivery to reach here by Saturday morning.

The same day this wire was received a comprehensive answer was on its way by special delivery.

Cooperation with lay organizations—The Association cooperates actively with lay organizations of important national and regional scope. These

include such groups as the National Congress of Parents and Teachers, the American Legion, the American Library Association, the American Medical Association, women's clubs, fraternal orders, service clubs, and others. Thru the activity of the Field Division the National Congress of Parents and Teachers has entered upon a study of the Report of the National Conference on the Financing of Education recently published by the Joint Commission on the Emergency in Education. Intensive nationwide study of this report by local units of this organization will be of inestimable value to education in the U. S.

Field work—Officers and staff members are frequently called into the field to discuss educational issues before lay as well as professional groups. These include such groups as state legislatures and legislative committees and meetings of state and regional lay organizations.

FIELD WORK



A clearing house—State and local leaders frequently ask for help. In a recent letter the writer stated that the schools in his city were faced with stringent curtailment. He asked for help in persuading the people to save the schools. He got it. Thousands of others are getting it, too, thru publications, letters, and personal contacts.

Thus it is that thru a great range of farflung activities the facts and ideals of American education are kept before the people. In this day of national interests it is important to have a national organization keeping educational facts before the people thru national facilities.

At the Here N

U.S. Government Agencies

Congress and Committees

State and Local Organizations

N.E.A. CENTER

Members of

The headquarters of the National Education Association, located at the heart of the nation's life effort.

Meeting the Emergency

Here Nation

Lay Organizations

Important Contacts

ARTERS

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Quarterly Education

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Most of the energy of the Association in the past few years has gone into projects designed to help meet the crisis in education. Thus all of the pages in this section called *Working Together* tell how the teachers of the nation have been meeting the

Kansas City, March 24; Chicago, March 25; Atlanta, April 8; and Cincinnati, April 15. At these conferences statements from national and regional organizations were made relative to their programs for meeting the crisis. A state-by-state review of conditions was presented. This year conferences will be held in Detroit, October 7; Hartford, Connecticut, and elsewhere on dates which will be selected.

An exhibit of outstanding educational interpretation was prepared for display at the Minneapolis and Chicago conventions.

A comprehensive analysis and appraisal was made of groups and agencies influential in determining educational policy. This is being kept up to date.

The Commission is developing a handbook designed for use in connection with

Efforts are being made to have the President recognize the seriousness of the educational situation and take action.

The Commission is leading in a powerful movement for federal aid to keep schools open and to equalize educational opportunities.



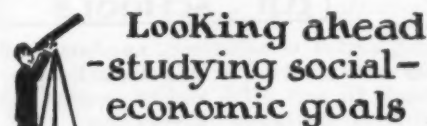
It cooperated in the movement which brought unemployed teachers under the provisions of the Federal Emergency Relief Administration.

It 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.

The Commission has been cooperating in the development of a code in keeping with the spirit of the NRA and it has presented this tentative code to officials of the NRA for their consideration.

The Committee on Social-Economic Goals

The present crisis is a transition period. New ideals in business and government are being developed. What are, or should be, the social economic goals of America? What is the part of education in the determination and achievement of these goals? In the reconstruction of American life pursuant to the present crisis? If this question could be answered, the schools would have a definite basis upon which to build the curriculum. It is high time, according to leaders in the profession, for education to participate in the determination of these goals rather



than leaving the decision in the hands of selfish vested interests. The Committee on Social Economic Goals of America presented a tentative report at the Chicago convention setting up desirable social-economic goals. It is continuing its work, and later reports promise to be of special significance to the profession.



local conferences which are being organized in many communities to consider the scope of public education.

Articles are being furnished for publication in educational magazines, well-known household magazines, and daily newspapers. Famous cartoonists have been encouraged to put the story of the educational crisis into pictures.

A series of nationwide radio programs in April and May 1933 were sponsored. Another series will be presented during the present school year.

A National Conference on the Financing of Education was held in August 1933 under the auspices of the Commission. An epochal 78-page report was published as a basis for educational recovery.

Additional information concerning the Emergency Commission was presented in the October 1933 and preceding numbers of *THE JOURNAL*.

The Legislative Commission

This Commission has been in existence for a number of years. During the present emergency its efforts have been concentrated on legislative problems caused by the crisis. Among the important projects upon which this Commission has been working are these:

emergency thru their national professional organization. It seems desirable, however, to present here a brief overview of the special machinery the Association has set in motion to safeguard education.

The Emergency Commission

Early in January 1933 a Joint Commission on the Emergency in Education was created by the National Education Association and the Department of Superintendence. It was instructed to lead the way in a concerted, nationwide campaign to help the schools avert the collapse which was imminent, partly as a result of the economic crisis and partly



due to the hysteria of retrenchment which was sweeping the country.

The Commission has led the way. Among the long list of its achievements to date—and its campaign goes forward this year in the same dynamic manner—are the following:

Consultants were appointed from all sections of the nation to inform the Commission as to the situation in their respective areas and to serve as agents thru whom the projects of the Commission might be made effective and known to the entire profession.

A series of regional conferences were held with the consultants last spring in

On Guard!

ON GUARD! This is the watchword of the National Education Association as it bends every effort to protect the rights of children and teachers. Teachers organizations have a protective as well as a professional function. Nationwide attacks are being made upon the schools. Only a national defense can cope with them.

why???



An Attack Met

Last January a widely-read weekly magazine carried two articles which misrepresented the spirit of the teachers of this nation and made dangerously insidious attacks upon the schools. The officers of the National Education Association immediately filed a vigorous protest with the editor of the magazine and notified leaders of local and state associations, who did likewise. This magazine has made no further attacks.

The National Economy League

The National Economy League was not organized primarily to reduce school budgets but to reduce veterans' pay and to slash budgets generally. It found school budgets easiest to get at and was soon accused of fighting the schools. The National Education Association then joined forces with the American Legion to combat the influence of the League in its efforts to hamper education. This statement was sent early in January to educational leaders:

A recognized world authority on financial matters, according to the *American Legion*

halt!



News, advises manufacturers, merchants, and wage workers not to join the National Economy League. He says, "The various speakers and writers of the League, having found it unpopular to talk against wasteful veteran legislation, are urging the ruthless cutting of salaries of school teachers—the wholesale discharge of government, state, and municipal employees . . ." This authority is withdrawing from the League.

Protests from educators were effective. February 6, 1933, the Executive Committee of the League adopted a resolu-

tion calling for the maintenance of education.

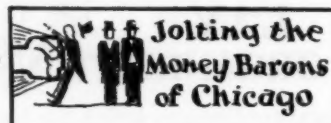
While it made this declaration it did not apparently try to carry it out, and was so weakened by attacks made upon it by the friends of the schools that it soon lost its influence and dropped out of the picture.

The Chicago Case

In the spring of 1933 the Association launched a vigorous broadside against the dictatorial extra-legal group, which had taken control of the city finances and thus of the schools, when it threatened to take the annual convention to another city. Telegrams and letters demanding justice for Chicago teachers were sent to Mayor Kelly, Charles G. Dawes, and others.

About the middle of May the teachers were paid three months' back salary, and the officers of the Association were assured that the remainder would be

sock!



paid. Mayor Kelly wrote Secretary J. W. Crabtree:

We have just provided another cash payday for the teachers, and we have assurance that the bankers will purchase an additional thirteen million dollars' worth of Board of Education tax warrants within the next few days. This will provide several months' additional cash pay for all our school employees. It will be a day of real happiness to me when I can write you that Chicago has paid its teachers in full.

Superintendent Bogan of Chicago wired May 25: "Reports that Chicago teachers oppose bringing convention here are unfounded."

Finally, in view of payments made, of promises for further payment, and Superintendent Bogan's statement, NEA officials agreed to take the convention to Chicago.

After the convention, however, a new Board of Education capitulated to the tax strikers by literally cutting the heart out of the Chicago system and summarily dismissing several hundred teachers.

In response to this action Secretary J. W. Crabtree wrote Mayor Kelly on July 14, 1933:

We acted in good faith and I am sure you did also . . . I beg you not to be swerved from the high purpose which marked your dealings with us in order to save the teachers.

No answer has been received.

The Federal Land Bank Case

The Federal Land Bank of Omaha distributed circulars to its clients last July telling them that school costs could be reduced 50 percent with "no impairment in standards of the schools." The Association immediately dispatched this news to leading school officials throughout the country. Protests flooded the Omaha

stop!



Bank and the office in Washington of Henry Morgenthau, jr., governor of the Farm Credit Administration, who wrote Secretary Crabtree on September 9 this letter, which speaks eloquently of the success with which this attack on the schools was met:

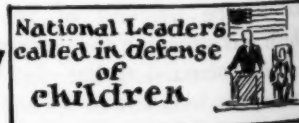
With further reference to your letter of August 2nd addressed to the Secretary of the President, I have today directed the president of the Federal Land Bank of Omaha to withdraw from circulation the pamphlet to which you have made objection and other similar literature.

Early Warnings

Aside from meeting effectively many such cases as those cited above, the Association is also on guard to prevent damage before it is done. The destructive effects of the wave of blind budget slashing would have been much greater had not the Association let every community know in advance what was coming. These warnings went out before the seriousness of the economic storm was generally appreciated.

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

come!



A movement is on foot for a national drive to secure drastic reductions in public expenditures, national, state, and local. When the wave reaches you, are you ready to see that the interests of the schools are protected?—1931.

The national drive which is to begin in May is backed by names, talent, and funds. It will soon come upon you with speed and with force. It will not attach any more value to education than to buildings or roads. If it catches you unawares it will likely make its greatest reductions in the most essential expenditures for schools.—March 1932.

How the NEA Works

A MIGHTY cooperative undertaking is an inspiring and challenging enterprise. The National Education Association is such an undertaking. It is the teachers of the nation working together in the interest of the childhood of America. Four principal groups carry forward its program—individual members, local and state teachers associations, special groups, and the officers and headquarters staff.

Individual Members

Each individual member of the Association carries a personal responsibility for applying the program of the Association to his local community. Speaking about the prospects of the NRA, President Roosevelt recently said: "I cannot guarantee the success of this plan but the American people can." So it is with the program of the National Education Association. It is no stronger than its members. No single officer or any particular group is strong enough to accomplish worthwhile results, but all the teachers working in their local communities and as a united body can effectively accomplish the tasks which lie ahead.

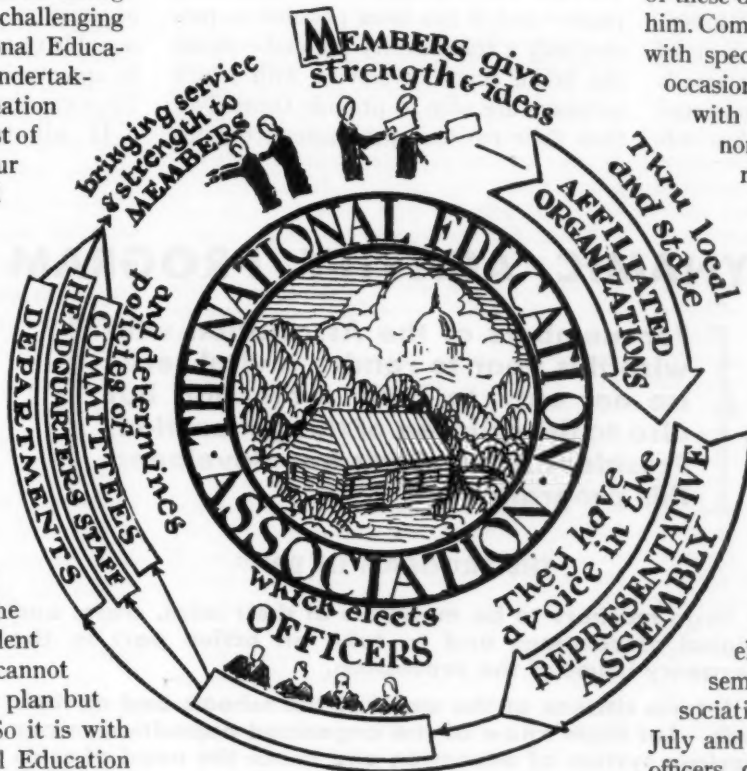
Local and State Associations

Every state association and approximately 700 local associations are affiliated with the National Education Association.

Membership Fees in Certain Professional Organizations

Annual Fee in Dollars	
Architects	5
Surgeons	10
Mech. Engineers	15
Chemists	20
Lawyers	25
Doctors	30
Pharmacists	35
Librarians	40
Dentists	45
TEACHERS	50

Data from: (1) HANDBOOK OF SCIENTIFIC AND TECHNICAL SOCIETIES AND INSTITUTIONS OF THE U. S., 1932, WASHINGTON, D. C., NATIONAL ACADEMY OF SCIENCE; OR (2) CORRESPONDENCE WITH OFFICIALS OF ORGANIZATIONS REPRESENTED



Each of these associations is an organic unit of the national association and cooperates with it in carrying forward its program.

The Representative Assembly

The policies of the National Education Association are determined by the Representative Assembly which meets at the annual summer conventions of the Association. This body consists of about 1200 members elected by local and state affiliated associations. Thru this direct representation it provides every member with a voice in the government of the Association. Thus if a member of the Association takes exception to any part of the Association program, wishes it to change its policy, or to engage in some new project, he has an opportunity to place his proposal before the organization.

Special Groups

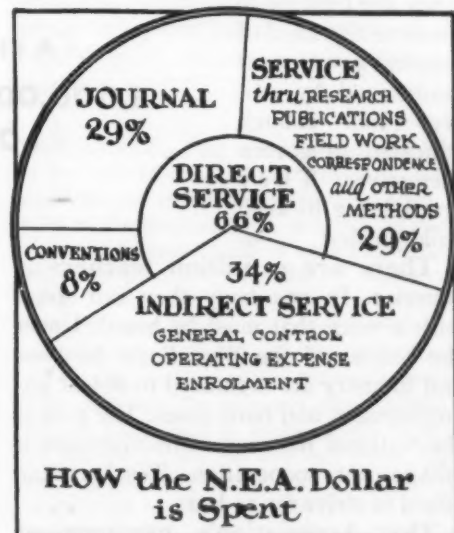
Twenty-three departments cooperate in carrying forward the general program of the Association and attack with special vigor the problems peculiar to their various fields.

Regardless of a member's particular line of work, the activities of one or more

of these departments should be helpful to him. Committees and commissions to deal with special problems are appointed as occasion demands. Committees deal with such vital problems as the economic status of the teacher, tenure, retirement allowances, and others. In some cases the Association committees work jointly with important national organizations. Two commissions of particular significance at this time are the Legislative Commission and the Joint Commission on the Emergency in Education. See page 221.

Officers and Headquarters Staff

Officers of the Association are elected by the Representative Assembly at the convention of the Association held each year in June or July and serve for one year. Usually the officers continue their regular professional work in the field while serving their term of office. They supervise but, of course, cannot carry out the program of service which the Association must render. This work is done by the headquarters staff located in Washington, D. C. This staff cooperates with the local and state associations, departments, commissions, and committees of the Association, lay groups, and individual members of the Association. The headquarters office is a veritable "clearing-house" for the entire profession.



What Is My Part?

NO ONE who has watched the political steam roller in Chicago crushing the school system of that city doubts that the current attack upon free public education is concerted and methodical. No one who has followed a widely-read editor's contention that parents should pay privately for the highschool education of their children can doubt the attack upon the principle of democratic equality of opportunity. No one who observed the attempts of the Omaha Federal Land Bank to reduce support for western rural schools has any doubt about the source of the opposition to free schooling.

The issue is clear cut. The enemies of tax-supported education believe the depression offers the opportunity to destroy the public schools. They are at work. Teachers are not fighting solely to maintain a living wage, important as that may be. They are fighting to preserve the ideal of popular government maintained by citizens well enough educated to govern themselves. They are fighting to keep children first. ♦

There are a million teachers in America. In one body they can speak with a voice that must be heard. Under the banner of the Blue Eagle business and industry are organized to defeat unemployment and hard times. The goal of the National Recovery Administration is 100-percent cooperation. Teachers can afford to strive for no less.

The Association's program of

service as indicated on the preceding pages—and it has been possible to present only a fragmentary account—shows the broad scope of service with which members are able to provide themselves thru their national professional organi-

the educational rights of childhood. Thru organization and united strength teachers are able to exert an influence that counts in community, state, and national life. They cannot be heard individually.

If all teachers understood the reasons for professional organization and how much they owe indirectly as well as directly to the fact that there are such organizations, the number of teachers who are not members of their local, state, and national professional organizations would indicate the number of thoughtless teachers plus the number of selfish teachers willing to profit by the efforts of others but unwilling to lend their own strength to the cause.

Can teachers afford to let their professional organizations suffer in this period when they are most needed, not only for the protection of childhood, but for the services which they can render to the welfare of the teachers themselves? Now is the time when nationwide cooperative effort is needed. It is time for teachers to sacrifice, if need be, in order to strengthen their professional organizations.

What is my part? First, make sure that my own job is being done to the very best of my ability. Second, join hands with my fellow-workers in local, state, and national professional organizations. Third, show my non-member friends the futility of "rugged" individualism. Fourth, take up President Gray's challenge.

ACT NOW! ♦ ♦ ♦

DYNAMIC ACTIVITY PROGRAM

For members of the Association who wish this year to render a vital service not only to their profession but also to the children of this generation, President Jessie Gray has developed this program.

THE PROGRAM IN BRIEF

- [1] Urge teachers to be members of their local, state, and national associations and to take an active part in the emergency issues of the profession.
- [2] Inform citizens of the work of the schools and of their needs. Let them know of the organized opposition to our American system of education and hence the need of combating this force by the citizenship of the nation.
- [3] Do your part for the N R A
- [4] Actively promote American Education Week, November 6-12.
- [5] Secure the enlistment of ten new members for the NEA. Count as a new member anyone who was not a member last year. Send memberships in as received. See membership blank, page A-90.
- [6] Make a report of your work on Item 5 before April 10. The name of every person who secures ten or more new members will be printed in the Honor Roll list of members which will be presented at the annual convention in Washington, D. C.

A CHALLENGE TO THE TEACHERS OF AMERICA

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

zation. The membership fee is only \$2 per year. Teachers can make no more fruitful investment. Considered wholly from the dollars and cents point of view, can teachers afford not to be members of the Association?

But dividends are not all. The dividends are important too. Thru professional organization the teacher not only protects his own interests but safeguards

An Indictment of the Schools

MANY NEWSPAPERS have on the editorial page a column wherein they publish letters from readers. Thoughtful people take this means to advance worthy ideas. Often cranks take advantage of it to free their disordered minds. Occasionally this column is used for some ulterior motive which does not appear on the surface. Because the schools are a vast enterprise close to the lives of the people, they are often mentioned in these readers' columns. These readers' letters about the schools make excellent material for class study. Let the students read the letters in class. Let them pick out the points which appear sound in the light of their experience. Let them pick out the weak points. Let them discuss the letters with their parents. Let them inquire into the reasons which led the writer to publish the letter. Let them prepare replies. Perhaps the local editor will publish some of these replies.

Here is a letter which appeared in the *Washington Star* for September 8, 1933.

Indictment against the public-school system—To the Editor of *The Star*: I am sick and tired of all this rot in the papers about saving the public schools. Why should they be saved? Do they serve a useful purpose? If so, is the cost of this service in proportion to its value? These things have been accepted as axiomatic in the past and I maintain that neither is true. Permit me to give my reasons for this opinion.

To begin with, the public school has degenerated into a racket since the war. Everything under the sun is done to increase attendance and statistics of attendance are so arranged as to make it appear that the schools are much larger than they are. Teachers are required to fill out long questionnaires and give ratios and percentages of everything connected with the school down to the color of the pupils' hair and the percentage of bowed legs in comparison with knock knees. This is done to give large staffs of clerks in the states' departments jobs tabulating these useless figures that nobody reads. Large enrolments form the basis of pleas for increased state funds.

How do I know all this? Because I have taught in the public high schools and spent many hours at this kind of business.

My second point is that the courses, as given, have ceased to be educational in any sense of the word. Easy courses such as community civics have been largely substituted for Greek and Latin, and the mathematics books of today have been emasculated. This has become necessary because of incompetent teachers and lack of study and discipline in the classroom. The theory of the public-school men is that no pupil should be failed, as this would tend to

discourage him. Discipline is nonexistent. This would render the free development of the child and give him inhibitions. In other words, if one is born with the instincts of a hyena, those instincts should be carefully nurtured and protected. Yet we wonder about the increase in crime. The figures recently published show that there are more youths of nineteen engaged in crime than at any other age. These figures need no explanation. After spending four years in high school the average pupil is mentally as untrained as on the day of his entrance, and, what is even worse, he has acquired habits of idleness and shiftlessness which are most ruinous.

Thirdly, the educational world has become beset with facts and fancies that would cause the normal person to be instantly incarcerated in an asylum as a safeguard to the public. Ask the average highschool principal to discuss "methods" or "objectives" and you will be convinced in short order that he is deranged. With long, sonorous words, used in a sense unjustified by any dictionary [probably memorized from Morrison], he will completely befuddle the uninitiated. Translated into simple English, his ideas are manifestly ridiculous.

My last point is that the cost of the system of today is prohibitive. Let me cite only one instance. In a small town of under three thousand population a high school was recently erected at the expense of three hundred thousand dollars. This placed a tax burden of one hundred dollars on every man, woman, and child of the town. The combined salary of all the teachers in that school is under ten thousand dollars. Plenty of money for expensive buildings, but none to employ competent teachers.

In conclusion I wish to say that what I have said applies in no way to good private schools. Their instructors are chosen from the finest colleges and universities of the land and must give results. No harum-scarum girl with a powder puff, a course in "method"—from some normal school—and not a brain in her head, is given the opportunity to disorganize instruction in these schools.—G. E. Ford.

Here is the reply to the above letter which appeared in *The Star* for September 12:

Tribute to the schools by a Greek-American—To the Editor of *The Star*: I have read with much interest the letter from G. E. Ford on the editorial page of last night's *Star*. It is, of course, a quite unwarranted attack on our fine Washington schools and of the young people in them. May I suggest that you publish the following statement by Nicholas Chaconas who graduated from the Roosevelt High School of this city in June. His experience is that of millions of others including myself.—Joy Elmer Morgan, editor, *THE JOURNAL* of the National Education Association.

The statement of Nicholas Chaconas follows: I was most fortunate when my parents immigrated to this great country from Sparta,

Greece. If they had not come to the United States, but had stayed in Sparta, I would have lost all of the wonderful abiding opportunities of obtaining an American education.

At the age of two, I was left fatherless and penniless, as were my six brothers and three sisters. If it were not for the free education in this country, I could not even conceive of an opportunity to enter a remunerative profession.

The school that I attended bears the name of a distinguished American President, namely, Theodore Roosevelt, the great "Rough Rider." This gracious and stately temple affords a free American education to American citizens, as most all other schools of the United States.

I am a June graduate now and fully realize the wonderful opportunities that I have had in this American school. I am prepared to enter the world of depression as a young business man, for I have had a business course. I am also prepared to enlist in a university this fall, for I have had an academic course. In fact, I have applied for entrance to the Wilson Teachers College of Washington, D. C.

I can surely say that the place where I obtained my initiative, personality, character, and other great achievements such as these, was in the American schools. The American school means more to me than anything else in my life, and I am sure it does to many other ambitious pupils. It affords a free education.

Another good project—Have the students in your classes write essays on *What the American School Means to Me*. The material published in connection with American Education Week and in the journals of state and national education associations will be useful for reference in this project.

Highschool tuition—A definite movement is on thruout the nation to place the support of the high school on the shoulders of the poor by putting it on a tuition basis. Let every welfare association, every educational and civic group follow the timely example of the NCPT in a stand on this important issue:

RESOLVED, That the Board of Managers of the National Congress of Parents and Teachers in regular session assembled, September 21, 1933, in Washington, D. C., deplores the efforts to put highschool education on a tuition basis, and thus to destroy equality of educational opportunity at the very time when such opportunity is most vitally necessary to both individual and social wellbeing. The Board urges officers and members of the National Congress of Parents and Teachers and other citizens to take an active part in defending the rights of all American youth to free and equal educational opportunity until it shall become possible or desirable for them to have suitable employment.

Are You On Guard?

DEMOCRATIC civilization in America is literally fighting for its very existence. The choice is between education and chaos, and there is not much time to lose. Now, above all times, the people should be taught to safeguard their educational institutions and to make them better. Any journalistic "leadership" that encourages the public to destroy the very institutions that are its only hope of safety and recovery becomes a serious menace to the republic. It makes one wonder whether the editor possesses the sense of civic responsibility which should go with his high office.

The following editorial appeared in the *Ladies' Home Journal* for October 1933:

A certain community in the Middlewest, which still holds to the belief that government should live within its income, recently found itself in a financial jam. For the education of the children among its ten thousand population, this town has been spending \$80,000 a year; for the coming year it has available out of income only about \$40,000.

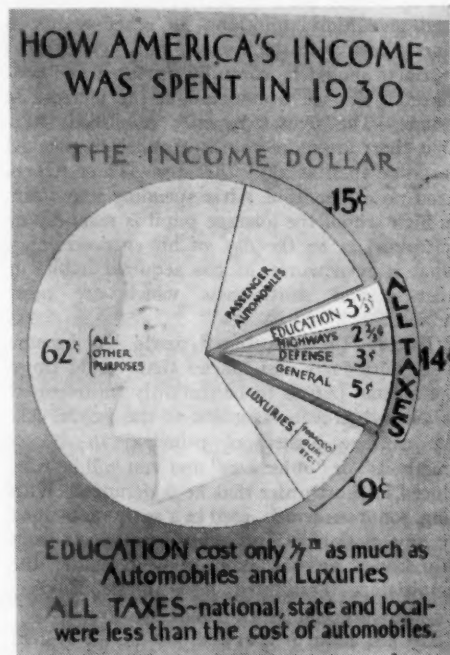
A meeting of the town authorities, together with the schoolboard and other interested citizens, was hurriedly called. Various speakers suggested elimination from the curriculum of various activities and subjects—but without agreement, since every item had its supporters who refused to give it up. Yet the budget had to be reduced, so what to do?

The meeting seemed at an impasse, when one citizen finally arose and said, "I suggest that at our meeting today we abolish our public-school system." There was a stunned silence; then he went on, "Tomorrow we may meet again and establish a new public-school system, providing for the coming year those subjects and activities that we consider absolutely essential for the education of our children."

It was done—and the revised public-school system in that community will cost well within the \$40,000 that is available.

It makes one wonder. Couldn't we abolish all government for a day and start over on the basis of what we actually can pay for?—"Government Holiday," editorial by Loring A. Schuler, p20.

As usual, Secretary J. W. Crabtree was on guard in the interest of the schools of



America; he immediately dispatched the following letter to Editor Schuler:

Dear Mr. Schuler: In your editorial in the *Ladies' Home Journal*, October 1933, you pretend that some town in the Middlewest with a population of 10,000, in a most dramatic way abolished its public-school system and the next day its officers and citizens met and organized anew, with a reduced curriculum and at a cost of \$40,000 a year, just half of what it cost the year before. Then you wonder why we should not do away with all government for a day and start all over again.

Did you know that the Federal Land Bank of Omaha sent out a circular of the type of your editorial describing a school in Iowa which had reduced its teachers' salaries and other expenses by half and had a better school than before? The bank did not give the name of the school. I see you have not named yours. Was it in Iowa? Perhaps these schools are one and the same. It may be of interest to you to know that Governor Morgenthau of the Farm Credit Administration has ordered the Federal Land

Bank to withdraw its pamphlet from circulation. You now seem to have the field all to yourself.

Let us just study your figures to see what we get out of them. A town of 10,000 population in the Middlewest would have at least 2000 children enroled in school, would it not? Annual expenditures of "well within" \$40,000, such as seem to be approved in the article, would amount to less than \$20 per year per pupil. This would have to cover all expenses. The average expenditure per pupil in the Middlewest in 1931 was over \$80.

Looking at the matter another way, 2000 children crowded into classes of forty each would require fifty teachers. Such a school system on \$40,000 would need to dispense with the services of all superintendents, principals, supervisors, janitors, clerks; stop buying textbooks and supplies of all kinds; leave the schoolhouse stone-cold all winter, unlighted and without water; make no repairs, offer no special educational opportunities; provide no libraries, health service, attendance service, or transportation; construct no buildings, and default on its debt. With all these retrenchments it could only pay its fifty teachers an average salary of less than \$800 per year.

The arbitrary budget cutting which your editorial applauds leads me to attempt this revision of the last paragraph of the article. Would it not be at least as logical as your own conclusion?

"It makes one wonder. Couldn't we abolish all unreasonable attacks on the schools at this trying time and start over on the basis of a constructive social philosophy which recognizes that the schools must be improved and defended to meet the needs of a new age?"—Very sincerely yours, J. W. Crabtree, secretary.

Are you as an individual, is your school faculty, and are local groups of parents and citizens alert and watchful for these attacks on the schools? Do you write the editors promptly, demanding that periodicals which are supported by the public in turn support the institutions upon which public safety depends? When periodicals so lose touch with public need and aspiration that they give a wrong leadership and spread misinformation, is it any wonder that subscriptions fall off?

AS MEN AND WOMEN again find themselves gainfully employed and are thus able to supply themselves with the necessities of life, we are faced with another great crisis which will test the quality of our citizenship more than anything which we have yet encountered. We shall have an opportunity to demonstrate whether we wish the advantages of education for ourselves and our children enough to pay for them. We are now being called upon to decide whether we will retain and develop those evidences of culture and civilization which alone make life worth living. We are confronted with a choice as to whether we will spend the great amount of leisure time which is being thrust upon us in idle dissipation or whether we will use it in a great program of selfimprovement. Those who know the history and the heart of America can never doubt what course the American people will take. In this critical emergency the schools and colleges stand ready to serve as the chief agency of social progress.—George F. Zook, United States Commissioner of Education.

The Child and American Education Week

CHILDREN in kindergarten and primary grades are not too young to understand something of the importance and significance of their school. Their attitude of appreciation and affection for their school may be strong when they first come to school. A beloved teacher often stands next to parents in the heart of a child. His school is his larger home and to most children is a place of happiness, good cheer, and enjoyment.

Ross L. Finney asks "Is it not an anomaly that the school teaches its pupils, formally, almost nothing about itself?" Every school from kindergarten thru the university can teach its students the meaning of the school in ways within their range of understanding. It can help them to appreciate the fine points about our schools, the ways in which they are better than schools of other days. There is a dearth of textbook material on this subject suitable for presentation to children. Realizing this, a special packet for kindergarten and primary classes has been prepared by the National Education Association for use

during American Education Week. Fifty copies of the leaflet reproduced on this page are included in this packet, so that each child in a large kindergarten or primary class may be supplied. Colored paper for a cover and gummed colored stickers to decorate the cover are included—the plan being that even young children can make a simple, attractive 8-page booklet to be used as a gift to their parents for American Education Week. The packet contains suggestions for the teacher on things to do for American Education Week with the children, among parents, and in the community. Other interesting and valuable material for the teacher's use in a continuing program of interpretation of education is included in the packet.

THE JOURNAL has published other leaflets of this character, as follows:

"Good Schools in Bad Times" [January 1933 JOURNAL]; "This Year or Never" [February 1933 JOURNAL]; and "The Child or the Dollar" [March 1933 JOURNAL]; price, 20¢ per 100, \$1 per 1000. Others are in preparation. More than a million copies of "Good Schools

in Bad Times" will be distributed during American Education Week this year. Teachers should order these leaflets from the Division of Publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

A good combination for American Education Week would be the Special Packet for Kindergarten and Primary Teachers, 50¢; and the Special Packet for Schools, 50¢. The latter includes a poster-cartoon set, home-school leaflets, and a handbook of program aids. Order early and plan carefully. The practise of sending messages from the school into the home is steadily spreading and is proving effective wherever it is tried. Oakland, California, schools send a special leaflet with each report card.

The participation of children in activities for American Education Week is excellent experience in citizenship. Teachers who share in the responsibility for interpreting school service to children, parents, and other citizens become better acquainted with the civic and social problems of their communities.

Order Blank

Cut on this line

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

I wish to use your Home and School Leaflets.
Please send me the quantities indicated at
the right, for which I enclose \$.....

..... copies of *Good Schools in Bad Times*
..... copies of *This Year or Never*
..... copies of *The Child or the Dollar*
..... copies of *In the Garden of Growing Children*

Name..... Position.....
Street..... City..... State.....

Price: 100, 20¢; 1000, \$1. Any order may include one or more titles.

Cut on this line

THRU the cooperation of your child, this booklet comes to you, as a part of a nationwide observance of American Education Week. During this week, parents and citizens thruout the nation study their schools and seek to make them better.

In the Garden of Growing Children

A Message to Parents

Humanity is born again with each new generation of children. Let us start their lives on sound foundations.

The Faculty and Group Study

A CLEARER understanding of the work to be done in saving the American public school and a determination to carry on to success characterize an increasing number of teachers and school administrators at the present time. Such understanding and purpose bring results, in spite of a heavy teaching and administrative load. Progressive teachers and administrators recognize the value of group study and professional faculty meetings; plan for them a semester or a year in advance; use current, vital material for discussion; and share in planning and conducting meetings.

Excellent material for study and discussion is abundant, as compared to a decade ago. Many faculties, especially those which have 100-percent membership in the National Education Association and their own state association, follow the simple plan of using the up-to-date material in *THE JOURNAL* and their own state journal and, in addition, other NEA publications and other professional literature.

The unusual character of the times calls for a study of conditions, which are changing so rapidly that only care-

fully prepared current material can furnish a satisfactory basis for their study. Month by month *THE JOURNAL* is providing such material. An example in the October 1933 issue is the sixteen-page special feature on interpreting the schools. If educators do not keep the public informed as to the welfare of the schools, education will be crippled beyond the possibility of good work. This sixteen-page feature, now available in pamphlet form, contains information for the observance of American Education Week and plans for a continuing program of interpretation.

Also in the October issue is the first of a notable series of articles on taxation by Harley L. Lutz, professor of public finance, Princeton University, and William G. Carr, director of research, National Education Association. This series of nine articles will probably be reprinted soon in convenient pamphlet form with suggestions for use in group study. These articles are so comprehensive, yet so simply written, that they provide excellent first lessons in taxation, suitable for group study and discussion by teachers, parents, and highschool students.

In this issue of *THE JOURNAL*, a high point is the eight-page special feature, "Working Together." This, too, can be secured in pamphlet form. Do you have friends and fellow workers who ask "What does the National Education Association do for me? What do I get for my membership fee?" This special feature attempts to answer such questions in a more thoro manner than has been done before.

You will be following the leadership of President Jessie Gray if you give attention in regular faculty meetings to professional organizations—their opportunities, successes, and obligations. President Gray writes:

The best faculty meetings give attention to the broader problems of teachers, including community contacts, achievements of professional organizations, membership plans in these organizations, and the like. Membership in professional organizations and the reasons therefor might well receive attention and special emphasis during our fall meetings. We teachers today feel the need for personal and professional growth that we may be ready to meet new demands for leadership. Group study and vitalized faculty meetings are an excellent means of growth in service.

Your Child's Larger Home

THE SCHOOL is your child's larger home. It shares with you as a parent the faith and the hope that the life of your child will be fine and right. Carefully trained teachers know, even as you know, that the foundations of life are laid in simple, everyday habits. They know that the child who is well and happy, who is punctual and regular, who is helpful to his parents, his associates, and his teachers, and who is eager to learn is well on his way toward a good life. The school is a garden of growing children. It has taken centuries of effort to win the right to have schools for children. There have always been those who would deny this opportunity. There are those who would deny it now. You as a parent, because of the knowledge of what the school does for your child, will wish to cherish and protect this, your child's larger home. Like food, clothing, and shelter, the common school is one of the primary necessities. Let us safeguard our children's school. It is a garden of growing children.

COMPLETE
observance of
American Education
Week in your
community will
fortify the
schools and
safeguard the
rights
of children.

THE TEACHER
can do more
than anyone
else to help
parents and
citizens
understand
their schools.

Education for Parenthood

IF EDUCATION for parenthood is to function or have the slightest effect on students' lives, it must be more than a history of what happened to the family up to the twentieth century, or a series of platitudes about the joys of parenthood and the satisfactions of marriage. That students themselves feel the need of specific training and information is shown in many ways. At Rollins College in Florida, when the students were asked to make recommendations for changes in the curriculum [1] they suggested the following:

As to the individual's relationship to his family, very few college graduates would go so far as to say that presentday education even scratches the surface of this phase of life, altho it is admittedly the one which is the most likely to influence his character and bring him real happiness. . . .

We are taught dates, formulas, scientific principles; we are taught that certain poems and novels are more highly regarded than others; but we are not shown how to make a living, how to keep accounts, how to get on with our husbands and wives, how to rear our children, or how to vote. Yet these are the questions that lie nearest to our everyday interests in life. . . . College education, in this respect, has advanced very little since Spencer's time. Our colleges continue year after year to graduate men and women who are to be trusted with the upbringing of the next generation; yet these men and women are quite ignorant of the scientific principles of marriage relations and child rearing.

At one of the regional conferences on homemaking education called by former Commissioner Cooper of the U. S. Office of Education, in Amherst last spring, the president of a men's college in New England told how a group of seniors had asked him if they might meet regularly to discuss problems of marriage and parenthood. He suggested that they write certain faculty members and that the meeting be held in his home. To his amazement the group kept growing; the



discussions were serious and to the point; much reading was done, and at the end the students requested that the group be continued the next year. While the president seemed a little uncertain what the next step should be, there was no doubt that the students felt there were real needs to be met and that they held the school responsible for meeting them.

One student put it recently, "I don't want to learn all these things thru stupid and perhaps tragic trial and error. Where can I find out what other people have experienced, and what they think about these experiences that my wife and I will be having?"

In a study [2] made at Teachers College, Columbia University, of a checklist of topics showing the preferences of pupils in grades seven thru twelve, questions of personal-social adjustment were of interest in all grade groups. Girls were particularly interested in problems of adjustment to their own parents, of marriage, and a career.

In many places thruout the country [3] in response to needs expressed by pupils in high schools, teachers are experimenting with courses in "family relationships," "social relationships," and "the family today," with integrated programs in which appreciation of family life is incorporated in history and literature, and with child care and child development courses.[4] Many of these are offered for both boys and girls by home economics departments and are given by the home economics teachers with the help of other teachers or specialists in the community. In the south and west,

cottages are frequently used as home economics laboratories where family situations can be met in a lifelike fashion. In colleges, home management houses offer an opportunity for living in small groups. Frequently a baby is a member of the home management house family. One state curriculum suggests a unit on "how to choose a mate" because so many of the highschool students marry at the end of the sophomore year.

In a high school in California a nursery school, known as the child development laboratory, is used for observation by both boys and girls. A whole class observes activities in the nursery school by means of a one-way

vision screen; then they discuss what they have seen. At the end of a discussion about the use of the living-room by her younger brother when she was having company, a student in this class, as the bell rang, said to the teacher who was defending the boy, "We'll continue this tomorrow. I'm not convinced yet!" Much insight into their own behavior and motives can be obtained by students from the observation of young children in a group activity and by the discussion of their own problems with younger children. In a recent survey [5] thirteen nursery schools for the use of highschool students and under the control of city or state departments of education were reported. Nursery schools are also used more and more frequently as laboratories in human behavior for college students majoring in home economics, psychology, mental hygiene, eugenics, pediatrics, and nursing.

In one high school the plan of having home economics students visit cooperating homes on an assigned schedule for observation has worked well for several years. The mother knows that she is acting as a teacher during the observation and tries to make the visits of value to the girl. The mothers feel free to ask questions of the teacher in charge of the project and the girls learn a great deal from observing home situations. Class discussions are kept on a nonpersonal basis, as far as possible.

In Brainerd, Minnesota, the board of education and superintendent of schools have sponsored a twenty-lesson series on "the girl herself" and "the girl and her future," "the boy himself" and "the boy and his future" for highschool students. The leader sent out from the University of Minnesota was already conducting parent groups in the town. The parents felt so strongly that students should have the information and point of view given them in their

study groups that they requested the school-board to pay for the courses. The boys and girls chose their own topics which were discussed sometimes jointly and sometimes separately. Juniors and seniors had the work in the fall and freshmen and sophomores in the spring. It is now planned that the classes will be held each year for all sophomores.

Since the teacher of these groups was not on the regular school faculty, the students felt free to discuss many problems which they otherwise might have hesitated to reveal. Many of them have had conferences about personal difficulties. Some of the topics chosen were boy and girl friendships; choosing a life partner; marriage: its responsibilities and satisfactions; the origin of life; education for parenthood; choosing a vocation; and achieving independence. Question boxes were held regularly and the meetings were most informal and conducted largely on a discussion basis. The boys were as interested as the girls and were perhaps a little freer in revealing their personal points of view.

The teacher who is intrusted with the job of helping young people prepare for marriage and parenthood has an unusually important task. Whether one mispronounces a Latin phrase or misunderstands a mathematical principle or even learns to dislike poetry may be comparatively unimportant. Whether one's experiences at home and at school lead to a prejudice against marriage or children because the job is too difficult or has too few satisfactions is rather more important; it may lead to a hampered and unhappy life and genuine disappointments. On the other hand, too optimistic and rosy a picture of marriage and parenthood leads to disillusionment and a feeling of failure. As one woman said, "You unmarried teachers talk as tho everything about marriage and parenthood was ideal. You'd better give these young people the facts and point out the difficulties and restrictions which come with marriage and parenthood."

For years education of youth for parenthood was not considered of enough importance to be a part of a formal educational program. Youth learned by living in large families and used the rules and customs which were handed down from one generation to another. Some people still say that any process which is rooted so deeply in our emotions and customs needs no special training. Why then are we not content to let the process go on without any special preparation? Why so many monographs and books on how children grow and develop? Why so many hours of painstaking research and of careful study and observation of children at home and at play, in groups and individually? And even more amazing, why are parents thruout the country, from farms, from small towns, in large cities; parents of young children, of ado-

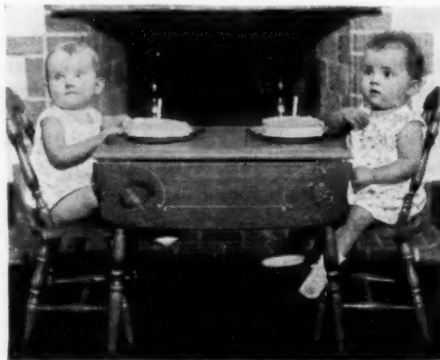
lescents; and even grandmothers, gathering in groups for voluntary study and discussion, for exchange of experience, for help?

If it is true that never before has there been a time when one generation could not predict, partially at least, what the world that the next generation would live in would be like, one motive for parent education is revealed. This uncertainty leads parents to want to keep up with the rapid changes, to understand the kind of world their children are growing up in and will work in.

In a highschool class of senior boys discussing personal problems, an adult observer said, "Since I belong to another generation, I'm interested to know how you feel about this question" and then proposed a question. At the next meeting of the class the boys expressed surprise that an adult would admit there were differences which it was difficult to bridge between the generations. More frankness and honesty on such matters would be helpful to both youth and parents and teachers.

Education for parenthood, then, is an attempt to study and understand a human relationship common to all. Many circumstances have increased the interest, among them the rapidly changing economic and social world, the widening gap between generations, the fact that parents are bringing up children themselves [6] with no help from older persons and with little "home lore," the increase in scientific findings about physical and mental growth and human behavior, the decline in belief in instinct as a guide, the increasing interest in the affectional functions of the family, and the American faith in education as a path to an understanding of every situation.

As soon as parents realize the benefits they themselves derive from reading, discussion in parent groups, and study of human behavior and family problems, their first cry is: "But why didn't I have this sooner! If I'd known these things earlier, many of my problems could have



been avoided and at least I'd have been saved much trial and error and anguish. I think all boys and girls should learn these things in school before they are married or have a family." Gradually this point of view has spread until many educators are agreeing. The movement is still so new that many experiments are being tried and varied approaches used. It is to be hoped that this will continue for a long time and that the "folk quality" of the parent education movement [7] for adults may pervade the schools in their attitudes towards this newest responsibility.

Careful selection of teachers, an opportunity for frank expression of needs on the part of students, diverse approaches, avoidance of dogmatism and panaceas, informality and flexibility will enable the schools to make a contribution to civilization which is sorely needed in the face of the complex problems the modern family faces. According to the President's Committee on Social Trends [8] the family is becoming more and more the source of emotional satisfaction for each member and the group in which important personality adjustments are made. If the schools are to respond to this fundamental social need education for parenthood will be made available to every boy and girl as well as to their parents.—**Esther McGinnis**, Institute of Child Welfare, University of Minn.

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Home Visiting, an Aid to Counseling

EDUCATORS today are realizing more and more the important part counseling is playing in the modern educational program. It is a recognized and indisputable fact that additional responsibilities are being placed upon the school by the home and the community. Modern business efficiency insists that the product of the school shall be well-informed and well-trained. The home, recognizing the value of placing children in the hands of experts, has added still greater responsibilities to the school. Educators have accepted each new responsibility and have broadened the curriculum to meet the child's needs. Years ago, the Three R's and an additional subject or two seemed sufficient to meet the individual needs. Such is not the case now. Society is becoming more complex every day. With every modern change, every new invention, every new thought or theory, come added complexities, and the school has to deal with them.

The highschool youth of today has many choices to make and many serious and puzzling problems to meet. He feels the instability of society and senses the changing conditions about him. The need for someone to understand him, to counsel him and guide him in making wise choices was perhaps one of the main reasons for a guidance program and the appearance of a counselor in the personnel of the school department. In a counseling program, the following points are important:

First: that objectives for a counseling program be set up.

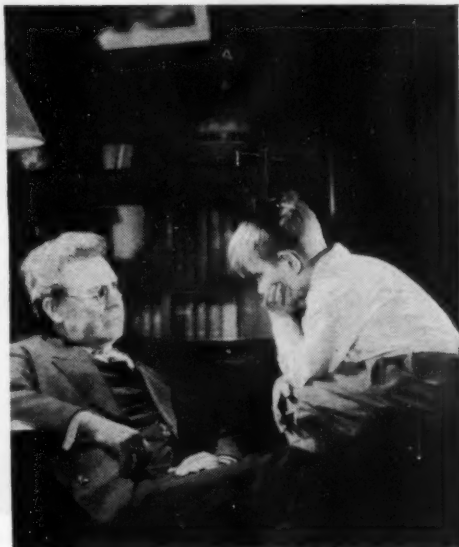
Second: that home visiting be recognized as an important part of the school program, since the visiting-teacher movement is taking care of this phase of the work only as it applies to certain cases.

Third: that there is a decided difference between the work of the visiting teacher and the counselor, and that the visits made by the former are not adequate in meeting the needs of the counselor.

Fourth: that visits to the homes of all school children are essential if an adequate counseling program is to be realized.

Objectives of a counseling program—Many school systems, in one way or another, have adopted some phase of counseling. The guidance department of Columbia High School, South Orange, New Jersey, states:

It is probably true that all of the experiences of a pupil are educative. Guidance then simply means, in one sense, a conscious and, we hope, an intelligent attempt by the edu-



The gift of human understanding

cators to direct these experiences so that they may contribute the maximum to a child's best growth. [Threlkeld, Curtis H.: "Pupil Guidance in South Orange," *Journal of Education*, p207, September 29, 1930].

It seems that most counseling systems are generally agreed on the following objectives: health guidance, physical and mental; educational guidance; social guidance; ethical guidance; vocational guidance. An adequate counseling program should include at least these essentials:

[1] Knowledge on the part of the counselor of the intellectual capacity, social background, future plans, and use of leisure time of the pupil.

[2] An attempt on the part of the counselor, in the light of this information, to help the pupil adjust himself toward happy normal living now, and economic and social usefulness later.

Home visiting as a part of the school program—The extent and importance of the counseling program carry with them many responsibilities. If the objectives are to be realized, it is necessary to become acquainted with every influence of the child's life. The average pupil spends about seven hours a day in school, during which time it is assumed that the counselor may be in direct contact with him and familiar with his habits and attitudes. There are still seventeen

hours of the student's time to account for. Many of these are his so-called leisure hours that play such an important and vital part in the molding of his character and personality. Some knowledge of how this time is spent may be obtained from the pupil by the teacher, but the reliability of such indirect information cannot always be depended upon.

Recognizing the need of obtaining dependable and firsthand information of the factors that influence the child when he is outside the jurisdiction of the school has led to the development of the visiting-teacher and the visiting-nurse movement.

Howard W. Nudd in his book, *The Purpose and Scope of Visiting Teacher Work*, [The Commonwealth Fund, N. Y. 1928] writes:

The visiting teacher's services are devoted primarily to the needs of those individual children who present problems of scholarship or conduct of a baffling, erratic, troublesome, or suspicious nature, or who show signs of apparent neglect, or other difficulties which the regular staff of the school finds itself unable to understand or to deal with unaided.

Types of cases referred to the visiting teacher include the following:

Failures; students with marked ability not working up to capacity; students noticeably timid; those overdependent or overassertive; sullen or brooding children; those who show signs of delinquency, such as stealing, lying, or other anti-social behavior; and those coming from homes in which there appears to be economic pressure, neglect, or conflict. [Ligensfelter, Elizabeth: "The Visiting Teacher," *Journal of Education*, p56, July 21, 1930].

The value of this type of work is generally recognized by leading educational systems of the country. In a report of the California Commission for the Study of Problem Children, the following statement is made in evaluating the visiting-teacher movement:

Where visiting teachers have been tried, they have demonstrated beyond a doubt their value to the school system in improving its efficiency, and to society in the prevention of delinquency. [Chase, Josephine, National Committee on Visiting Teachers, in *School and Society*, p816, December 14, 1929].

Scope and purposes of the work of the visiting teacher and of the counselor—The above paragraphs indicate that the purposes of the visiting teacher and of the counselor are practically the same. Both are concerned with seeing



26 students; 26 different capacities; 26 home backgrounds; 26 challenges to the counselor teacher

that the child makes the best of every opportunity affecting his development and education and with seeing that the general aims of the school are realized. The difference between the two lies in the scope of their work. The visiting teacher is concerned with the problem child that has been referred to her by the school. The counselor, however, deals with every child in his group.

Home visits in a counseling program—It is apparent that home visiting is recognized as an important and necessary function in the care of the problem child. It is likewise recognized as an essential part of a counseling program. Practically every article written upon guidance, lists "visitations" as one of its functions. E. J. Coltrane in *The North Carolina Teacher* states:

Practically every teacher should be a visiting teacher. No finer means of cultivating people can be found than visiting with them. By means of the visit, confidence is established, an opportunity is given to discuss and interpret the practise of the modern school, and the feeling of parents for teachers and the entire school program may be entirely changed.

Jane F. Culbert in *The Visiting Teacher at Work* [The Commonwealth Fund, N. Y. 1929] further substantiates the need for home visiting when she states:

Progressive educators, with increasing recognition of the extent to which the child is edu-

cated by a variety of influences outside of his school, feel that the teachers must study the child in the light of his social background, his membership in his home, and in his larger community. . . . The school must coordinate its activities with those of the home.

✦ A survey recently made, in totaling the distribution of a counselor's time, found that over one-half of the time is spent in interviews with pupils, teachers, and parents, within the school building, and only 2 percent of the time in making calls outside the school, while 18.5 percent is spent in securing and recording data.

Apparent need—It appears that altho visiting is recognized as one of the school's functions, it is being carried on extensively only for the problem child. No special attention has been given to the normal average school child. Being a "normal" child, he does not give any outward indications that he has any need for special attention. This average child, upon whom the burden of society is to rest, is allowed to progress mainly by his own conforming efforts. It is assumed that as long as his seven hours of school time are spent in a satisfactory manner, his remaining seventeen hours will be spent in a correspondingly satisfactory manner. If he is not a problem in school, it is assumed he has no complexities confronting him, or that if he has, he is able to solve them by his own efforts. The author contends that every child is in

some way a problem child. Not that he necessarily gets into trouble or gives any indications that a maladjustment exists, but that he does have problems in which he often needs help for their proper solution. It is one of the counselor's main functions to attempt the adjustment of all the conditions of the lives of his individual students to the end that they make more profitable school progress under the happiest of conditions. Knowing the leisure-hour habits and home conditions of the pupils will aid materially in such an adjustment.

At the present time in the Oakland public-school personnel there are no visiting teachers. The attendance department makes home visits but mostly to the homes of pupils who are attendance problems. The health department likewise makes home visits where the problem is in some way concerned with health.

A need seems to exist for a direct contact between the home and school, especially for the "average" pupils. These children are our future citizens upon whom the burden of carrying on our civilization rests. No effort in the molding of their characters should be left unmade.—Elwood V. Hess, McClymonds High School, Oakland, California. [The second article in this series by Mr. Hess will be "The Technic of Home Visiting."]

Elementary School Libraries

THIS PAGE carries the title of the 1933 [Twelfth] yearbook of the Department of Elementary School Principals. The place of libraries in modern education is clearly set forth in this 576-page volume. How are pupils to learn methods of solving problems unless they can search the writings of many authorities? How does one learn to respect several viewpoints if he must study from a single "deified" textbook? How can a child be taught to think when he is taught only to memorize? How can he learn to reject trivial reading for the classics if the latter are not available to him? Adequate library facilities in close association with a modern activity program help to answer these questions.

Many schools have adopted to a great or small degree, the principles of an enriched activity program. The single textbook, recitation, and other devices have been forced to make room for less formal procedures in which pupil activity is given freedom. These changes require more books, handier books, better books. Where to get these new necessities, how to use them in the classroom, and what further to do—are all problems facing elementary schools today. The purpose of the *Twelfth Yearbook* is to help principals and teachers solve these problems.

One quality that characterizes this yearbook is its readable, interesting style. Out of their own experiences, more than fifty principals, librarians, teachers, superintendents, and others have contributed exceptionally practical material.

The yearbook, in its first chapter, presents a philosophy of the school library and modern education. *First*: How can children be taught to think?

The efficient teacher presents problems which call for consultation with many authorities. Children are taught to think and to form their own opinions on the basis of the information and opinions which they receive from different sources. They must weigh the information in one book against the information in another book. They must learn to test this information for accuracy of statement and to evaluate the statements made by different authors. This kind of teaching is the very foundation of efficient thinking, and efficient thinking is the chief purpose of education. Such methods of teaching demand adequate library facilities.

Second: What is the cultural significance of the library?

The elementary-school library is more important than the highschool or college library because the habits which are formed thru the elementary-school years are persistent and tend to continue thruout life. Whatever enriches the

elementary school makes the task of all other schools easier and adds to the certainty and joy of learning. What are the particular contributions which the elementary-school library

THE SERIES of twelve yearbooks of the Department of Elementary School Principals have literally created the profession of elementary school principals in America. Every school principal, even in the smallest community, if he understood the significance of this Department, would wish to support it with his membership. Let every principal put his shoulder to the wheel and do his part to strengthen the profession. Some of the recent yearbooks are:

Elementary School Libraries [Twelfth, 1933]

The Principal and His Community [Eleventh, 1932]

The Principal and Supervision [Tenth, 1931]

The Principal and Administration [Ninth, 1930]

Activities of the Principal [Eighth, 1929]

can make to the cultural life of the school? First, the elementary-school library vitalizes the curriculum. Second, the school library preserves and weaves into the life of the school the peculiar local heritage of the community. Third, the librarian is the most important factor in determining whether the library can make these and other contributions to the cultural life of the school.

Third: What part has the principal in the new educational program?

The old educational program stood upon Three R's. The new educational program in the school library stands upon Three P's: personnel, programming, and participation. And behind all these, the principal.

The status and development of school libraries thruout the United States is "spotted," as shown in a study made by the yearbook committee in cooperation with the Research Division of the National Education Association. Therefore much of the yearbook gives partial answers to such questions as:

What steps are necessary to start a school library? Where does one get the funds to start and maintain a school library? Is a school library most effective when it is divided among the classrooms or when it is in a single central-

ized room? What help should the school library expect from the public library? Who should be in immediate charge of the school library? How can pupils assist in building up a library? Can parents assist in the absence of a trained library staff? Should citizens use a school library?

Of course there is a chapter on planning the library—floor plans, decorations, and equipment for libraries of different sizes are discussed. And the chapter on the librarian, as to professional training, duties, and abilities, is supplemented by a list of library schools, accredited by the Board of Education for Librarianship of the American Library Association. The rural library, which deserves more of the attention and money of the American people, is not neglected in this yearbook. Perhaps the chapter most fascinating to school librarians and library-minded teachers is the one which describes various activities and projects in which the school library and the classroom have cooperated successfully.

Especially helpful is the chapter which describes briefly over fifty booklists—pointing the way for those who would purchase wisely. A list of sixty books for a principal's professional library based upon the suggestions of principals; a list of fifty-eight books for a teacher's professional library; aids in judging books for children; and research studies helpful to principals in developing, adjusting, and appraising the library activities within their schools are among the offerings.

The *Twelfth Yearbook* is outstanding in the professional literature of 1933. Principals and others who study this volume will better appreciate the opportunities of both school and the library, as stated in the *Twelfth Yearbook* by the librarian of the Minneapolis Public Library:

If, in these changing days, we are to look forward and plan for shorter working days and increasing leisure, the opportunity and desire for cultural reading must be greatly increased. The finer things of life, the appreciation of beauty, the wonders of the world about us, the unfolding of plant life, and numberless interesting things of our human and spiritual lives will come thru the influence of books. Schools and libraries are the essential institutions in preparing young people for the new age. We cannot extend our opportunities too widely; we cannot begin too young or carry on too long. From youth to old age we offer the best in life.

[Give this page to a friend with the suggestion that he may wish to participate in the movement to strengthen the principalship in America.]

An Evening with the Magazines

WHY HAVE PROGRESSIVE Schools? By John Dewey, in *Current History*, July 1933—Modern times, says Professor Dewey, demand new and progressive ways of carrying out the old objectives of education.

"The purpose of education has always been to everyone in essence, the same—to give the young the things they need in order to develop in an orderly, sequential way into members of society."

"The progressive education movement is the outgrowth of the realization by educators of the fact that our highly complex, rapid, crowded civilization demands . . . changes in school subjects and practises. . . . It is also the outgrowth of the desire to put into practise in the classroom what the new science of psychology has discovered about individual learning and individual differences."

Progressive schools are criticised more sharply than traditional schools, according to Professor Dewey, because we are used to the faults of the old, but expect perfection from the new.

An experiment now in progress will test the use of progressive methods in secondary schools. For a five-year period, beginning in 1936, colleges have agreed to accept without examination the graduates of a score of high schools which will follow progressive methods. More than two hundred colleges are cooperating.

"If the plan works it will probably do more to reconcile the public to the fact that change and experimentation are needed in education than any other one thing. . . . The real measure of the success of the progressive schools is the modifications that finally take place in conservative schools because of the experimental pioneering."

Schools for the Idle. By D. D. Bromley, in the *New York Times Magazine*, July 16, 1933—Federal relief funds are being used in New York State for a unique venture in adult education. Highly educated men and women—engineers, artists, executives, representatives of many professions—on wages of \$12 to \$15 a week, are teaching their specialties to other adults. By June 1 they had enrolled 40,000 pupils in New York City and in fifteen other centers. Waiting lists have been formed for many

of the classes. Commercial and business subjects are among the most popular, but there also has been a demand for

Do Not Miss These Editorials!

COUNTRY GENTLEMAN, August: **The Schools Will Come Thru**

Forum and Century, September: **A Challenge to the Colleges**

Good Housekeeping, September: **Going Back to School**

Ladies Home Journal, August: **Relief Education**. September: **Working Their Way**

Nation, August 16: **The Assault on the Schoolhouse**

Parents' Magazine, September: **What Is an Education?**

Woman's Home Companion, September: **Relief That Will Pay Dividends**. October: **The Raid on the School**

courses in the arts and in academic college subjects.

"So far New York is the only state which has instituted such a program. The money expended has not only kept some 2500 of the unemployed educated class from dire want but it has given them the sense that they are of use to society. In a truly democratic spirit, teachers and students have worked together, conscious that all alike have suffered from the depression. One of the teachers speaks feelingly of 'the very evident pleasure and satisfaction which the students have got from the opportunities given to them. As for the teachers,' he added, 'no writer can ever make clear what the work has meant to us.'"

Education Unvisited. By Robert Hillyer, in the *Forum and Century*, October 1933—"Which is the important element in education, the subject to be taught or the person who teaches?" Mr. Hillyer says that our entire fabric of education, involving requirements and examinations, is based on the subject merely. It ignores the fact that the amalgamation of learning and life can be accomplished only thru the influence of great personalities.

"Should some benevolent patron present me with an endowment for the establishment of a college, I should give no modicum of thought to requirements,

curriculums, or buildings. I should, rather, meditate for a year or so on the personalities who dominate the various fields of human culture. I should consider their lives, their manners, their affability, their understanding—all their manly qualities, as well as their learning. Then I should invite them to reside in some pleasant New England city. . . . These twenty gentlemen, called professors, would be assisted by perhaps twice as many young men of promise, whose duty it would be to foster in their students whatever knowledge and experience the students might be acquiring from the lecturers. I should award no degrees except honorary ones."

Shall We Train Our Sons For Public Office? By Will Durant, in the *American Magazine*, September 1933—A United States Civil Academy, which would train young men and women in public administration, is proposed by Mr. Durant. Such an institution would prepare for general public service, as West Point and Annapolis now train for war. The students would be selected by democratic tests from all the states. Schools of Government in existing large universities should be encouraged also.

"At the outset it would be as difficult to find good teachers for these schools as it must have been to find good teachers for the earliest medical colleges in America; and it would be difficult for the first graduates to find some opportunity and place. But even now the call for such men rises; the demand for city managers, for example, is greater than the supply. . . .

"In such a system, nominations . . . would be as unnecessary as they are in the Constitution; any man who had the qualifications of age, residence, and specific preparation might present himself directly as a candidate for election; and no others need apply. . . .

"Picture a stream of graduates issuing from our United States Civil Academy and our Schools of Government. They fall slowly into modest places in modest towns. Those who do well are [we are dreaming] reelected to the same or higher office. . . . Gradually a new class of trained administrators develops, to whom politics is not a 'racket' but a profession." [Prepared for THE JOURNAL by the Educational Research Service.]

The School Situation in Other Countries

THE JOURNAL is reprinting the following article at the special suggestion of influential readers. Dr.

Fletcher Harper Swift, professor of education, University of California, Berkeley, writes: "In my judgment there is nobody in the United States who can speak with more authority regarding the situation in foreign countries than Mr. Kandel."

IN A LECTURE which he gave in New York a few weeks ago Dr. Paul Monroe, now chancellor of the two American colleges in Istanbul, made the statement that he felt as if he had come from countries in the Near East where faith in education is a reality to the United States, which seems to be losing this faith. All signs seem, indeed, to point to this—that the country which from the establishment of its present form of government has furnished to the world the most concrete example of a widespread belief in education is at the first real test ready to surrender it. One of the rocks upon which American democracy has been built is being shattered to splinters at the first repercussions of the depression. That some retrenchment would be inevitable was clear to all, even to those who knew that the country as a whole had not been extravagant in its educational expenditures, which amounted to but 3 percent of the national annual income, but that the first result of the depression would be an attack on those who cannot help themselves—on teachers and children—was one of the greatest surprises of the day.

Not only is the present attack on all education under the guise of fads and frills surprising to those who know that in the United States more than in other countries the provision of education has

followed the demands of the public, not only is it a complete reversal of the faith in education which has been professed

Mexico, extensive and successful campaigns are being conducted to eliminate illiteracy by the provision of schools for

the young and for the old. In France the proposal to extend the period of compulsory school attendance to fourteen with the addition of compulsory parttime education beyond is being seriously entertained. The opportunities for post-elementary education are being increased in Italy and in France, and in the latter country fees in the traditional secondary schools, the *lycées* and *collèges*, began in 1929 to be abolished year by year, and it is expected from an announcement made by the Minister of National Education, M. A. de Monzie, that the process of abolition would be speeded up and fees be abolished this year. Teachers' salaries in France have been periodically readjusted since 1918 to the cost of living, the school term has not been curtailed; and no school has been closed except under conditions which would have been justifiable in normal times. Because there has always been an adjustment between supply and demand, there are no unemployed teachers.

The situation is the same in England; the national budget for 1933 includes an appropriation of £39,162,601, as compared with the expenditure of £41,834,047 for 1923-24 [the national budget provides for approximately half of the cost of education, the other half being provided by local authorities]. Altho teachers' salaries have been reduced from the original Burnham scales adopted in 1921, owing to a decrease in the cost of living, the purchasing power of the salaries, despite the reductions, has not changed very much in the intervening period. There has been a slight increase



Is the United States forsaking its ideal of "Children First"?

for a century and a half, but the attack is the more astonishing because it does not find a parallel in any other countries in the world, even in those which have been under the pall of depression for nearly a decade. I doubt whether there is any other country in the world, except those in which the practise has always been normal, where there has been any default in the payment of teachers' salaries; I know of no country in which children have been deprived of their right to education by the curtailment of the school year. In most of the leading countries of the world the opportunities for secondary education are being increased, and everywhere it is accepted as a definite policy that whatever sacrifices are being made must not be made at the expense of the rising generation. Everywhere there is recognized the obligation of preparing for better times by retrenching as little as possible in education.

In Russia, in Italy, in Turkey, in

WE CANNOT AFFORD TO ALLOW A DOLLAR-MINDED MINORITY TO PLACE ON THE SHOULDERS OF THE POOR THE SUPPORT OF OUR PUBLIC HIGH SCHOOLS—J. W. CRABTREE

in the size of classes, due partly to a tendency to reduce staffs and partly to irregularities of the birth rate, but the average for the country as a whole is less than forty in elementary and under thirty in secondary schools. The number of unemployed teachers is at present comparatively slight, and altho there is some anxiety about the future of those who are completing their period of preparation this year, the situation is not as tragic from the point of view both of inexperienced and experienced teachers as in the United States. Building activities were encouraged from 1929 to 1931 by a special grant of half the cost from the Board of Education; despite the cessation of the grant, many local authorities are pressing the board to permit "wise spending" for new buildings and repairs in order to provide work for skilled artisans rather than allow them to go on the dole. The school terms of elementary and secondary schools have not been shortened by a single day and very few of these schools have been closed except as part of the reorganization plans which are now in progress. Under the Education Act, 1921, no school may be closed unless the average daily attendance falls below thirty, and then only after a public hearing and if the pupils can be accommodated in other accessible schools. Since the small school is costly, it is now proposed to amend this provision and to permit more extensive closing of schools, which on the whole would simply mean greater efficiency thru consolidation. Both under the act and in the proposed amendment teachers' tenure is protected.

The economic depression was responsible—but it was only one among other reasons—for the postponement of the proposal to raise the compulsory age limit to fifteen. Despite the fact that the School Attendance Bill failed to be enacted in 1931 and thus delayed the realization of the recommendations of the Hadow Report, considerable progress was made with the reorganization of the system, providing a common foundation in the primary school for children up to the age of eleven and followed by the senior school—not unlike the junior high school in aim—the central school,

and the secondary school proper. ♦

One reactionary step may be laid at the door of the depression—the reintro-



THE PROFESSION suffers a great loss with the death of Henry Suzzallo, president of the Carnegie Foundation for the Advancement of Teaching and former president of the University of Washington. President Suzzallo's report as director of studies on "Federal Relations to Education," of the National Advisory Committee on Education was outstanding and has been compared with the reports of Horace Mann in significance. At the memorial meeting held by the division directors of the headquarters staff of the National Education Association, special attention was called to Dr. Suzzallo's philosophy of democratic education as set forth in his book, "Our Faith in Education."

duction of fees for all pupils in secondary schools, except those from families whose income falls below a certain figure determined by local authorities and approved by the board, and ranging from £3 to £5 a week; but even with this restriction many pupils will pay no fees at all and the fees of others will be adjusted to the family income. This reactionary step, intended to save the nation about £400,000 a year, is in part analogous to the proposal of taxpayers' associations in the United States to introduce fees in high schools, and in part to the survival of class distinctions and the fear among the well-to-do of com-

petition from children of lower classes.

But, in general, despite comparatively slight reductions in appropriations for education and in teachers' salaries, it may be stated categorically that from the point of view of educational provision no child has been seriously affected.

I have presented examples from countries which in the United States have been regarded from the point of view of education as conservative, reactionary, and class-ridden. In none of them can there be found a parallel to the ruthless treatment of children, schools, and teachers; in none of them is there an instance of the wholesale dismissal of teachers, the nonpayment of salaries, and a vast army of unemployed men and women prepared to teach but without positions available for them; in none of them have the schools been closed for a single day in order to save money; and in none of them is a pupil of ability deprived of his rightful claim to continued education. From the shortsighted policy which seems to be spreading in the United States the country must inevitably suffer; it will cost more in the long run to make up for the defects which must result from failure to turn out an enlightened public. Ignorance is always a heavy burden for any nation to bear not only in crime but in the social and political manipulation to which it is subjected. As to the teachers, the United States needs to be reminded of Lloyd George's statement, when he pleaded for improved professional remuneration for teachers nearly fifteen years ago—a discontented teaching profession is a menace to the country. To educators and enlightened citizens of the country, who realize the injustice of using the present situation against those who are helpless, the present situation is a challenge, first, to give reality to the professed American faith in education, and second, study the social, political, and economic life of the country to discover wherein lie the defects not of the form but of the practise of our government and administration.—I. L. Kandel, Teachers College, Columbia University, in *School and Society*, September 9, 1933.

SCHOOLS, more especially public schools, from the town kindergarten to the state university, are the main instrumentalities consciously used by the nation to realize its hope of success in popular government and its associated cooperations. They are the chief means for the deliberate improvement of human nature so that it will be able to meet the essential obligations of democratic life. . . . The school, because it seizes the plastic period of human life and educates deliberately toward definite social and political objectives, has a dependable power, one which a democratic civilization may rely upon.—"Our Faith in Education," Suzzallo.

Forty Notable American Books of 1932

FORTY NOTABLE AMERICAN BOOKS OF 1932 have been selected by the American Library Association from the 9000 volumes published during the year. According to the list, more distinguished books have been written on economic and social questions than in any other field. A similar list has been published in *THE JOURNAL* each year for several years, because teachers are interested in reading the best in many different fields of knowledge. It is a good plan to spend 1 percent of one's income for carefully selected books.

Economic and Social

THE MODERN CORPORATION AND PRIVATE PROPERTY by Adolf Berle and Gardiner Means. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$3.75.

FAREWELL TO REFORM by John Chamberlain. Horace Liveright, 61 W. 48th Street, New York, N. Y. \$3.

A NEW DEAL by Stuart Chase. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$2.

BOLSHEVISM, FASCISM, AND CAPITALISM; AN ACCOUNT OF THE THREE ECONOMIC SYSTEMS by George S. Counts and others. Yale University Press, 143 Elm St., New Haven, Conn. \$2.50.

RETHINKING MISSIONS; A LAYMEN'S INQUIRY AFTER ONE HUNDRED YEARS by Commission of Appraisal. Harper & Bros., 49 E. 33rd Street, New York, N. Y. \$2.

WAR DEBTS AND WORLD PROSPERITY by Harold Moulton and Leo Pasvolksky. Century Co., 353 Fourth Ave., New York, N. Y. \$3.

ECONOMIC TENDENCIES IN THE UNITED STATES; ASPECTS OF PREWAR AND POSTWAR CHANGE by Frederick Mills. National Bureau of Economic Research, 474 W. 24th Street, New York, N. Y. \$5.

THE POWER FIGHT by Stephen Hilman Raushenbush. New Republic Inc., 431 W. 21st Street, New York, N. Y. \$2.

RECENT SOCIAL TRENDS IN THE UNITED STATES by President's Research Committee on Social Trends. McGraw-Hill Book Co., 370 Seventh Avenue, New York, N. Y. \$10.

A PLANNED SOCIETY by George Soule. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$2.50.

Belles Lettres and Art

HORIZONS by Norman-Bel Geddes. Little, Brown & Co., 34 Beacon Street, Boston, Mass. \$4.75.

ROMAN WAY by Edith Hamilton. W. W. Norton & Co., 70 Fifth Ave., New York, N. Y. \$3.

EXPRESSION IN AMERICA by Ludwig Lewisohn. Harper & Bros., 49 E. 33rd St., New York, N. Y. \$4.

CONQUISTADOR by Archibald MacLeish. Houghton Mifflin Co., 2 Park St., Boston, Mass. \$2.50.

THE STAGE IS SET by Lee Simonson. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$5.

COLLECTED POEMS by Elinor Wylie. Alfred A. Knopf, Inc., 730 Fifth Ave., New York, N. Y. \$3.50.

Biographies

EARTH HORIZON; AUTOBIOGRAPHY by Mary Hunter Austin. Houghton Mifflin Co., 2 Park St., Boston, Mass. \$4.

JUSTICE OLIVER WENDELL HOLMES, A BIOGRAPHY by Silas Bent. Vanguard Press, 100 Fifth Ave., New York, N. Y. \$4.50.

BEVERIDGE AND THE PROGRESSIVE ERA by Claude G. Bowers. Houghton Mifflin Co., 2 Park St., Boston, Mass. \$5.

THE LIFE OF EMERSON by Van Wyck Brooks. E. P. Dutton & Co., 300 Fourth Ave., New York, N. Y. \$3.

THE STORY OF MY LIFE by Clarence Seward Darrow. Charles Scribner's Sons, 597 Fifth Ave., New York, N. Y. \$3.50.

MARK TWAIN'S AMERICA by Bernard De Voto. Little, Brown & Co., 34 Beacon Street, Boston, Mass. \$4.

SHERMAN; FIGHTING PROPHET by Lloyd Lewis. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$3.50.

GROVER CLEVELAND, A STUDY IN COURAGE by Allan Nevins. Dodd, Mead & Co., 443 Fourth Ave., New York, N. Y. \$5.

AN AUTOBIOGRAPHY by Frank Lloyd Wright. Longmans, Green & Co., 55 Fifth Ave., New York, N. Y. \$6.

Fiction

1919 by John Dos Passos. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$2.50.

GOD'S ANGRY MAN by Leonard Ehrlich. Simon & Schuster, 386 Fourth Ave., New York, N. Y. \$2.50.

MUTINY ON THE BOUNTY by Charles Nordhoff and James Norman Hall. Little, Brown & Co., 34 Beacon Street, Boston, Massachusetts. \$2.50.

Other Books

NONSUCH: LAND OF WATER by William Beebe. Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y. \$3.50.

THRILLS OF A NATURALIST'S QUEST by Raymond Lee Ditmars. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$4.

MAN AND METALS by Thomas Rickard. McGraw-Hill Book Co., 370 Seventh Ave., New York, N. Y. \$3.

CONVICTING THE INNOCENT by Edwin Borchard and E. Russell Lutz. Yale University Press, 143 Elm St., New Haven, Conn. \$3.75.

SOCIETY OF NATIONS; ITS ORGANIZATION AND CONSTITUTIONAL DEVELOPMENT by Felix Morley. Brookings Institution, Washington, D. C. \$3.50.

INTERPRETATIONS 1931-32 by Walter Lippmann. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$2.50.

CAN AMERICA STAY AT HOME? by Frank Herbert Simonds. Harper & Bros., 49 E. 33rd Street, New York, N. Y. \$3.

OZARK MOUNTAIN FOLKS by Vance Randolph. Vanguard Press, 100 Fifth Ave., New York, N. Y. \$3.75.

THE GERMANS; AN INQUIRY AND AN ESTIMATE by George Shuster. Dial Press, 152 W. 13th Street, New York, N. Y. \$3.

VAN LOON'S GEOGRAPHY by Hendrik Willem Van Loon. Simon & Schuster, 386 Fourth Ave., New York, N. Y. \$3.75.

THE MARCH OF DEMOCRACY; THE RISE OF THE UNION by James Truslow Adams. Charles Scribner's Sons, 597 Fifth Ave., New York, N. Y. \$3.50.

MANCHURIA, CRADLE OF CONFLICT by Owen Lattimore. Macmillan Co., 60 Fifth Ave., New York, N. Y. \$3.

Builders of Our Profession

A MILLION TEACHERS PAYING A \$10 FEE—I sometimes like to contemplate just how it would feel to belong to an organization of teachers with a membership of almost a million, each member of which paid a fee of \$10 per annum, all of which would be used to carry on an educational program which would have as its primary objective the control of the entire social forces in such a way as to make for truth, justice, mercy, and general wellbeing.

If we did have such an organization, we would have no trouble in interpreting education to America. We would have sufficient funds to give daily radio broadcasts over national hookups. We would have enough power and prestige to demand all of the newspaper space that we would need, and the general work of such a vast organization would be sufficiently important to get a place on the front page of all our big daily papers.

Membership in the organization would give the teacher a feeling of security, and at the same time it would be a great stimulus to him to put forth his best efforts to render a great service to the whole community. Social approval in the organization would function to make each teacher fearful only of his colleagues' disapproval and anxious to do his best in order to make himself worthy of membership in the order.

In a few years such an organization of teachers would be able to raise the standards of teaching so high that only the most superior type of individual would be in the teaching business. With only the most superior personalities in the profession and with the power and the prestige which such an organization would give, there is little doubt that the teachers would, within a very short time, be in a large measure controlling the social and economic forces instead of being dominated by them as they are at the present time.—L. H. Moore, Texas State College for Women, Denton, Texas. [December 1932 *Texas Outlook*.]

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on October 1, was 5115. The following life members have been reported since the list was published in the May 1933 JOURNAL:

ALASKA—E. J. Beck.
CALIFORNIA—Ellwood P. Cubberley, Mildred Leader Moses, Elizabeth Sands, Josephine Parker Smith.
COLORADO—James D. Leake.
DELAWARE—Samuel M. Sloan.
ILLINOIS—Norman Duane Anderson, Eleanor Anne



GEORGE F. ZOOK, who became United States Commissioner of Education in July. Dr. Zook was formerly president of the University of Akron. He succeeds William John Cooper, who has become professor of education at George Washington University.

Binna, Mrs. F. Blanche Preble, Ralph R. Williams, Elizabeth Wilson.
KENTUCKY—Herman Lee Donovan, Mrs. Lucile G. Wilson.
MASSACHUSETTS—Oscar F. Raymond.
MINNESOTA—Shattuck Osgood Hartwell.
NEBRASKA—Bertha F. Starn.
NEW JERSEY—Charlotte V. Dover.
NEW YORK—Harvey E. Alter, Harold V. Loomis, Henry A. Schorr, George R. Staley.
NORTH DAKOTA—Ina M. Hutsinpillar.
OHIO—Nelson L. Burbank, Ralph Hathaway, Clayton M. Howe, Elizabeth Clark Stein, Linley M. Thomas.
PENNSYLVANIA—Fred Arthur Spancake.
PHILIPPINE ISLANDS—A. P. Andal, Florencio Ilagan, Hilarton T. Mendoza.
TENNESSEE—M. F. Abt.
TEXAS—Mrs. Pauline Bengtson Becker.
VERMONT—Francis Louis Bailey.
VIRGINIA—Newport News Teachers Association.

Completed Enrolments

THE FOLLOWING LIST of 1932-33 100 percent schools came in too late to appear in the May 1933 issue of THE JOURNAL. Immediately following this list is the one for the 1933-34 schools received up to date:

Twelve Years

ILLINOIS—Chicago, Pullman.
NEVADA—Clark County, Las Vegas Elementary.

Nine Years

ILLINOIS—Chicago, Parker Practice.
NEW HAMPSHIRE—Claremont, West Terrace.

Eight Years

HAWAII—Kailua, Kailua.
WASHINGTON—Seattle, John B. Allen.

Seven Years

UTAH—Alpine District, Alpine District Public Schools, Alpine, American Fork Grammar, American Fork High, American Fork Junior High, Cedar Valley, Lakeview, Lehi Grammar, Lehi High, Lehi Junior High, Lehi Primary, Lincoln Grammar, Lincoln High, Lincoln Junior High, Lindon, Pajo, Pleasant Grove Grammar, Pleasant Grove High, Pleasant Grove Junior High, Sharon, Spencer, Vineyard.

Six Years

UTAH—Wasatch County, Wasatch County Public Schools, Charleston, Daniel, Heber Central, Heber North, Midway, Soldier Summit, Wallsburg, Wasatch High, Wasatch Junior High.

Three Years

HAWAII—Hookena, Alae, Hana, Hana, Honouliuli, Honaunau, Kealahou, Kona, Kona High and Grammar, Kailua, Hapoonoo.
ILLINOIS—Kenilworth, Joseph Sears.
NEW HAMPSHIRE—Goshen, Goshen Public Schools, New London, New London Public Schools, Calby Hill.

Two Years

HAWAII—Holualoa, Honokohau, Kailua, Keauhou.
MAINE—Madison, Weston Avenue.
OREGON—Portland, Girls Polytechnic, Roosevelt High.
UTAH—Salt Lake City, McKinley.

The following schools have completed their 100 percent enrolment for 1933-34 in the National Education Association since the list was published in the May 1933 JOURNAL:

Ten Years

KANSAS—Chanute, Chanute Public Schools, Aleotti, Cross, Lincoln, Murray Hill, Pioneer, Roosevelt, Royster Junior High, Senior High, Webster.

Eight Years

MISSOURI—St. Louis, Roe.

[Cont. on page A-97]

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.

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Joy Elmer Morgan, Editor

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

Harold A. Allan, Business Manager

NORMALCY— BACKWARD OR FORWARD?

"BACK to normal" is an expression widely used.

It conveys the idea of "backward" and is a misnomer.

Backward is not a good military term—certainly not characteristically American.

Backward implies losing ground already acquired, relinquishing possessions already gained, abandoning advantages secured.

Backward implies a subnormal condition.

Backward is applied to the child unable to keep pace educationally with a normal group—certainly not a desirable tab for any individual.

Backward is the term applied by the farmers to a season tardy in crop growth.

"Back to normalcy" has no place in the vocabulary of the friends of education.

"Forward to normalcy" should be the prevailing slogan.

It will require a reversal of thinking among taxpayers and citizens in general.

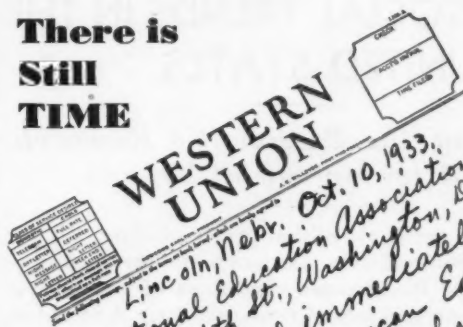
Right direction thinking will promote desirable action.

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NOTES and ANNOUNCEMENTS

How one state superintendent did his part—At the recent conference of state superintendents in Washington, Commissioner Payson Smith of Massachusetts made the following remarks to his associates. Will you assert your influence in a similar leadership?

I want, as one state officer of education, to pay a tribute to the staff of the National Education Association for the very effective way in which they have been helping in a common cause during the past few years. I think we are very much indebted to the officers of the National Education Association for the way in which they have worked. Those of us who have seen them in action have had our admiration challenged. . . . I have been watching registration and enrolment in the National Education Association. It has been decreasing. Yet it remains true that it is the one organization that holds together and has the possibility of welding together the hundreds of thousands of teachers in this country. I don't know what state officers of education can do about it, but a responsibility rests upon each of us. In whatever way we can do it, I think it is the duty of all of us to do all that we can to strengthen the membership of the National Education Association. I think it is a prime obligation and related to the emergency in education.

Commissioner Zook of the Office of Education expressed approval, as did other superintendents. Dr. Smith's remarks were followed by hearty applause.

The public interest in motion pictures—A group of influential citizens and students of the motion picture problem sent to the President of the United States the following memorial in connection with the Motion Picture Code.

We, the undersigned, request that in the interest of the public the Motion Picture Code contain provisions:

[1] Forbidding block-booking, that is, the practise of obliging an exhibitor to take the whole of a batch of pictures if he wants any of them, altho he may regard part of them as unfit for public exhibition to his audiences.

[2] Forbidding blind-booking, that is obliging an exhibitor to take such a batch of pictures without an opportunity to examine them all; some of them not being yet ready for use.

These two practises can be used to force upon the public pictures that may be objectionable; and give to the exhibitor an excuse for anything he may show in his theater.

[3] That pictures be adequately described, and trade shown, before they are offered to exhibitors for rental, in order that they may

select intelligently those they want, and avoid such as they do not desire to exhibit.

[4] That producers be not permitted to give to the theaters they own a monopoly, or priority, in the exhibition of films; and that the motion picture trade, like the trade in books, be open to all dealers. There is no more reason for monopoly practises in the former than in the latter.

[5] That provisions now in the Codes be removed which may, if retained, prevent schools, churches, museums, and other non-theatrical agencies from renting and exhibiting current films in their auditoriums, either with or without fee.

Stepping stones to peace—With the growing interest in world affairs comes an increased demand for personal contact with people in foreign countries. Children and teachers are interested in corresponding with schools and children in other lands. The Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia, and the World Federation of Education Associations, 1201 16th Street, N. W., Washington, D. C., will help in making contacts for international correspondence.

In support of our profession—Count on Abraham Lincoln High School for the usual 100 percent. You have our active support in the great fight to give all children educational opportunities and to emphasize the importance of maintaining spiritual values in education and of conserving health and well-being.—G. W. Kern, Abraham Lincoln High School, Council Bluffs, Iowa.

The NEA officials are to be commended for the heroic efforts put forth for the betterment of the teacher's position and condition. Teachers need to develop a professional consciousness. The last few years have shown the need of an organization that can control in these matters: tenure, membership, compensation, and qualifications.—George E. Myers, Page, North Dakota.

These children need books—According to county superintendent J. F. Knuckles of Bell County, Kentucky, many of the schools in that system do not have even basal textbooks for the children, to say nothing of supplementary books. Any boards of education or individuals having unused books can bring new hope to the schools and the children by sending them to the Bell County Board of Education, Pineville, Kentucky.

My dear Mr. Morgan: Am deep in reading the October issue of the NEA JOURNAL and want to congratulate you. It seems to me the most challenging and illuminating issue that has ever been published. How I wish that every citizen in the U. S. could read it from cover to cover! I am sure that PTAs all over the country will use it for Education Week meetings, for it is invaluable.—Alice F. Kiernan, Philadelphia.

President Jessie Gray joined with the officers of nine other great national organizations in a memorial opposing the exemption of newsboys from the provisions against child labor which are embodied in the codes under the National Recovery Act. It is the conviction of these civic and social leaders that in spite of the glamour that has been attached to this form of child labor it has many inherent evils and has no special claim for the use of children to perform labor which might be done by persons otherwise unemployed.

Adult Centre for Social Studies—

There is being laid out in San Francisco a new program of adult education under the direction of Alexander Meiklejohn. The Adult Centre for Social Studies will be more of a forum than a school. It will conduct—without tuition, entrance requirements, or credits—classes in which members will study contemporary America along lines of historic, economic, political, literary, artistic, and philosophic inquiry. A second phase of the work will consist of lectures and discussions.



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Harry L. Hopkins, federal emergency relief administrator, is acting to correct the paradox of the present situation: thousands of unemployed teachers and hundreds of thousands of jobless adults suffering from educational disadvantages. Federal unemployment relief funds are being used to pay work-relief wages to needy unemployed men and women who can qualify as instructors and to organize classes of adults unemployed in localities where educational facilities are lacking for them.

The tendency to do without necessary books and supplies for teachers and pupils is not economy but extravagance.

The Wisconsin legislature last spring set aside \$30,000 to provide to the unemployed free instruction by the University of Wisconsin extension department. Two weeks after classes opened this fall, enrolments had passed the 2500 mark. Students range in age from eighteen to forty-nine years. This commendable project is based on the theory that a relief program should provide sustenance for the mind as well as the three bare necessities of life.

Governor Olson of Minnesota has appointed a committee of thirty-one state leaders to study methods of solving the problem of the [Cont. on page A-96]

[Cont. from page A-95] 225,000 unemployed boys and girls of the state. Lotus D. Coffman, president of the University of Minnesota, has estimated the cost of sending them to public or private educational institutions during the coming winter. The governor is reported to have said that he would attempt to obtain federal funds for this purpose.

Credit for the poster—On page 226 belongs to Phi Delta Kappa, which exhibited it with a series of similar posters at the Century of Progress Exposition.

A loss to the profession—The death [September 25, 1933] of Charles McKenny, college president, author, lecturer, and editor, closes a career of notable service. Until the close of the last school year, Dr. McKenny was president of State Normal College, Ypsilanti, Mich. He was at one time president of the Association of American Teachers Colleges, and has performed many important services for the National Education Association in connection with its committees and conventions.

Dr. Charles M. Jordan terminated fifty years' service in the Minneapolis, Minnesota, public schools in September 1933, when he offered his resignation to the Board of Education. Dr. Jordan was for twenty-two years superintendent of

the Minneapolis public schools and for nineteen years superintendent emeritus. Dr. Jordan is eighty-one years old. He is known and loved by countless thousands of persons educated in the Minneapolis schools, and his leadership in education is nationally recognized.

Editorial project—The Division of Publications announces the Fourth Nationwide Highschool Editorial Project. Enrolment blanks and procedure may be secured from this Division, NEA, 1201 16th St., N. W., Washington, D. C.

A tribute—My dear Mrs. Suzzallo: The members of the headquarters staff of the National Education Association are grieved to learn of the untimely death of your husband. Thruout his whole professional career, Dr. Suzzallo fought an uncompromising fight for the preservation of our democratic system of education which in this period of stress is being severely challenged. There never was a time in the history of the public schools when his vision, courage, and leadership were so sorely needed as now. His work was not finished; indeed, he was standing at the very threshold of an era of service of great import to education.

His last great contribution to education, the report of the National Advisory Committee on Education, will stand as a

monument to him as long as our system of government endures. We are convinced that no other single man in that group or in the country at large could have so marshalled the facts and directed the thinking of that body of men and women as did Dr. Suzzallo. The fact that momentous conclusions were reached in a spirit of harmony after months and years of discussion and study is a tribute to his wisdom and diplomacy. It was an extremely difficult task and we are saddened by the knowledge that arduous labor connected with it, in all probability, hastened his passing.

We want you to know of our appreciation and affection for him, and above all we desire to express to you our deepest sympathy in your bereavement. Sincerely yours, J. W. Crabtree, executive secretary, NEA.

The recent meeting of the Board of Managers of the National Congress of Parents and Teachers in Washington, D. C., revealed that there exists thruout the country intense interest among parent-teacher workers in the educational emergency and a desire to study the problems of school finance and taxation in preparation for wise action in the legislatures. The National Congress adopted a study program worked out by Charl



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.

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Williams of the NEA and based on the report of the National Conference on the Finance of Education. Copies of the report may be secured from the NCPT, 1201 16th St., N. W., Washington, D. C.

The cost of education is measured not by the subjects that are taught but rather by the number of children enrolled in the schools.—George D. Strayer, professor of education, Teachers College, Columbia University.

[Cont. from page 238]

Seven Years

KANSAS—Chanute, Trade.

Five Years

CALIFORNIA—Centerville, Washington Union High; Fortuna, Union High.
ILLINOIS—Woodstock, Dean Street.
OHIO—Greenfield, Greenfield Public Schools, Elementary, Junior High, McClain High.
SOUTH DAKOTA—Hecla, Independent Public Schools.

Four Years

CALIFORNIA—Lakeside, Union Elementary.
ILLINOIS—Peoria, Harrison.
MISSOURI—St. Louis, Mallinckrodt.
NEVADA—Clark County, Las Vegas Elementary.

Three Years

GEORGIA—Griffin, Griffin Public Schools, Sam Bailey, Fourth Ward, Griffin High, North Side, Third Ward, West Griffin.
ILLINOIS—Litchfield, Madison Park.
MISSOURI—St. Louis, Benton, Des Peres, Dumas, Eliot, Gundlach, Herzog, House of Detention, L'Ouverture, Madison, Meramec, Peabody, Pestalozzi, Shenandoah, Washington, Wilkinson.
NEW MEXICO—Hot Springs, Hot Springs Public Schools.

Two Years

CALIFORNIA—Tennant, Grammar.
MISSOURI—St. Louis, Bates, Carr Lane, Carondelet, Clay, Clinton, Delany, Henry, Humboldt, Jackson, Lincoln, Longfellow, Marshall, Oak Hill, Resident Open Air, Rock Spring, Scruggs, Special No. 3.
NEW YORK—Catskill, Grandview.

Current Year

ILLINOIS—Chicago, Healy, McKay; Danville, Edison, Roselawn.
INDIANA—Indianapolis, Public Number 19.
MASSACHUSETTS—Osterville, Elementary.
MISSOURI—St. Louis, Ames, Banneker, Busch, Central High, Cole, Cottage Avenue, Fanning, Grant, Harrison, Jefferson, Lyon, Marquette, Meramec Hills, Michael, Montgomery, Mullanphy, Riddick, Shriners Hospital, Stix, Turner Open Air, Vocational (Colored), Walbridge.
NEW HAMPSHIRE—Claremont, North Street, Way.
NEW JERSEY—Cranford, Cranford Public Schools, Cleveland, Grant, Lincoln, Roosevelt, Sherman, Special Teachers; Glen Rock, Central, Public Number 1, Richard E. Byrd; Kearny, Lincoln; Westfield, McKinley.
NEW YORK—Catskill, High, Irving.
PENNSYLVANIA—Bangor, Roosevelt.
WISCONSIN—Ontario, Ontario Public Schools.

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