



The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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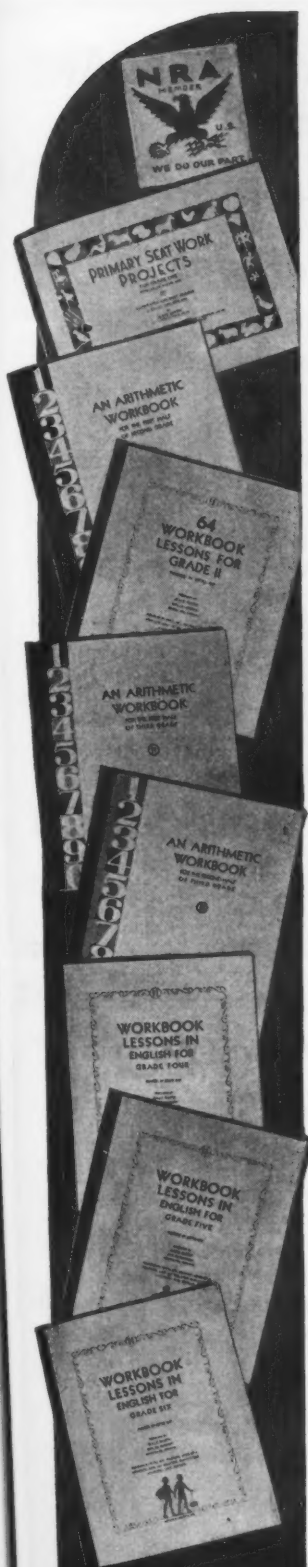
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STARTLING FACTS

FROM RADIO ADDRESS
of Dr. John K. Norton, November 5, 1933

ALABAMA

The annual educational budget cut from 17 to 10 million dollars; 145 schools closed completely; 90 percent of all schools, enrolling 600,000 children, maintaining terms less than one-half the normal length; 80 percent of the teachers paid salaries below the minimum of the NRA code for unskilled labor.

ARKANSAS

School funds reduced from 16 to 9½ million dollars; 400 schools, enrolling 30,000 children, closed entirely; 85 percent of teachers receiving salaries below the minimum of the NRA code.

MICHIGAN

School expenditures cut from 109 million dollars to a prospective budget of 45 million for this school year; 205 schools, enrolling 10,250 children, closed; 80 percent of the children in schools with sharply shortened term.

WEST VIRGINIA

3,250 schools, enrolling 162,500 pupils, operating on less than a six months' term; some schools entirely closed; 6,095 teachers receiving less than the NRA minimum.

In November 1932—just one year ago—only 40 schools in the whole nation were actually closed. By April 1933—just after the bank moratorium—5,825 schools had closed. It is now estimated—on the basis of figures just received from county superintendents in all parts of the nation—that by April 1, 1934 there will be 20,300 schools closed, enrolling 1,025,000 children. During the current school year 209,570 teachers—that is one teacher in every four—will receive a salary lower than would be legal in an establishment exhibiting the blue eagle.

FROM CORRESPONDENCE

Teachers are actually doing without necessary clothing, and even food, in a few cases. A principal loaned a teacher money from the athletic fund to buy groceries. Imagine how shocked he was when she asked to run home and give the money to her mother, saying they did not have sufficient food for the noon meal. . . . Another principal writes of the passing of one of the best teachers in the system. Her load had been heavy. One day, she was notified of another increase and she was happy in arranging to do the additional work but, just as she was ready to leave on Tuesday morning, her heart ceased beating. The whole city did honor to her memory, perhaps unaware that she had actually sacrificed her life for the children of that school. . . . Our town has a population of 15,000. We had to close schools at the end of six months last year and maintained a private school, charging each junior and senior high school student \$5.50 per month and each grade student \$3.00. There were over 200 children who could not pay tuition and were, thereby, excluded from school.

FROM LAY MAGAZINES

For one type of criticism it is hard to find much patience. That is the one which complacently assumes, "It is just the depression which is causing the trouble. When it is over, everything will be all right. Meantime the schools will worry through somehow." Strictly speaking, the depression caused none of the social collapse in which we have been smothering during the last two years. It has merely revealed the rotten timbers in the social structure. . . . It may be true, as I recently heard a tax expert insist, that we must wreck our educational system in order to get an intelligent tax system and a decent social order. It may be true. But it is a crying shame that the children have to foot the bill—From "Deflating the Schools," *Harper's* November 1933. But we must hurry! . . . We need local, state and national action quickly. We shall never wholly wipe out the terrifying effect of the past year when the little red schoolhouse closed its doors. "There is no moratorium on children!"—From "The Little Red Schoolhouse is in the Red!" *Cosmopolitan* November 1933.

The Significance of 1933

IN AN EDITORIAL in THE JOURNAL for January 1933, entitled "The End of an Epoch," it was pointed out that this is no passing depression, no ordinary financial panic, no mere reaction from war, but a deepseated change in the center of gravity of human affairs, which requires adjustments on the part of mankind as a whole; that if school folk do not face soon the responsibility of teaching the plain facts about the economic situation to both youths and adults, the schools may be seriously handicapped or forced to close entirely as a result of the complete breakdown of the machinery of production and exchange. It was further pointed out that the truth of the present situation is so extravagant as to seem fantastic. We do not like to face it. We do not like to make in our personal lives, in industry, and in government, the changes which are inescapable.

In another editorial in THE JOURNAL for February 1933, entitled "The Great Transition," it was pointed out that

The chief characteristic of the present period is its transitional character. Never before outside of war have civilized people been so uncertain in the management of their personal affairs as they are now. This uncertainty makes itself felt in almost every phase of life. People are in doubt as to where they are to live, what they are to do for a living, how they shall manage their education, how they shall provide for their old age. The old ways of doing things fail to work and the new ways are not yet established. In the rapid economic revolution some get nothing and are in want; others get too much and live in extravagant luxury.

Events since February 1933 show with increasing clearness that the old order is dead and that we are in a state of transition of farreaching proportions. The United States is now in the first phase of the transition. The situation in the United States is of worldwide importance because America is probably the one country that holds within itself the pos-

sibility of stabilizing world conditions.

The recovery of confidence—The significance of 1933 lies in the recovery of national faith and courage which has

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. ◆ ◆ ◆ ◆

taken place in America. There does exist among the people of the nation a renewed hope and morale, a confidence that the nation can come thru, and a corresponding willingness to make sacrifices and to work for the common good. This in itself is highly encouraging. If America, the greatest of the world's old democracies, is able to accomplish thru democratic methods in a spirit of cooperation and goodwill, what has hitherto required violent revolution, truly a new day will have come for mankind.

The spirit of the pioneer seems to be reasserting itself among us. The willingness to experiment, to fail and try again, to push on into new applications of the democratic ideal are most encouraging. They are far more significant than any one of the national projects which were set in operation during the one-hundred days of legislation which preceded the adjournment of the last Congress.

Launching the new deal—These colossal projects of the national government are significant beginnings. Most of them have been undertaken under great handicaps. The time has been too short

for careful planning and organization.

There has been criticism from many who believe that a policy of watchful waiting would be better. Others believe that no one of these projects, nor all of them together, go far enough to stabilize our civilization. When the magnitude of the administration program is fully appreciated, it is amazing that there have been so few real blunders and relatively such a small amount of confusion.

Statesmen, however far ahead they may themselves see, can go no farther and no faster than public support and understanding make possible. Only a vigorous program of adult education or the inescapable logic of circumstances as new conditions develop can persuade the public to take the steps which ultimately must be

taken. Most of the projects which are now underway are at best only partial solutions but they do give the nation a breathing spell and they do furnish a training ground for leadership.

A Magna Charta for industry—The National Recovery Act is farreaching. It creates the greatest body of legal machinery ever set up in a short space of time. It provides the framework for a new cooperation within individual industries, for a new partnership between labor and industrial management, for a new relationship between government and industry. As at present administered, it does not sufficiently protect the rights of the consumer. Nor does it bring about the completeness of coordination between groups of industries which comprehensive national planning would secure, but these conditions can be remedied. It takes time to build up new machinery of regulation. In 1900 when there was not a traffic officer on our American streets, it would have been impossible to visualize the elaborate machinery which now regulates our swiftly moving traffic. It is certain that

FROM 2,000,000 to 3,000,000 of the ablest young minds in America are idle, out of use, and degenerating. The so-called "Lost Generation" is adrift, brought up and educated in one cloistered, protected world and then plunged into a totally different one, with no assurance of a job and with no clear sense of values. No byproduct of the collapse of the economic system is of more significance than this.—Harold O. Rugg at N. Y. Herald Tribune Conference, Oct 13, 1933.

THE PRESENT MOVEMENT for national recovery is unique in history because it is a social cooperative endeavor, which is well organized and nationwide in scope, which seeks to mobilize all the forces of the nation in a peaceful effort for recovery from the depression and for the security of our people in the future. . . . We should inform ourselves of the essential features of the important steps and undertakings of the present movement, and impart the information clearly and sympathetically, particularly in teaching history, geography, civics, and current events.—William J. O'Shea, superintendent of schools, New York City.

equivalent traffic rules for our financial, industrial, and distributive processes are quite within the range of our technical and scientific skill.

Meeting the farm crisis—The Agricultural Adjustment Administration is working for a better balance between agricultural and industrial America, but its efforts are weakened by those who gamble in farm commodities and by the great packer barons who control the meat supplies of the world. If these selfish interests do not lessen their efforts to weaken, corrupt, and paralyze government, an enraged public will operate for itself and in its own interest the commodity exchanges of America and the great packing enterprises.

Protecting the small depositor—The acts of the last Congress which relate to money, credit, securities, and banking have gone far to correct the chaos which had developed in those fields, but unless the government is willing to go much farther, there is a possibility, almost a certainty, of future difficulty. Because of this possibility there

are leaders in Congress who strongly believe that checking accounts for small depositors should be handled thru the postal savings banks. Certainly these banks have proved a tower of strength by holding public confidence during a period when collapse and uncertainty have practically wrecked the old banking structure.

There is need for a thoroughgoing Congressional investigation of life insurance. It has been estimated that the cost of administering life insurance in the United States is ten times the amount required for efficient administration. Salaries of executive officers who carry no more responsibility than school superintendents often exceed a hundred thousand dollars a year. The investment practises of insurance companies should be carefully scrutinized and perhaps supervised in the interests of the policyholders.

Planning a civilization—The Tennessee Valley Authority, which is moving forward in a comprehensive effort to build a new order of civilization in that valley, will be greatly hampered by the deliberate efforts of the "power trust" to thwart its enterprises. It will be further hampered by various local interests such as the realtors who would like to take advantage of federal activities in the Tennessee Valley to create there a real-estate bubble like the Florida boom of a few years ago.

Significance of the CCC—The Civilian Conservation Corps concerns educational workers especially. It is a fine thing to round up 300,000 unemployed young men from the streets of our American cities and to give them oc-

cupation in the open air with a wage which will help to support their dependent families. It is a fine thing to clear up the forests, to plant trees, and to stop soil erosion. But the CCC involves much more than this. It involves the federal administration of youth. The immediate advantages of the CCC are more easily understood than its deeper significance.

This deeper significance may be seen by projecting that enterprise forward. Suppose that due to inescapable conditions of unemployment, the term of enlistment is extended from six months to twelve months, and then extended again for a year or two or three. Suppose that instead of 300,000 youths the number becomes 500,000, a million, two million and more. The social and educational significance of the CCC would then become far more important than its economic significance. We would have taken away from their families, away from the local neighborhoods, schools, and occupations, the flower of American youth. We would have taught them to look to the federal government, to accept army leadership and mass management of their whole lives.

Surveying community needs—These are not fanciful possibilities. They are very real. They suggest the need for more vigorous action on the part of localities and states to care for their own young people and to see that their roots strike deep into the soil of family and neighborhood life, which in the end must be the foundation of any stable civilization. There is great encouragement in the address which President Lotus D. Coffman of the University of Minnesota made before the governor's committee to study means of aiding unemployed young people between the ages of seventeen and twenty-four. The very existence of such a committee in a great state like Minnesota is a wholesome beginning. President Coffman points out:

The number of young men in this state drawn off into the forestry and erosion camps is comparatively small and the plan fails wholly to give consideration to young women. We have in the state of Minnesota alone approximately 225,000 young men and women between seventeen and twenty-four years of age. If we include the sixteen-year-old group, the total will approximate 275,000 or 300,000.

Exploring the Times

[1] *Looking Forward* by Franklin D. Roosevelt. New York: John Day, 1933. What is the President's philosophy of government?

[2] *The Industrial Discipline* by R. G. Tugwell. New York: Columbia University Press, 1933. Can industry be democratized?

[3] *The New Deal* by Stuart Chase. New York: Macmillan, 1932. Can we revise our economic system to guarantee security?

[4] *The Coming Struggle for Power* by John Strachey. New York: Covici Friede, 1933. What is the future of capitalism?

[5] *The Third American Revolution* by Benson Y. Landis. New York: American Country Life Association, 1933. The "New Deal."

[6] *A Primer of the New Deal* by E. E. Lewis. Columbus, Ohio: American Education Press, 40 S. Third St. High points to study.

[7] *Concentration and Control in American Industry* by H. W. Laidler. New York: Crowell, 1931. Who owns business?

[8] *How Safe is Life Insurance?* by L. S. Schnitman. New York: Vanguard Press, 1933. Will insurance be under federal control?

[9] *Graft in Business* by John T. Flynn. New York: Vanguard Press, 1931. Can we curb "high finance" in holding companies?

[10] *A Planned Society* by George H. Soule. New York: Macmillan, 1932. Can social planning solve our problems?

Nearly 50 percent of all the applications for jobs are made by persons between sixteen and twenty-four. About 80,000 young people of those ages have finished high school, and of the 80,000, probably 25,000 or 30,000 have been or are in college. A few have returned to high school for post-highschool work. A vast majority of them are not in school, many of them do not see how they can attend school, and few of them can find work to do.

Such data as President Coffman uses here are the foundation for action. President Coffman has given a leadership which should be duplicated in every school in America. Superintendents, principals, and teachers cannot escape the responsibility to give this leadership.

The "unemployed generation"—The imperative necessity of the national situation may be seen from a casual examination of such facts as now exist, even tho the data are incomplete and inadequate. In spite of all that has been done to restore employment during 1933, conservative estimates still place the number of unemployed at ten million. To this there should probably be added another group who do not show in the unemployment figures because they are in that twilight zone between the age when child labor is allowable and the higher age when they would be considered as a part of the general labor supply. Even tho these young people in upper adolescence may not be considered in the regular statistics on the unemployed, their lack of work is no less real because industry does not want them and the schools cannot take them.

But leaving this group, which may be very large, out of consideration, there are now at least ten million unemployed. Probably three million of the ten million are youths who have never held a job. Standing ahead of them in the labor market are the seven million older folk who will tend to be taken care of first. It is a real prospect that most of these eager young people who are waiting at the gates will have to wait from one to three years before any machinery which is now in operation would give them assurance of a job.

Employing youth in the community—There are three possible alternatives. The first is a policy of drift, of continued waiting, if the young people

are sufficiently patient and tolerant, in the hope that the situation will take care of itself. There is the possibility of absorbing the young men in the army or into army life groups wherein they will be managed by the federal government. There is the possibility of working out in the community and in the state a constructive program for the occupation of these youth in ways that will build up family and community life.

Collecting human statistics—Certainly the small towns and cities should be in a position to form committees on unemployed youth which would gather facts and make plans. Suppose that in a town of a thousand people, the superintendent of schools, the principal of the high school, the ministers, and other business and professional men and women were to come together and to have brought before them a complete census of the human resources of that community. Suppose catalog cards were made for each person in the community, and particular attention were given to the young people who had gone out of the schools in the past five years. The extent and length of unemployment would then be known. It could be explained to the committee and to the community that since unemployed youth are everywhere, there would be no object in sending its young people away.

Arousing the community to responsibility—The next step would be for the community itself to assume responsibility for creating worthy occupations for its youth or of maintaining a continuing school service until occupations are available. School authorities in many progressive communities have

The New Deal in a Nutshell

NRA—*National Recovery Act* promotes self regulation of industry thru codes which specify controlled production, shorter hours, higher wages, no child labor, and no profiteering.

PWA—*Public Works Administration* fosters employment by loaning \$3,300,000,000 to states and localities for public works.

AAA—*Agricultural Adjustment Administration*, in cooperation with the farmers, regulates production to fit consumption.

FCA—*Farm Credit Administration* supplies credit to farmers to refinance mortgages and develop cooperative markets.

CCC—*Civilian Conservation Corps* employs 300,000 young men in reforestation, soil erosion, and flood control projects.

FERA—*Federal Emergency Relief Administration* gives federal aid to states and localities to supplement unemployment relief.

CWA—*Civil Works Administration* provides immediate jobs for 4,000,000 unemployed now on public relief rolls.

RFC—*Reconstruction Finance Corporation* lends money to industry, agriculture, and commerce to aid business expansion.

HOLC—*Home Owners' Loan Corporation*, by refinancing mortgages with lower rates, helps the home-owner meet payments.

TVA—*Tennessee Valley Authority* emphasizes social and economic planning in the development of an entire valley.

FCOT—*Federal Coordinator of Transportation* aids railroads to eliminate needless competition and waste in management.

already done much to provide educational service for unemployed youth. This movement is only in its beginnings, and it cannot indefinitely take the place of full absorption into the occupational life of the community.

A reasonable study of community need would show what the new occupations should be. Perhaps the schools, libraries, parks, and playgrounds are understaffed. Perhaps the roads need better care and beautification. Perhaps a few additional workers could be used in the churches. Perhaps there are businessmen who could create a few additional opportunities by making readjustments in working hours as many are attempting to do under NRA.

This cooperative effort on the part of the community creates a new spirit and in the end brings to everyone a most heartening sense of security and achievement. It is the democratic way and the human way of approaching the problem of unemployed youth—a problem so vast and immediately urgent that its neglect imperils our civilization.—Joy Elmer Morgan.

THERE IS urgent need for the accompaniment of the familiar economic statistics by some unfamiliar human statistics which will balance the facts of physical production with the facts of human behavior. Too long have we measured our welfare solely in terms of the number of pig-iron ingots produced, the value of unfilled orders at steel plants, the millions of bushels of wheat and corn. . . . The only corrective is the regular, prompt, and unsentimental publication of the figures which will show how the individual American is behaving under the stress of an unpardonable economic paradox.—Jay Franklin in *The New Outlook* for September 1933.

The Code for Schools

BOARDS OF EDUCATION, school officers, and teachers—as in 1918—will do more than any other group to give strength to the President's arm. Many places held NRA parades during American Education Week, in which the American Legion, the PTA, and other agencies participated.

Altho the recovery administration, primarily organized for industry, could not see its way clear legally to accept and supervise a school code, many schools are going forward with plans of their own. Schoolboards seem as eager as teachers for the schools to do their part. The following code for schools has been developed as an expression of the ideals of the NRA applied to the schools. Some boards of education are formally adopting this code. Others are trying to carry out the spirit of it. Let each system of schools lend support to the NRA in its own way.

The Code for Schools—Whereas public education, as one of the nation's major enterprises, involving approximately one million employees, serving thirty million children, youths, and adults, outranking in the number of its employees all except four of the major industries of the country, having more employees than the automobile, electric, and oil industries combined, cannot be ignored in any program of economic recovery;

And whereas the operation of the program of national recovery, involving as it does the abolition or extensive reduction of child labor, will place upon the public schools additional responsibilities;

And whereas cooperation, fair dealing, spread of employment and higher wages to keep pace with higher prices are principles of recovery which apply to the policies of public bodies just as well as to private industry and business;

Be it resolved by the board of education of the school district [or state] of ----- [or by the board of control of

the university of -----] that this board voluntarily accepts the provisions of the President's Reemployment Agreement issued from the White House on

IN 1918 when the nation faced the need for quick adaptation to a new situation, boards of education, superintendents, principals, and teachers were prompt to lend their support and aid to the program of the government. They can do no less now. They can put their own house in order. They can give leadership to the local community. They can interpret the situation to the people. They can encourage citizens to inform themselves and to make the sacrifices which are now necessary in the interest of the common good. Not to give the President the strongest possible support at this time is to run the risk of losing everything.

July 27, 1933, insofar as these provisions can be applied to public-school systems.

Be it further resolved: [I] That the purchasing agents of the board are directed to secure, as far as possible, all supplies and equipment from the merchants and manufacturers enroled in the National Recovery Administration.

[II] That if any teacher or other employee of this board is now receiving a wage below the minimums fixed by the President's Reemployment Agreement, such wage is hereby increased to meet the provisions of the Agreement.

[III] That reductions [if any] in salaries as a result of adverse economic conditions are regarded by this board as temporary expedients. The salary schedule for the employees of the board which prevailed before reductions were made is hereby restored. If funds are not now

available to restore this schedule, it is hereby reaffirmed in principle and the responsible school officer is requested to submit to the board plans for returning to the earlier salary schedule at the first practical moment. This step is taken in order that the public education service may continue to secure a satisfactory type of employee.

[IV] Additions to the present staff as required for the efficient operation of the schools shall be made at points recommended by the responsible school officer and approved by the board. This step is taken in order to increase employment among the many qualified but unemployed workers in the professions and trades represented by school employees and to improve the educational service.

[V] That in order to lessen the grave evils of idleness and unemployment among youths and adults, the educational institutions under this board are urged and directed to make their facilities fully available for the further education of all youths and adults who can profit by such opportunities.

[VI] That the educational agencies under this board shall make appropriate provisions for instruction in the meaning of the National Industrial Recovery Act and the work of the National Recovery Administration so that pupils and students may contribute to the work of the economic recovery.

In adopting these resolutions, the board is attempting to do its part in meeting the call of the President of the United States for "a nationwide plan to raise wages, create employment, and thus increase purchasing power and restore business."

Signed: -----
President of the Board.

Secretary.

Date: -----

THE CULTURAL and educational standard which a community sets for itself measures the vision, the courage, the aspiration of that community. The future of America is in its schools.

Lizzie Moore Forgotten

LIZZIE MOORE was my teacher when I was seven or eight years old in a country school in the hills of southern Ohio. I heard my father tell a neighbor that she was a born teacher and the more ragged the child, the more she loved him. She was certainly an ideal teacher for that poverty-stricken community in the terrible depression of the seventies. She had a delightful personality. She made herself a part of the community. She put the schoolhouse in good condition for revival meetings. She learned all she could about the animals, birds, and snakes common to that timbered country, in order to better talk our language and in order to tell us more than we knew about the fox, the raccoon, and the hoot-owl. She let us bring our pet rabbits, raccoons, and red foxes to school on special occasions.

As you know, those were the days when people believed in the adage, "Spare the rod and spoil the child." Even Miss Moore felt bound to act in harmony with public sentiment. She found it necessary on one occasion to keep me after school and to use the switch on me for disobedience. I withstood the tinge of pain bravely enough, but the real punishment came when she laid the switch on the desk and with tears in her eyes said, "You are not such a bad boy. You are really a good boy. I don't want you to act that way any more. Won't you please promise me? I just can't stand it to whip. I am almost

sick now."

As she spoke, her feelings gave way. She took the chair, placed her face in her

berries. Miss Moore advised us to decorate our own homes in the same way. She advised against expensive presents.

She suggested little plays and things to do rather than things to buy. [The depression in the seventies was as bad or worse than that of 1932.]

The few toys and presents in the homes were inexpensive but we had our parents and brothers and sisters. The decorations were about all we had at school except that there we had our Lizzie Moore and our little friends. I doubt whether as much as twenty-five dollars was spent for Christmas presents in that entire district and yet in all the years of plenty since that time I have never seen a more joyful Christmas than that particular one.

When I read Bess Streeter Aldrich's "The Woman Who Was Forgotten," I could not help thinking of beautiful Liz-

zie Moore. Recently and just fifty years after leaving the old school to go out West, I returned to Scioto County, Ohio, to see the house in which I was born, the schoolhouse in which I got my start, and the few relatives and friends yet to be found. I inquired about Lizzie Moore. No one knew what had become of her. She had taught the school only one year but she had given a score of boys and girls in that neighborhood higher ideals. She had filled them with worthy ambitions. She had given a wholesome touch to community life. A wonderful woman—but forgotten! ♦ ♦ ♦ ♦



WHERE LIZZIE MOORE TAUGHT

hands, and sobbed audibly for a few moments before she could get control of her voice. I then joined in the crying act, made promises, swept the floor, and said, "Goodbye, Miss Moore," two or three times as I was leaving. After that I was at school early to build the fire and to clean off the blackboard. Two of us gave a third boy a good trouncing later on for talking back to Miss Moore.

I did more than my share in decorating the schoolhouse for Christmas. We brought sprigs of pine, branches of laurel, and little bunches of mountain tea with its scented leaves and its little red

A PROGRESSIVE TEACHER—Today we would say that Lizzie Moore was a progressive teacher. The neighbors in that district said at the time that she was "different." Some said that she had common sense because she didn't like to wait until the children had mastered all words of one, two, and three syllables in the spelling book before taking up reading, and she didn't like to teach the a-b-ab's and the e-b-eb's because so many of these "words" had no meaning. And she saw no more reason for teaching children to say the a-b-c's backward than for drilling them in walking or running backward.—J. W. Crabtree.

ab	ac	ad	af	ag
eb	ec	ed	ef	eg
ib	ic	id	if	ig
ob	oc	od	of	og
ub	uc	ud	uf	ug

I wonder whether she ever knew how much her pupils in that district owed to her. I wonder whether she ever knew of anything beyond their devotion to her at the time. She must have known of the appreciation of parents. But I fear she never realized how much she put into the lives of children in that school and in the other schools in which she taught.

Next to the help which came from my parents was that which I received from Lizzie Moore. Perhaps next to that was what I received from Jim Blackburn when I was fourteen, and from J. M. McKenzie when I was eighteen. These were classroom teachers. I owe very, very much to other friends along the way, but these names stand out. In relating my experience, I have given essentially your own experience and that of leading citizens everywhere. I see among the teachers of today many a Lizzie Moore. There never has been a better type of devotion among teachers than at the present time. Since that experience I have written

other favorite teachers. One of the saddest thoughts of my life is that I failed to keep track of Lizzie Moore and to let

to your own Lizzie Moore? Have I not encouraged teachers to pour out their hearts to children not only on Christmas

but on every day? I wonder whether citizens in all the states may not wish to join me in a word of tribute to the teachers of today who are holding the line of courage and optimism in this terrible depression! It is great to be a leader in industry or finance. It is great to administer a system of schools. It is greater still to deal directly with youth, inspiring children with ideals, and putting into their lives the desire to become useful men and women. Next to that of creating a democracy is that of maintaining it, as teachers are doing in the schools at the present time. Teaching may not pay so well, but it is the highest type of service in the world.—J. W. Crabtree, secretary of the National Education Association. [Citizens who read this story will not

wait until Christmas time to pay their respects to teachers to whom they owe so much. Give article to local editors.]



ON THE WAY TO SCHOOL

her know later in life what I owed to her.

Have you not already caught the suggestion to send a note of appreciation



WHERE I WAS BORN

What Is a Good Tax System?

BENJAMIN FRANKLIN spoke of the certainty of death and taxes so as to imply that the two events were equally unpleasant and undesirable. If we regard taxes as a method for buying things collectively that we cannot enjoy individually, the comparison is hardly fair. As a matter of fact, some taxes may be grossly unfair and burdensome while others may be fair and reasonable. Since taxes are useful and necessary, we should avoid sweeping condemnation of all taxes, at all times, and for all purposes. If a given service can be supplied better and more economically by governmental action than by private enterprise, there is no good reason why the people should not decide to be taxed for it if they want it.

Our viewpoint constitutes no indorsement of the cynical remark that "the best tax is the one that gets the most [Citizens] with the least squawk." Neither heathers nor squawks are acceptable criteria for judging a tax system. If a tax advances the public welfare, it is good. If it works against public interest, it is bad. A fair tax, justly and honestly administered as a price for a worthwhile service, is desirable.

What constitutes a good tax system? The answer to this question would differ in detail from city to city, from state to state, and from year to year. There are, however, a few general standards that any tax system ought to meet.

A good tax system is adequate—The revenues necessary to meet the legitimate needs of the government should be provided.

A good tax system is economical in operation—Only a small percent of the taxes should be used up in the cost of collecting them.

A good tax system is convenient—The convenience of the public should be considered in fixing the instalments, places, and dates for payment.

A good tax system is flexible—It should be adjustable from time to time as needs and conditions change.

A good tax system is diversified—Wealth and taxable capacity exist in so many different forms and the benefits of government are conferred in so many direct and indirect ways that several types of taxes should be provided to effect an equitable distribution of governmental costs among all citizens.

A good tax system is fair—This is the most difficult requirement to apply in practise because there are several differ-

A CERTAIN core of governmental activities must be continued, irrespective of current economic conditions, if organized government and civilization are to endure. The lives and properties of our citizens must continue to be safeguarded; their health must be protected; and relief must be provided in emergency periods. The education of our children is as essential a part of this core of governmental functions as any of the foregoing. —*Report of National Conference on the Financing of Education, 1933, p61.*

ent ways of defining fairness or equity in taxation. One theory holds that each person should contribute to the support of government in proportion to the benefit which he receives from government services. The gasoline tax is usually justified on this basis—the more you use the public roads, the more tax you pay. This line of reasoning is usually called the "benefit theory" and, in the case of the gasoline tax, it appears to work fairly well. But, in the case of many government services, it is difficult to tell, even approximately, how much benefit each person receives.

Does a man with no children receive any benefit from the public schools? The first answer to this question is usually "No." But wait a bit. Suppose this man runs a business in which only highschool graduates can develop eventually into efficient workers. Can he recruit satisfactory employees without the public schools? Suppose that another man, also without children, runs a bookstore or a newspaper. What would the closing of the schools mean to his business in the next few years? After all, even these men receive a benefit from the public-school system. They may indeed receive more benefit from the schools than a day laborer who has three children enrolled. Considering the matter more broadly, it can be strongly argued that education in a democracy is so essential to national self-preservation that all citizens, present

and future, profit from the public schools. Thus, if we try to base all taxation for education, for national defense, or for many other government services on the benefit theory above, numberless practical difficulties arise.

Because of such difficulties, the benefits received by individuals are not a satisfactory basis for deciding, in all cases, what proportion of the cost of government each person ought to bear. In the words of John Stuart Mill, "Government must be regarded as so pre-eminently a concern of all, that to determine who are most interested in it is of no real importance." In line with this thought another basis has been developed—the ability of the taxpayer to pay. The benefit theory asks the taxpayer, "What do you get out of it?"; the ability theory asks, "What can you put into it?" The ability theory assumes that we all benefit directly or indirectly from government services. All, therefore, should bear a share of the expense, the size of the share to be determined, on the whole, by what each one is able to contribute.

The ability theory itself is far from perfect and is subject to different interpretations. There is no certain way of measuring ability to pay. Shall the taxes of Mr. Doe be fixed in terms of how much property he owns? Or how much he earns? Or how much profit he makes on investments? Or how much he spends? Or how much he saves? Each of these questions suggests a different measure of ability to pay. As a matter of practical operation, both ability and benefit must be considered. In some cases and for some purposes, benefit is predominant, while in other cases ability is the outstanding feature. The property tax and the income tax roughly illustrate, respectively, the application of the two principles. Under modern economic conditions a just sharing of the cost of government by all members of the community is not practicable when the revenue system depends entirely, or almost entirely, on a single kind of tax. When such a condition exists, the tax system is unbalanced. Some people pay heavy taxes; others pay little or nothing. The total tax load will bear least heavily on some individuals when everyone carries his own share of it.—**Harley L. Lutz**, Princeton University, and **William G. Carr**, Research Division, NEA.

WHEN nine-year-old Cyril was referred to the child guidance bureau of the Newark, New Jersey, schools, it was discovered that he had had an unfortunate start in life. He had had much sickness in preschool days; he was hampered by a physical disability; and he was an only child. Bruce Robinson, head of the bureau, was not surprised to find the boy a social misfit.

Cyril could not throw a ball; he could not climb; he could not run. He avoided other children because he was afraid of them. He took refuge in books and in the doting love of his parents. He shrank from life on the playgrounds. Left to himself, he would doubtless have become in time one of those antisocial adults who shun their part in the community or cover up their inadequacy by bullying their subordinates and dependents.

Dr. Robinson and Lewis R. Barrett, director of the department of recreation of the Newark schools, worked out a program of development for Cyril. This consisted mainly of teaching the boy play skills, including climbing, how to throw a ball, how to jump, and even how to box.

Eight weeks later, Dr. Robinson received a telephone call from the boy's teacher.

"Dr. Robinson, do you remember Cyril?"

"Yes, yes, the timid Cyril."

"Well, you will have to take him in hand again."

"What's the matter? Didn't our medicine work?"

"Work! I should say it did! He has just beaten up two boys on the playground."

Perhaps the medicine worked too well in Cyril's case, but at any rate the boy had undergone such physical and emotional changes that he was at last entering into the world where he belonged. Dr. Robinson can cite many examples of the remedial power of play in the lives of the boys and girls who are referred to his department. He sees in the recreation program a powerful ally in the mental and emotional readjustment of school children.

The value of play and recreation in psychiatry has long been recognized, but hitherto very few communities have had their recreational resources so completely available to the psychiatric personnel as to develop close working relationships. In Newark, this close cooperation is possible.

The Newark recreation department, responsible for all after-school activities, is also closely related to the music, manual arts, physical education, and other divisions of the school system. These several programs enrich one another. Skills in music, manual arts, physical education, and drama, learned thru the curriculum during school hours, find expression on the playgrounds, in the social centers, the gymnasiums, and the parks under trained leadership after school. A number of the school shops are available for crafts during the summer. Of this curriculum relationship, Superintendent John H. Logan, who cre-

Recreation

ated the recreation department, has said, "In the main, the recreational activities for the school-age child should have their start in the curriculum program and should, to a degree, at least, be a carry-over from this program."

Administrative integration—The policies of the recreation program are formulated by the director of the recreation department, but the principal of each school has full authority for his school building and playground at all times. The playground director is expected to consult the principal at least once a week on his program and to provide him with a weekly forecast and report. The principal is expected to report to the superintendent at least once each term upon the efficiency of all workers employed on the playground.

The Newark recreation program does not end with children of school age. There are seven evening community centers upon at least two nights a week from November 1 to May 1. There are two large playfields; nine athletic centers restricted to basketball for church and industrial clubs, institutions, and fraternal leagues; activities in municipal parks; permits to students for the use of Essex County parks and reservations; and a broad program of cooperation with social service agencies. Thus the community recreation program finds its leadership in the recreation department of the Newark schools.

The community centers and playgrounds are operated as a unit, the staff of two or three workers having responsibility for both outdoor and indoor activities. Each center has a council made up of neighborhood residents. This council reflects the people's wishes as to programs.

Activities offered at a typical center are: classes in sewing, cooking, shop, home nursing, social dancing, tap dancing, bridge, reducing, gymnasium, boxing, and wrestling; and the following clubs: chess, dramatic, glee club, mothers' club, business and social clubs. There is also an orchestra. Free lectures and entertainments are given thruout the year. A social and game room is open to all on community center evenings.

An unusual requirement of the recreation department is that every director and assistant in charge of what is called a "class A playground" [playground and community center] must give ten hours



on in Newark

a week to visiting in their neighborhood. This is in addition to their regular hours of work. The whole plan is to make the center a genuine neighborhood institution. The director and assistant, furthermore, cooperate closely with branch librarians, the district family welfare society workers, health workers, the Red Cross, and organized Scout troops.

It is only natural that the older school buildings of the city should be unsuited to recreation center needs. Two new buildings erected since the inception of the department are planned to correct this shortcoming. Their first floors are designed as a complete recreation unit and include a playroom immediately under the gymnasium and equal to it in size, a reading room, kitchen, an office for the playground director and one for the play leader, toilets with entrances so placed as to be visible from the adjoining playground, and an equipment room having access to the playground. This entire plant may be shut off from the rest of the building. There are entrances to this section from the street. On the floor above is a complete community center layout with auditorium, gymnasium, and the other usual community center facilities. This also may be cut off from the floors above which contain the classrooms.

Leaders well-qualified—The requirements for playground directors and leaders stress the value of general educational preparation as well as special training for playground work. It is assumed that those in charge of the playgrounds and community centers shall give their full time to that work. Recreation is put on a level with other activities of the school system.

Human values—The principal purpose of the Newark recreation department is to serve normal children and adults from normal homes. For them it strives to provide what everyone in times of prosperity as well as depression should have—an intelligently planned and satisfying use of leisure, one of the cardinal objectives of the National Education Association.

It is at such times as the present, however, that the supreme value of the recreation program is revealed, particularly among families reduced to the level of bare subsistence.

At one Newark center is a club of eighteen young men, seventeen to twenty-six years old,

practically all of whom are employed, but three-fourths of whom have at one time or another been under arrest for theft, street fighting, or other offenses. Yet, since they were taken into the community center in August 1931 and assigned to a meeting place which they could call their own club room, they have been well-behaved and loyal. When they were admitted, the director was told that they would steal everything in the center "right from under his nose." These men organized two playground baseball teams from their membership last summer and played thru the entire season in the neighborhood league without missing a single scheduled contest. As volunteers they also assisted in the conduct of the playground, umpiring baseball games and other contests. Now many of them have joined classes in the center and have developed an interest in improving themselves both intellectually and in recreational skill.

In the numerous highly congested sections of the city, the school playgrounds are a godsend to the children. Picturing hundreds of families in which the father is unemployed; in which such food and clothing as the family has is supplied from the scanty dole given by charity; where there is an atmosphere of hopelessness, irritability, and bitterness; where the housing conditions are wretched; and where there is complete absence of recreational facilities—one understands the dismal background against which the playground shines out as a place of good cheer and joy.

Hungry children can play—There is the Glenn family, for instance. They live in a miserable, dark, four-room tenement in a ramshackle building scarcely fit for human occupancy. The mother has the only room boasting light and ventilation. The husband, a skilled painter, has long been out of work. The family exists on relief funds—three or four dollars a week. This must feed and clothe six children and two adults. They pay no rent, as a sister of the mother owns the property and allows it to them without charge. Their diet is principally a monotonous repetition of macaroni and bread.

All six of the Glenn children go to the playground six days a week from three to nine. There they find warmth, friendliness, interesting and wholesome activity in the games, crafts, music, drama, and dancing. The leader visits and becomes friendly with the family. The smallest child, Rosa, had an appendicitis operation, after which the doctor said she must wear a belt. There was no money in the house for that purchase. It was the leader herself who contributed and got others to give enough so that the child might have what she needed.

It is no wonder that not only the children but the parents become very dependent upon and attached to the school playground. Practically the whole play life of such children is centered in that playground and its activities, which include picnics, hikes, and trips to the parks. The parents themselves enjoy the community center where fathers may work in the manual training shops; mothers may use sewing machines; and all may participate if they wish in the classes and social activities.

Thus, because of its integral part in the school system, its close relation to all the neighborhood and community agencies affecting the welfare of the public, and its widespread human services, the Newark recreation department under one head offers a genuine recreation service. It concedes that much remains to be done. Not all the schools have community centers. Some of the playgrounds are inadequate in size. No centers are open every night in the week. Many people remain unserved. Yet, thousands of children and adults are offered wholesome and creative activities without expense, and a sound foundation has been laid for the future extension of recreational opportunities for every child and adult in the city.—**Weaver W. Pangburn**, National Recreation Association.



Thoughts for Christmas



Again we have come to the midwinter season of rejoicing. Its traditions, reaching back into the ancient days of many races and augmented by the birth of Christ, give us the richest and most ennobling heritage that the world has ever known.

It seems now that the world is at the crossroads. Will it turn up the road of service, of sharing, of friendliness, the road which leads on to universal happiness for all mankind; to Peace on Earth and Goodwill among Men? Or is its destiny on the road which leads down to selfishness, to hatred, to the destruction of the great fund of sympathetic understanding built up by the perennial regeneration of the Christmas Spirit?

Oh, my friends, I am proud, as I know you are, to belong to a profession which is willing to accept the challenge to play its vital part in causing the world to choose the high road. We know, of course, that in the final analysis education must be depended upon to give to each generation, to nurture and to universalize, the highest ideals of life's purposes, so that increasingly there shall come to the world the quiet peace and lovely contentment of which the seers have dreamed since the dawn of history.—J. W. Studebaker, superintendent of schools, Des Moines, Iowa.

I am thinking of you today because it is Christmas, and I wish you happiness. And tomorrow, because it will be the day after Christmas, I shall still wish you happiness; and so on clear thru the year. I may not be able to tell you about it every day, because I may be far away; or because both of us may be very busy; or perhaps because I cannot afford to pay the postage on so many letters, or find time to write them. But that makes no difference. The thought and the wish will be here just the same. In my work and in the business of life I mean to try not to be unfair to you or injure you in any way. In my pleasure, if we can be together, I would like to share the fun with you. Whatever joy or success comes to you will make me glad. Without pretense and in plain words, goodwill to you is what I mean, in the Spirit of Christmas.—Henry van Dyke, one of the world's greatest teachers.



*...and a train and
a book and please
give all our friends
a Merry Christmas*

We dance around the Christmas Tree, light and happy, gay and free,

And know how happy it must be to have its strong, green branches gay
With gifts this Merry Christmas Day.

How lovely it would be if we
Could hang upon the Christmas Tree
The precious gifts no one can see!

Reverent love for parents dear
Their anxious tender hearts to cheer;
To brother and sister loving care
Helping them childish griefs to bear;
To land and school our loyalty
To friends our true fidelity
And to all people charity.

Hung with these gifts the Tree
would glow
And in our hearts the song
would thrill
That angels sang so long ago:
"Peace on Earth; to Men Goodwill."

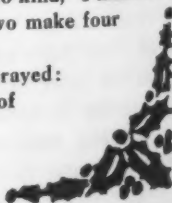
—Florence Holbrook.

Be of good cheer. Something is happening to the world that is worth suffering for. Something is being born which ought to make this a world much more worth while living in—a world with less of drudgery, or suffering, and more of joy, of satisfaction, of culture, of gracious and beautiful living for all.—Howard Braucher.

A Christmas prayer.—Above the bustle and the babble of the Christmas buyers
I heard the clear excited voice of a little girl:

"Mother! I want to buy hersomething so nice, O so nice as ever could be!
For she is so sweet, so good, so kind, and I love her O so much!
Mother, what ever can I buy my teacher?"
And then the two were lost in the restless din
And I was lost in thinking, for I too was a teacher of children.
"Because she is so sweet, and so good, and so kind," I mused . . .
Not because she teaches us that two and two make four
Was the child's appreciation of education.
And in my Christmas prayer that night I prayed:
"Dear Lord, help me to inspire the hearts of these little ones to goodness and kindness
And we shall waive the matter of two and two make four."

—Nelson G. Hanawalt, Columbia University.



Safeguard Music in the School Curriculum

THE ADVENT of music in the school has been in response to recently developed and strongly marked trends in the life of the community. These trends still prevail, and more potently than when music was first introduced. The duty of the school is to prepare for current and prospective conditions rather than for the life of a generation or two ago. R. L. West, president of the Trenton State Teachers College, New Jersey, says:

To cut costs by lopping off services which have been developed in recent years will inevitably result in serious harm to the pupils. Why take out first the subjects which have been added last? Subjects like physical education, industrial education, and home economics have come into the school curriculum because of changes in methods of living and because they serve vital needs. The public is not attacking the traditional college preparatory courses like Latin and geometry. Is the great public-school system to be of value only to those who are fitted to an academic type of education?

With the wide use of the phonograph and the radio came the understanding that music could no longer be looked upon as the privilege of the few but would have to be acknowledged as the right of the many. Music had become universally accessible, in the remote farm home as well as in the large city. At least some study of music appreciation, for intelligent listening, became accepted as a necessity. There is no sign that there will be any abatement in the all-pervading use and influence of music. The tendency is toward the ever-increasing popularity of the better type of program.

There is much to be said for music from the point of view of its value as an emotional experience outlet, in addition to its cultural value and its place in equipment for the life of today. However, an increasingly important angle from which it seems imperative to appraise the need for music under present conditions is its contribution to the solution of the leisure-time problem. It is already apparent that there will be an abundance of leisure time in the life of all. Here I am not thinking of the enforced leisure due to unemployment, from which so many thousands are suffering during the present crisis, but in the approach to the shorter working week which now lies directly before us, as an immediate prac-

tical outcome of the age of mechanization and standardization. This gift of leisure may be a boon, giving rise to a widely disseminated culture of a type never attained before, or it may become a terrible menace. All depends upon how it is used. The stage of development reached by the individual is signalized by the way in which he uses his free time and the same is true of the nation. On every hand is heard the alarm, "Our people are not prepared for this sudden increase in leisure time. They do not know how to use it. It is dangerous."

Hours not occupied by fixed tasks may be detrimental to the individual and to the social group, even if the time is merely frittered away. The human organism either progresses or regresses. There is no standing still. The hours of work make the wheels of the world go round but the hours of leisure determine whether the individual is growing or slipping. That is why they are such a crucial test. They are a challenge to be met by the school curriculum. They employ the vital energies, the very life force. In which direction shall these go? Most work is routine and calls for only certain habitual reactions, physical or mental. At best it provides for only the satisfaction of some of the physical requirements. The requirements in other areas of at least equal importance—interest, growth, the vital urge to do and to be that motivates the psychic and mental energies—these are the problems and the opportunities of the so-called free hours. It is because music provides an almost ideal exercise of the mental and psychic energies, that it has an especially important mission in this age of widely distributed leisure. Listening to good music, with understanding and appreciation, as the young people who come out of our schools today have learned in some measure to do, is a valuable asset in their lives, enriching and bringing them into closer contact with the benefits which civilization has made available. To have failed to receive this benefit is to have been deprived of the true heritage of the twentieth century child.

Yet this is only one side of musical training—the more passive side of the hearer. It is the active aspect of the training, making for individual participation in music, that is the particular and compelling need in music study today. It is this utilization of music which provides

the channel of constructive release for mind and feelings. Every child who has learned to sing, using his voice properly and getting enjoyment from its use, possesses a treasure within himself, and one which he will be in a position to share with others, to his own good and that of his community. Modern methods of teaching singing confer these benefits. The emphasis is no longer on the old "do re mi" drill, which was more likely to turn the child away from music in his later life than toward it. The song literature used, too, has improved much over that of a generation ago. Voice culture classes are being introduced, making right production of the singing and speaking voice a satisfaction to the child and to those about him. America has still a long way to go in this direction but that only makes the need more urgent.

The great possibilities of the glee club and choral society have hardly been touched upon as yet in this country and they have remarkable potentialities for the future, representing as they do a socialized, cultural activity in the best sense of these words. Thousands upon thousands of young people are being graduated from our schools ready and equipped to take their places in such groups, to the immense benefit of their communities. Shall we cease providing the human material for these groups?

Instrumental music furnishes, even more satisfactorily to those who have mastered it, a means of self-expression, whether alone or in the company of others. It is not without reason that there has been such a tremendous growth in bands, orchestras, and chamber music in our schools all over the land. Many young people who cannot be altogether happily adjusted in the vocal classes, especially some of the boys, find in these instrumental organizations the fulfillment of their needs, and contribute much thru them to the life of their school, and as prospective adult players to the life of their community. It is estimated that there are between 15,000 and 20,000 school bands in the country and between 35,000 and 40,000 school orchestras, including various types of smaller groups; and that these together comprise a membership of some million and a half children. More than 1100 of the bands and 700 of the orchestras participated in the district, state, and national contests of 1931, and only a few less in the more

severe depression year of 1932. ◇

It is gratifying to note that great strides in musicianship have been made, largely as a result of these contests, and thru them has come a far greater recognition among the public and among educators as to the value of school instrumental music. The unanimous opinion among the ten eminent bandmasters who judged at the National School Band Contest two years ago was that the playing of many organizations appearing there was well up to high professional standards.

Yet professionalism is not the aim of these young players. Indeed it is probable that very few of them are preparing for a career in music. They are preparing for the use of music as a personal satisfaction, which will make their lives happier and more worth living, and which will make them better and more influential citizens. Not that they are consciously aware of all this. While at school they may be more keenly aware of the hard work and discipline involved in music study, and have only a vague sense of what it will ultimately mean in their lives.

Music study, and especially instrumental study, is quite as much a training of the faculties as the great majority of other subjects. As the National Child Welfare Association has put it, in its pamphlet, *Music and Childhood*, "Not only is the ear trained to accurate discrimination, but the eye also is taught to read the notes quickly and accurately. The hand must be swift and sure, and all three—ear, eye, and hand—must work together in perfect unison, obedient to the alert mind." These are all precious

qualities. They have special values in modern civilization. In music alone are they combined with cultural and psychological advantages as well.

If anyone doubts that the values of school music are now pretty well understood among educators, he has but to read the resolutions adopted a few years ago by the Department of Superintendence of the National Education Association, which call for a recognition of music on a basis of equality with other subjects in the curriculum. They were unanimously carried following an address by W. F. Webster, then superintendent of schools in Minneapolis, on "Music and the Sacred Seven," pointing out the contribution of music to the seven primary objectives of education, as adopted by the National Education Association. This strong but judicious plea for music shows that it has an important part to play in carrying out all the objectives, altho that part naturally is larger in connection with some than with others.

But we should remember that beyond any specific objectives, there is the position which music has obtained for itself in the everyday life of the people and the necessity of our boys' and girls' being prepared for full participation in that life. In a sense all discussion of the merits and contributions of music in the school must be set against this modern background.

Statesmen, poets, educators—the great minds of all ages, from Plato to Einstein—have known the benefits music had to offer to the human race and have been forthright in stating them. Charles W. Eliot claimed for each child in the public schools the right to musical train-

ing to the extent of his capacities, as an aid in later life, and as an immediate means of fostering discipline, cooperation, or team work, the lack of which he considered more dangerous in the industrial society of today than it may ever have been before.

One who has the real interests of the child at heart and who knows the growing needs of our presentday American civilization will realize that music in our schools should be supported and developed, without curtailment if at all possible.

Those of us interested in music and cognizant of what it is already doing and has still to do in the development of the child, protest only against a reduction in the appropriations for music relatively greater than that for other subjects. We think disproportionate cuts in this department particularly are ill advised and are based upon a lack of understanding of what music contributes in the educational scheme.

—C. M. Tremaine, director, National Bureau for the Advancement of Music, New York, New York.

[Teachers will find this article useful for discussion in highschool classes. Let students call it to the attention of the editors of school and local newspapers. Hand a copy of it to leaders in the local American Legion post. The article will be of interest to workers in parent-teacher associations, in business and professional women's clubs, rotary and other service clubs, and of particular interest to local music organizations. Do you make it a practise to share such material with influential laymen?] ◇ ◇ ◇ ◇



Americans All

THE DOG was a vagabond from the tip of his frowzy ears to the end of his scraggly tail. He bore a certain remote resemblance to an Airedale, as if spare parts of that make had been inexpertly assembled by a poor mechanician—yet the whole effect was somehow pleasing. The gaminish wag of his serrated ears and the cheerful cock of his ugly head bespoke camaraderie and the whole-hearted *joie-de-vivre* of a Francois Villon among dogs.

It was his evident longing for human companionship that had reached the heart of Wong Lee, the one little Chinese boy in the Webster District. Wong knew what it meant to be lonely in the midst of multitudes; the yellow skin of the little Ishmael had suffered the whips and scorns of time, and all the spurns that patient merit of the unworthy takes; and he found in the vagrant dog a comrade to share with him the slings and arrows of outrageous fortune.

Constance Dawn, turning the corner of Fenton Avenue, in the teeth of a riotous wind, very nearly stumbled over little yellow dog and little yellow boy. Miss Dawn was the fourth-grade teacher in the Webster School, and Wong concurred with the opinion of his forty-four classmates that she was "one swell teacher!" But just now, Wong was wholly unconscious of her presence. Seated on the curbstone, he was tossing scraps of chicken to the dog. A leap, a gobble, and an enthusiastic wiggle of bony hindquarters! Hungry eyes and panting jaws pleaded for more and always more. Wong, impassive Oriental tho he was, fairly giggled, his almond eyes mere slits in creases of delight.

Seeing Miss Dawn suddenly, he dropped his usual mask of stolidity over his features and with unhurried courtesy rose to remove his cap. Wong's father, a well-to-do tea merchant and a naturalized citizen, had lived in America for twenty years; but he was still a devout follower of the teachings of the Four Books and Wong had been brought up to respect his elders—a trait that separated him more distinctively than color or creed from the rest of his generation. Little yellow dog stiffened to attention beside little yellow boy. Two pairs of unwinking black eyes searched her face.

"Is this your dog, Wong?" Constance asked. The vagabond sensed the kindness in her voice and with a throaty

breath like a sigh of relief he rubbed his head with ready friendliness against her coat.

"He is not my dog," explained Wong, meticulously, in his precise English. "He is just a dog I know. A dog for a pet is



not permitted in the house of my father."

"But who owns him?"

"Nobody." A forlorn droop of the vagabond's ears lent pathos to the statement. "I gave him some rice-cakes last week at recess and now he waits for me every day."

"But where does he stay at night and while you are at school?" Constance was stroking the shaggy head of the little stray.

Wong hesitated—then he dropped his voice cautiously. "I will tell you," he whispered. "There is an old kennel in the yard of the empty house across the street. I put him in there and shut the gate tight." He looked around stealthily. "The new policeman on the beat looks for stray dogs. If he finds him, he will take him."

"Well, we must try to find a home for him!" Constance gave the dog a final pat. He rolled on his back in appreciation, waving three legs wildly and a bruised paw stiffly but with good courage.

When Constance reached the car-line, the new policeman, a big bronzed man with military shoulder, had just stopped traffic.

"Dog, where you goin' with that boy?" he boomed to a great collie that was straining on a leash held by a little primary-school child who panted breathlessly after him. The policeman patted the dog's head as he convoyed them across, and Constance, watching, felt more easy about the fate of the vagabond, should he fall into the hands of the "cop-on-the-beat."

The next morning, just as the five-minutes-of-nine bell sounded, there was a short bark at the door of the fourth-grade classroom. Miss Dawn, turning from the blackboard, saw her little Chinese pupil smiling at her above an armful of frowzy dog.

"Here is the dog," he explained blandly. Then, seeing Constance's mani-

fest surprise, he looked across the classroom at Eugene Stubbs, whose sleek head was buried not quite far enough in his geography to hide a grin of malicious delight. "You wished me to bring him?" Wong's tone was now hesitant.

Constance's eyes laughed as she thought, "Eugene Stubbs, your joke on poor Wong will fall flat!"

A few sly grins spreading from face to face disappeared when Miss Dawn said, cordially, "Oh, Wong, I'm glad you brought him! We are going to draw animals today in the drawing lesson and it will be so much better to have a real live dog to draw from. After the opening exercises, I am going to tell the class about your kindness to this little dog. He'll be nice and quiet, won't he?"

As if he understood, the vagabond went "dead-dog" at Wong's feet. Tommy Neville, adjusting the flag in its stand-ard at the front of the room, nearly dropped it in his interest. "Oh, lookut, lookut, Miss Dawn! He's trained!" Johnny McGonagle, filling ink-wells, ran smudged fingers thru his red hair, as he stopped to ask excitedly, "Your dog, Wong? Gee-ee, don't I wisht he was mi-en!"

The following hour was the happiest of Wong's life. It was the first time that the little Celestial had ever been an object of envy and a cynosure of admiring eyes. He it was who stood beside the dog, arranging his pose for the drawing lesson. He it was whose kindness was praised by the teacher until Oriental impassiveness melted quite away. He it was whom the dog caressed with great rough tongue. And it was under his desk that the vagabond dropped "dead-dog" when Miss Dawn's bell tinkled for the writing lesson.

"I'll send Wong out with him at recess time," Constance planned to herself, "and settle with Eugene for trying to fool him. I do hope the dog will be quiet for this next half-hour."

Undoubtedly all would have been well had it not been for a sly hand that moved slowly, stealthily beneath a desk toward the tail of the vagabond. Palmer penmanship books were placed on desk-corners, papers arranged at the correct angle. Mr. Bronson, the principal, appearing in the doorway, beamed approval upon a class straightening into perfect position for drill six—when there came an upheaval, a wild yelp of pain, a hideous yapping!

A streak of yellow fur flashed down the aisle, laced thru desks and chair standards, under hands that tried to catch him. Behind the teacher's desk he dashed—against the taboret, from which the potted fern and the quart bottle of ink went flying. Over went the flagstaff, the new banner trailing in puddles of ink.

"Keep calm, everyone, keep very, very calm!" Mr. Bronson was ejaculating in frenzy as he, too, tried to catch the whirlwind in its flight. With a Palmer method book he forced the vagabond into a corner and stooped to seize the scruff of his neck. And then, O vagabond, such a tactical error—the dog nipped him on the calf! As if he knew the depths of his iniquity, the vagabond backed into the corner and stood in silent abjection. Wong, patting the dog's trembling sides, removed a snap-clothespin from his tail.

"Is that your dog?" demanded Mr. Bronson angrily, as he stood on one leg, holding the outraged calf. "He is a most dangerous beast. He should be shot!"

The teachings of the Four Books were forgotten in love for a little yellow dog that cowered in the corner guiltily. Orient faced Occident.

"If a clothespin was snapped on your tail, would you not yelp?" demanded Orient.

Occident was in no mood for dialectics. "Put that dog into the storeroom! I shall telephone for the police at once!" Mutely Wong obeyed. As the storeroom door closed, there was one lonely howl of protest and then the little dog was silent in his solitude.

Mr. Bronson gingerly put his foot down and watched Johnny McGonagle and Tommy Neville cleaning up the debris. Constance was unfastening the stained flag from the staff. The frown deepened on Mr. Bronson's face as he viewed the ruined colors.

"Wong Lee, you and your dog are responsible for this enormity—the destruction of a beautiful flag and the demoralization of a well-ordered classroom. Step into the dressing-room at once and wait there until I am ready to attend to you!"

"But it was not Wong's fault!" protested Constance in an undertone.

"We will discuss it later—later!" he said, testily, limping hurriedly from the room.

A high spot of color flamed in her cheeks as she looked down toward the dressing-room door where a little yellow face, nose flattened white against the glass, looked into the sunny classroom. Even so Adam and Eve, banished from

Paradise, must have gazed back into the garden of lost happiness.

From across the corridor floated snatches of a telephone conversation. "Yes, yes! A dangerous animal—a policeman at once!"

"Gee, the cop's comin'," Tommy Neville whispered, awe-struck.

"Will he take Wong?" questioned Johnny McGonagle. "Aw, Miss Dawn, it wasn't Wong's fault. Wong's a good guy. Won't you leave him back?"

"No, he will not take Wong," Constance promised. "He will have something to say to a boy who snaps clothespins on a little dog's tail, tho!" And many pairs of accusing eyes sought Eugene Stubbs, who stared out of the window in affected nonchalance.

"There is still time for our interrupted writing-lesson," she continued. "Ready! Place books! Drill six! One-two-three! Begin!"

The class began the even counting in unison as they practised the ovals and capitals of Drill Six.

"One-two-three-four-five-six!

Cap'-tal-A!

"One-two-three-four-five-six!

Cap'-tal-A!

But Johnny McGonagle, rolling industriously on his forearm muscles in perfect form, chanted words of his own that reached only the reddening ears of Eugene Stubbs in the seat in front.

"Think-you-re-fun-ny-don't-you!

You-big-mutt!

When-I-get-you-out-side! You-just-wait!

I'll-knock-your-fool-ish-block-off!

Punch-your-eye!

Kick-your-pants-break-your-jaw!

Cap'-tal-A!"

With a satisfied flourish he finished his drill. [Later, he kept his promises, as nearly as possible to the letter. He was not a person of idle threats.]

As Constance walked up and down the aisles, supervising the papers, a whisper came anxiously from the crack of the dressing-room door whenever she drew near: "Not sore on Wong, are you, Miss Dawn? Not sore on Wong?" Twice she stopped to comfort the little Celestial, whose ancient tradition of imperturbability was being sorely tried, and twice she listened at the storeroom door where a cautious sniff-sniff-sniffing showed that the vagabond was watchfully alert.

Soon a heavy footstep sounded on the stairs. The room grew very still as Mr. Bronson's voice echoed down the corridor.

"Yes, yes! Right down here! Oh, no,

I think it will not be necessary to shoot him! But dangerous, you know, having him around! Use your own judgment!"

He turned into the tensely quiet classroom and behind him the huge figure of the new "cop-on-the-beat" filled the doorway. He bowed to Miss Dawn and glanced around at the awe-stricken class.

"What kind of dog is he?" His deep, rolling voice filled the room.

From the storeroom came a wild bark, the bang of a body against the door, a leap for the handle. In one stride the big policeman was across the room. He tore open the door, and with a great leap a little vagabond dog landed in his arms. He slobbered the man's face and neck; he seized the man's hand and chewed it; he wagged his tail; he wagged his hind-quarters; he barked, he yelped! The man, too, had gone crazy. He rubbed his face in the dog's rough fur; he pulled the dog's ears; he lovingly called him names.

"Crazy little son-of-a-gun! Good-for-nothing old bum! Where have you been, anyway, you gosh-dad-blamed little idiot?"

Growing suddenly conscious of his audience, he looked around sheepishly at Mr. Bronson, Miss Dawn, and the ecstatic class.

"Our Legion dog," he explained. "Went thru France with us. Disappeared from my house down in Brockton—thirty miles from here—a month ago. We've had ads in all the papers, and I guess I've asked every kid between here and Brockton to look for stray dogs for me. I just came up here two days ago—and to think of finding Buddy the very first go-off!" Softly the dressing-room door had opened and a wistful yellow face hungrily watched the dog.

"Say, who's the kid that found him?" the policeman went on.

Mr. Bronson waved graciously to Wong. Bland and suave in the feeling that he was reinstated in the good graces of the world, Wong returned from exile. Buddy, at sight of him, wriggled happily and cocked a waggish ear toward him. Whack, whack! went his tail against the policeman's arm.

"Kid, you're in luck! There's a fifty-dollar reward coming to you! The Legion raised it yesterday from twenty-five!"

Mr. Bronson, polishing his glasses, beamed down at Wong, and Constance, noting the kindly lines about his eyes and mouth, suddenly understood why, in spite of his nervousness and his often erratic ways, he still held the goodwill and sincere affection of the boys.

"Wong," he said, "you asked me a question a while ago that I did not answer. Wong, if somebody snapped a clothespin on my tail, I should bark—yes, indeed, I should! And I'd nip anyone that tried to stop me!" It was to all intents an *amende honorable* for unjust exile and tacitly accepted as such by everyone.

Black wrath had fallen on the brow of the huge policeman. "Do you mean to tell me there's a guy in this bunch that 'ud do a thing like that? Well, now, listen!" His eyes glared at Eugene Stubbs, whose crimson face betrayed him. "If I hear of anyone laying a finger on this dog, or on any other animal, for that matter, I'll cut him up in pieces, little pieces, and run him thru the meat-chopper! See?"

Forty-four fourth-graders shivered in pleasurable horror. The forty-fifth trembled guiltily before the grim gaze of the avenger. None questioned for a moment his sincerity. Mr. Bronson looked over his glasses at Eugene. "I shall see you in the office presently, Stubbs." His voice held awful import.

"Snappin' a clothespin on a dog's tail!" growled the policeman, still angry. "What's the matter with a guy like that, anyway!" And forty-four registered personal rectitude and abysmal contempt

and indignation for guys like that. "But this kid, he's all right!" A great hand clapped approvingly on Wong's shoulder, and a little yellow dog leaned over to nuzzle the neck of a little yellow boy. So Wong received his accolade.

But the best was yet to be. That afternoon Wong's father came up to school with him. Immaculate, well-tailored, inscrutable, he reminded Constance of the smooth, fine finish of Chinese lacquer or polished jade. His English, altho correct and well-chosen, was indefinably quaint.

"Ink has despoiled a large banner, my son has informed me. He will receive gratuity from the American Legion. It is our wish to buy a new flag for the school. It will evidence our respect for America."

"That will be splendid!" Constance's warm smile showed her hearty appreciation. "I hope," her voice was anxious, "that Wong did not feel bad about the joke that started the trouble."

A civilization three thousand years old produced the calm, unruffled accents of his reply: "Hooting of owls disturbs not a wise man!" But it was twenty years of American life that had evolved the fleet gleam of humor in his glance as it rested on the sober cheeks and serious, unwinking eyes of his small son.

A week later, the flag-raising exercises were held. The new banner was an enor-

mous one for the outdoor flagstaff. The entire school—teachers, pupils, and Mr. Bronson—assembled in the schoolyard. The big policeman, on leave for the day, appeared in his overseas uniform with all sorts of medals, to conduct the exercises. And who but Wong should stand next him at the top of the stone steps, holding the cord of the flagstaff? And who should stand beside Wong but Buddy, tail attent and beady eyes bright, waiting his master's command?

"Shun!" boomed the soldier's deep voice. The assembly of six hundred straightened to rigid attention. Clear on the air of the fresh spring morning rang the bugle, "Salute to the Colors," and the gorgeous flag slowly rose to the top of the pole as Wong, aided by Constance, pulled the cord.

"Ready! Salute!" rang the command. Six hundred hands flashed to temples and on the top step a little yellow dog, clean, well-brushed, no longer a vagabond, sat up on his haunches, right paw to his eyes, while beside him, Wong, the little yellow boy, no longer an Ishmael, led the assembled multitude—Americans all—in the first salute to the beautiful banner that billowed in glorious colorful masses against the clean blue sky.—**Winifred H. Nash**, teacher, Dorchester, Massachusetts. ◆ ◆ ◆ ◆

How Safe Is Life Insurance?

THE FOLLOWING excerpts are taken from *How Safe Is Life Insurance?* by L. Seth Schnitman, a book published by the Vanguard Press, New York. They are printed here thru the courteous permission of the publishers.

WE AMERICANS are the most insured people on the face of the globe. There are 65,000,000 holders of life insurance policies on this continent. But what is everybody's business is nobody's business, and these 65,000,000 have neglected to safeguard their investment.

Life insurance still is a basic need of our society. That is why time should be taken to inquire into its practises; into a system which has enriched the inner circles without regard to the cost to millions of policyholders. No improvement in insurance will occur if we policyholders remain complacent. If we do not complain, we shall have bigger and better inequities, ever larger executive salaries,

continuously mounting administrative and selling expenses, and greater and greater speculative excesses.

In the United States today our life companies employ roughly 150,000 agents, who received in 1932 well in excess of a quarter of a billion dollars in "commissions."

At least 20,000 life insurance agents in the United States received income in excess of \$5000 during 1925. Thus more than 5 percent of the higher incomes of our people who work for wages or salaries goes to life insurance agents.

Our life companies have an annual income of five billion dollars. Their annual expenditures are somewhere near 3½ billions. Of this amount less than 2½ billions is received by policyholders each year, while almost one billion goes to administrative and selling expenses such as salaries, commissions to agents, medical fees, and the like. The administration of life insurance takes almost 20 percent

of the total annual income of all our life companies. And the policyholders and their beneficiaries receive less than 55 percent of the total income of our life companies.

Our life insurance companies are at the crossroads. No matter what road they are to follow, here are some immediate changes that should be instituted.

We policyholders do not see the need for employing 250,000 people to do a job that could easily be handled by 15,000 or 20,000, giving due regard to a work-week of only thirty hours.

If we cannot have federal or state supervision and control, let us insist that our life companies limit the size of executive salaries, allowing none in excess of \$50,000 and preferably \$35,000. If we cannot do better, it is time that we require every company to supply every policyholder with any piece of information as to the operation of the company upon demand. ◆ ◆ ◆ ◆

A Schoolboard Member Speaks

WHAT ARE some of the obstacles to our being what we really want to be? Custom, habit, and tradition. We are so bound by conventionalism, so tied up with what we think people expect us to be, that we fail to appear natural and normal.

Here I want to present a criticism of the teaching fraternity, based upon my experience of more than a quarter of a century as a member of a schoolboard. You teachers have been on the outside looking in; I have been on the inside looking out and I have found that teachers, as a class, live a life apart in a world that does not exist. There is a certain something that stamps the pedagogue as a person apart. I am not saying that society in general is not responsible for this. I am simply stating a fact. Many teachers because of their training are not natural and spontaneous.

For this lack, I have a remedy. Interest yourselves in the social and civic life of your community; make friends of the parents of your children; learn their attitudes toward their children, their community, their jobs. Don't be afraid to be human! Take an active part in the politics of your country; you are citizens, voters, rulers of the greatest republic of your lifetime. Do you know how your delegates to your county convention are selected? Do you know how your delegates to your state convention are selected? If you do, do you know this from a textbook or from firsthand information?

In times of war we bend all our energies to aid our government. We make any sacrifice because our very existence is threatened, but in times of peace we let George do it. Not more than 50 percent of our people vote year in and year out. Isn't it time that the intelligent, well-trained million of educated instructors should take an active interest in

THE SCHOOLBOARD MEMBER is the outstanding figure of a representative government at its best. Thousands of him make the foundation on which public education is built. Back of the new and amazing progress of education stands the intelligent American schoolboard member.—William McAndrew.

this government of ours? To refrain from voting is no evidence of superiority. Let me here pay a tribute to the old Boys in Blue, the survivors of the great Civil War. They always voted; they took part in party caucuses and, while many of them were unlearned and few of them ever secured a degree from any college, they were aware of the issues confronting their government—their government that they had fought in many a desperate battle to maintain. They were quick to see the glaring pretenses of the demagogue and they registered their will in no uncertain terms. The teachers of our land have got to show this country how to solve problems outside the school as well as inside the school.

I have a high appreciation of scholastic attainments. I believe in degrees. I think that summer schools are excellent institutions and I believe in system. But I also believe that teachers should get outside of their own profession occasionally and do something else that will make them natural and normal. Instead of always working for another degree, always going to summer school, I would get out some vacation and sell pins and needles from door to door, or I would be a reporter on some weekly or daily paper, or clerk in a store, or do something that would throw me into intimate contact with grown people. I would learn at once that my *ipse dixit* would not be accepted everywhere, and I would return to my school with some definite firsthand in-

formation about people and what they were thinking and planning.

I would know that I must bridge the gap between the old concept of school and the new. I would realize that education is not static; that the school of today is not like that of yesterday. I would induce those dear friends that I had made, to come to my school, their school, and see the progress that has taken place in the last ten years. As the old timers grasped the significance of the wonderful change, I would know that then and there would be born the determination to back the present system to the limit. I would make my community school-conscious. I would attempt to make it the center of all the civic, social, and industrial life. If I did all this I would know that fair weather or foul, expansion or depression, the noble-hearted people of this country would carry on with banners flying. I would know that if my community knew my school as I know it, no economic earthquake could shake its fundamental structure.

There is a crisis pending not only in society in general, which is ever changing, but a crisis pending every day in the lives of Mary and John. Now how will you meet that crisis? With indifference and helplessness or with vision and conscience? How that crisis is met in that child's life may mean going up or going down. It may result in the making of a citizen, a life larger and grander than we ourselves have ever attained, or it may result in confusion, doubt, degeneration, and despair. The teacher meets this crisis by the clasp of a friendly hand, a word of cheer, a touch of love. Mary and John get the vision of the mountain top and they in turn pass the vision on.—From an address by **E. J. Overing**, member of schoolboard, Red Cloud, Nebraska, before the Nebraska State Teachers Association.

ANOTHER SCHOOLBOARD MEMBER SAYS—Due to ignorance, intolerance, greed, and the ever-recurring curse of war, democracy and representative government have never yet had a fair chance. Only free schools, a free ballot, a public moral sense, and the abolition of war will advance and protect the innate civil and political rights of man. ¶The primary personal duty of a teacher is to be an active intelligent voter, a civic teacher, a political leader in his community. Who can calculate the loss to this country from the repression or curtailment of liberty of thought and freedom of expression among the most intelligent portion of its citizenship? But this condition of intellectual restriction is partly their own fault. Teachers are of age. They are intelligent. They are citizens of the republic. The duties and rights of a citizen come first. They know the value of the principles of liberty and the loss that comes from the denial of the practice of these principles.—**Austin E. Griffiths**, Seattle, Washington.

Why Not for Boys, Too?

IN THE PAST, education for homemaking has been limited largely to training for girls. In a few schools, boys' courses were started ten years ago; but many other schools hesitate to follow this example. Since homemaking is one of the greatest professions and since to be maintained adequately it needs to be a partnership, should not every boy have an opportunity to prepare for and appreciate the responsibilities of family life? Understanding the importance of wise use of time, effort, and income; selection and preparation of food; provision of clothing and shelter; care of children; and family relationships are part of our training for girls. To establish a partnership, every boy should come in for his share of training for homemaking.

"The modern home is ceasing to be the place in which a girl may learn the art and science of homemaking." If this be true for the girl, what opportunity will our boys have? The requests for courses throught the country surely are indicative of the need. What should be offered in these courses for boys? Should there be any difference in content from those offered to girls?

Perhaps the following outline may meet the needs of some classes where the units may be shifted or more work given in one field than another according to the essentials of the group in question.

Family relationships unit—[1] Personality: health, care of person, manners in school and out, and wise use of leisure time; [2] study of family life: responsibilities, desirable qualities of members, adjustments as to finance [budgets], modern family, and child training.

Nutrition unit—[1] Fundamentals of nutrition: adequate meals thru preparation; [2] table service and etiquette; [3] duties as a host; [4] selection of meals outside the home; and [5] food costs.

Clothing unit—[1] Selection: judging standard makes and fabrics, materials and types for various occasions, color and design, and cost in relation to quality; [2] care: cleaning and pressing, repair, and daily care.

To supplement the work, cooperation may be maintained with the local merchants for exhibit material in clothing and building; with a physician for health and knowledge of sex, where the teacher may be unable to present this phase; with nursery schools for child observation; with a lawyer for legal aspects of the home; and with local stores and factories.

Many have asked how this material may be presented. Much of the work may be assigned thru topics and class



discussions. This method is particularly adaptable to the family relationships unit. Laboratory work may be essential and is always interesting, affording activity thru food preparation. Some of the food preparation may be demonstrated. Our women's magazines are creating departments for men. Interesting book reviews, magazine articles from such magazines as *Parents*, *Hygeia*, *Men's Wear*, and others are invaluable aids, besides the many texts on the family and child care. Charts and posters, homemade and from our educational agencies, may be profitably used.

It has been interesting to note in surveying the field that in almost all of the schools where the work has been successfully established, it has come thru the request of the boys themselves, even to the subjectmatter to be included.

There are several schools in the country where unusually fine courses have been provided. In Denver, courses are offered in both the senior and junior high schools. They are called "Applied Economics for Boys" in the former and "Problems in Everyday Living" in the latter. "In Denver it is felt that home economics work for boys has come to stay." [1]

In Los Angeles, three types of classes have been maintained: vocational, preparing boys for chefs and chefs' assist-

ants, a large percentage being placed in dining cars and hotels; development school classes, where boys and girls prepare the noon lunches; and classes of general nature where the largest number of students are enroled. Nutrition fundamentals; food preparation and service; etiquette and social customs; selection, repair, and care of clothing; financing a modern family; and the problems of fatherhood are included in the course. [2]

During 1928-29 in Mississippi, 988 boys were enroled in home living units in the consolidated schools. Following the desire of the boys, these units were included, under personal: health, expense accounts, care of the room, first aid, food and table service, camp cooking, clothing selection; and under family: manners at home and abroad, economics of the family, home conveniences, budgets, planning and selection of building, and happy human relationships.

At Odessa, Texas, three units are offered: food and service; human relationships, with emphasis on personality development; and clothing selection and personal grooming. An interesting part of the course is taking the boys with their girl friends to a hotel for dinner, in a nearby city and to the theater later, so they may actually practise what they have learned.

A course in family adjustments is given at Long Beach, California, in the sociology department as an elective with the expectation that it may be required for graduation. [3]

Indiana has developed a state course which could easily be adapted to the local needs of each community. [4]

At Tulsa, Oklahoma, a questionnaire was sent to highschool boys' fathers in the business and professional field, which resulted in the provision of an excellent course which meets the needs the fathers suggested as essential. Tulsa has the distinction of being the first city to make a year's course a requirement for high-school graduation. [5]

At Inglewood, California, as part of the regular work, the members of the class in groups spend an afternoon and evening each semester at the home of the teacher, where they prepare and serve a dinner and do all the necessary work. Besides giving the practise of meal

preparation and table service, this offers an opportunity to see firsthand an inexpensively furnished modern home which has been planned as a comfortable, convenient, and attractive place for the family.

The course given at the Hackley Manual Training School, Muskegon, Michigan, as outlined by Fay Mack in the April 1933 issue of *Practical Home Economics* shows a great deal of thought and might be used by those who want further suggestions for a course of study.

Some of the expressions from the boys might be enlightening. "Home economics is a course that ought to be included in the compulsory list." "One of the best courses I have ever taken in the four years of my highschool days," is a common version. In conclusion one paper says: "After all these are summed up, they leave a good foundation for the most essential things in life." "I had no idea that the course embodied so wide a circuit of helpful information." "I never paid much attention to clothes; now that I know something about them, I can select wisely."

If he never has a home of his own, the boy may have younger brothers, sisters,

nieces, or nephews whom he may help to grow into happy, healthy childhood thru well-formed habits and personality.

Without a doubt there are two phases which need to be emphasized in classes for upper-grade students, since these phases are the biggest factors in broken homes—management of the income and a sane basis for marital relations.

This necessitates two factors which must be met to teach boys successfully: *first*, a teacher who has not only been adequately trained but who can present this material with vision, sympathy, understanding, tact, and interest for the boys' best development; *second*, a philosophy of education which will enable her in teaching to develop personality, to build ideals, to train each of her pupils to use his ability, and to create right habits of thought and actions that the homes and children of tomorrow may be benefited.

If in the end, thru such education, every boy may be more nearly able to establish the home as Lita Bane so ably describes it, we have gone far. She says:

Home is the place of abode of persons bound together by ties of affection; a place where affection of parents for one another, for their children, and among all members of the family,

is nurtured and enjoyed, where the immature are protected and guarded; a place where one may have rest and privacy, where one may enjoy his individual kind of recreation and share it with others; a place where one may keep his treasures, where one may satisfy his individual tastes, where fundamental culture consisting of customs, language, courtesies, and traditions, is conserved and passed on to the young; a place where altruism and other worthy character traits are generated and cultivated; a haven, a sanctuary; and a source of inspiration.

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—Ida Ellsworth Sunderlin, head, Home Economics Department, Inglewood, California, High School.



A delightful party and a fine lesson in etiquette—a tea given by the boys' class in home economics, Inglewood, California

Good News from Russia

A YEAR AGO, when it was announced that the Soviet Union had surpassed every other country in Europe in the output of its heavy industries, skeptics shrugged their shoulders—declaring that Russians could not eat pig iron. Industrial production had more than doubled during the first Five Year Plan but at the cost of a reduced standard of living for the majority of Soviet workers. . . . The task of training fifty million peasants in the technic of large-scale farming proved more difficult than was anticipated. . . . Overzealous grain collections, drought, and sabotage had resulted in two disastrous harvests and a consequent food shortage thruout the country. . . .

Today Russia has shown that it can eat pig iron! The bountiful harvest of 1933 is the Soviet workers' first dividend on the capital that they invested in the Five Year Plan. Pig iron has been wrought into steel; steel has been transformed into tractors and other agricultural machinery; and these, in turn, have become the primary factor in organizing and carrying thru the Soviet's most successful agricultural campaign. . . .

Soviet leaders are frankly jubilant over the turn of events. With industry advancing more smoothly than at any other time since the beginning of the Five Year Plan, they see the victory on the "agricultural front" as the turning-point in the battle for socialism. . . .

Altho much of the credit for this year's bumper crop must be attributed to the favorable weather conditions prevailing during the greater part of the growing season, the human factor appears to have been of primary importance. Success was achieved only after a concentration of national effort unparalleled in peacetime. . . .

Most important of the measures adopted for the improvement of the agricultural situation, was the mobilization of some 25,000 picked Communists and Comsomols for organization work on the machine-tractor stations and state farms. The work of these socalled political departments is as complex as the problems with which they are faced. It is the responsibility of the *politotdel*, for instance, to discover causes of the widespread breakage of agricultural machinery. . . . It is also their duty to investigate causes

of inefficiency and to replace ineffective managers. In short, their task is that of social and political education. . . . Such success as they have attained, moreover, should be permanent, for once the peasants have mastered the technic of collective agriculture, there is little danger that it will ever be forgotten. . . .

It is significant that the state and collective farms, where the *politotdels* were operative, more than fulfilled their quota of the spring planting while the individual peasants fell more than 20 percent short of their allotment. Both the collective and the state farms got a much earlier start than in previous years; the seed was cleaner, and the weeding more adequately done. In a country where the growing season is as short as it is in large sections of Russia, early planting is one of the most effective means of increasing the yield per acre. Consequently, considerable importance is attached to the experiment of sowing on the mud before the soil is dry enough to permit the operation of mechanical seeders. On many of the larger state farms a considerable number of acreage was sown by airplane this past spring—an amazing innovation in a land where but a few years ago the date for the spring sowing was rigidly fixed—and that too late—by one of the hierarchy of saints.

The Bolsheviks attribute the triumph of the political departments primarily to the fact that this year, for the first time, the machine-tractor stations have been able to reach the majority of the collective farms. Competent foreign observers estimate that this spring there were no less than 125,000 tractors on Soviet farms as compared with a bare 75,000 in the previous year. . . .

Industry as a whole has recovered remarkably from the slump of last year. Coal output, which had fallen as low as 158,000 tons daily, has recently averaged approximately 200,000 tons. . . . Other basic industries, such as cement, oil,

chemicals, and railway equipment, show an average increase of approximately 40 percent above the low points reached last year. . . .

One of the most striking changes to be observed in Russia this summer is the vast increase in consumers' goods which are on display in the stores. While it is true that the prices of these articles are for the most part exorbitant, the fact that they can be bought at any price is a distinct gain. . . .

Granting that the outside world may never exactly know the suffering that Russia has undergone during the past twelve months, there is every reason to believe that the worst is over. Living standards may continue to be lower than those prevailing in the more advanced countries for some years, but it would be difficult to convince any Communist that they will remain so indefinitely. All of the major problems still remain, but in diminished degree. There is still a great scarcity of consumers' goods, and the quality of Soviet manufacture is frequently poor. Bureaucracy is unnecessarily wasteful of Soviet energy. Offices in particular are greatly overstaffed. Labor efficiency is low. . . . Millions of peasant youths must still be taught the discipline and precision that must accompany a machine civilization. . . .

Serious as these problems are, Soviet leaders are to be pardoned if they look back on the past year with considerable satisfaction. In addition to the steady development of industry, striking successes have been achieved in the field of international politics. The Soviet Union has avoided an open break with Japan. It has concluded treaties or non-aggression pacts with most of the principal countries of Europe, with the exception of Germany. It has gracefully escaped from Britain's economic blockade; and of all the countries at the World Economic Conference, Russia alone emerged with concrete achievements. And finally, but by far the most important, has been the apparent solution of the difficult agricultural problem. It is not impossible, therefore, as many Russians suggest, that 1933 will go down in Soviet history as having even more lasting significance than 1917.—Maxwell S. Stewart in *The New Republic* for October 11, 1933.

RUSSIA RAISING STANDARD—Here is a nation of 163,000,000 people. Until recently their standard of living was only slightly above that of the American Indian. Suddenly they have turned to utilize their immense resources to raise that standard.—Former Senator Smith Brookhart.

The AMERICAN OBSERVER

VOL. III, No. 6

OCT. 11, 1933

Roosevelt
Moves to Pro-
vide More
Credit



Assembly
of League
Meeting
in Geneva

Who Decides What You Want?

.... Subjection to commercialized advertisers is a fact of American life. How is one to shield himself from the arts of advertisers? Learn to prepare your own budget. Listen to suggestions from every quarter. Then sit down alone or in the family circle. Figure out what you will have to spend. Make a list of the things you need, listing each item in the order of its utility. Then make up your own mind. Be critical of those who come shouting advice to you to purchase their wares. They are out to feather their own nests—not yours.

NO ONE seems to care particularly about the interests of an important group in our economic order; that is, the consumer. Except for the producers and their interest in continued consumption, the consumer is left pretty much to his own destiny. He continues to consume in much the same manner as the voter continues to vote, knowing little or nothing of what he is consuming, reasons for, or benefits of. It might be well to do something in our educational scheme for him.

In a strictly economic sense, consumption is the satisfaction of human wants and desires. In a practical and everyday sense, it means to the household: food,

clothing, shelter, recreation, schooling, health, savings, investments, insurance, church, fuel, operation of the home, and various other goods as may be needed according to the income and makeup of the family.

In all parts of the country, thru our secondary schools, our colleges, and universities, much is being done for the producer. Courses in production are offered in order to improve the technic of the producer in producing more of the things which consumers are dramatically told they need.

Our educational system not only spends much time, energy, money, and thought on the best methods of production, but spends an even greater amount of its efforts on the distribution of this finished product, the consumer's goods. From all sides the consumer is attacked by sales arguments of why he should buy. These are not mild little suggestions to buy but are highly concentrated, well-planned, and cleverly executed lines of attack. The schools teach these various methods by which the consumer may first be made to nibble at the bait, or have his interest aroused. Then he is allowed to swallow the bait, or if this fails, it is shoved down his throat, which of course is nothing more than getting the signature on the wellknown dotted line. Our salesmen are more fortunate than fishermen in that the same consumer may be caught over and over again.

The consumer is continually surrounded by such armed forces as the radio, newspapers, personal salesmen, direct mail, and the like, with sales cam-

Education of the

paigns which leave him in such a condition that there is little else for him to do except surrender. Should the poor consumer be left at the hands of these forces which are forever trying to pass something on to him which oftentimes he should not have or does not need?

This continual scientific line of ballyhoo has surely and steadily strangled the helpless consumer into submission. Our athletes, actors, and others of respected prominence

are indorsing and misrepresenting many utterly impractical and hopeless kinds of articles and remedies. Is there nothing that can be done about such advertising as "cigars cured my indigestion"? That sounds like a highly absurd statement, yet how many equally absurd slogans and testimonials greet our eyes daily and are swallowed as the truth? The consumer deserves and would in time welcome some protection against such unreasonable and unethical methods of the so-called modern scientific methods of selling. What defensive system can be built up by society to protect its consumers from this powerful and clever force?

Consumption is not carried on in a manner most desirable and efficient to the consumer. Many of the practices are wasteful, foolish, and in some instances harmful. To a large extent waste in our economic system is due to an unmanaged consumption in which there is little enjoyment derived as well as a misuse of productive goods. This is largely due to the lack of knowledge of the consumer and partly to the economic system of which he is a part. This

The Evening

WASHINGTON, D.C.

Dry
Texas
Joins 22
States

Mrs. Moody Near
Collapse as She
Defaults to

U. S. Will Quell Bea

... A bill preserving the go antiquated food and dr act additional features will pushe [1] Cosmetics will broug the statute. [2] Mech al de curative purposes would incl vertising of foods, drugs, cosm hibited. [4] Definitely format be required. [5] A dr which dangerous to health und the prescribed in its labeling ould terated. [6] The prom tion standards for foods, whi will force of law, would be a rize tion of added poisons in f is wor [8] The operation of facie un would be authorized whi prote health could not be othe effective methods for the contro and advertising of drug pucts [10] More severe penne wor

Educating the Consumer

George R. Staley

... What man who reads this knows positively whether the purchase of ethyl gas for the particular car he operates is an economy or an extravagance? What school superintendent knows positively whether he is saving or wasting the taxpayers' money when he buys "No-Smell-O" of

the next disinfectant agent who intrudes upon his philosophic reflections?

If more of us had been trained by shop courses to read drawings, diagrams, and blue prints, to understand trade terms and use them with that facility which gains for us a modicum of re-

spect from tradesmen, to turn a piece of furniture upside down and determine for ourselves what sort of joints and braces are disclosed, to select a tool which shall really be appropriate for the job we are about to undertake, to fix things with the materials suited to the purpose [what miracles many of us seem

to expect of adhesive tape!]; if we had had some opportunity to discover aptitudes, to develop tastes, and to gratify hobbies which involve industrial products and the materials used in industrial processes, unquestionably we would be better buyers, because of being better judges and better users.

N. Y. State Education, p. 90, Oct. 1933.

The Consumer

will continue so long as he is compeled to rely upon the advice of advertisers and salesmen, and is unable to determine for himself if

Evening Star

AUGUST 27, 1933
Roosevelt To Act On Code

Quell Beauty Racket

Reverend the good features of the act of 1906 with these pushed in Congress: would be brought within scope of Mechanical devices intended for would be included. [3] False ad- drugs, cosmetics would be pro- mative labeling would A de which is, or may be, alth un the conditions of use labeling could be classed as adul- promotion of definitions and ds, whi will have the effect and ld be aorized. [7] The prohibi- sons in f would be provided for. n of fac es under federal permit ized wh protection of the public be othe effected. [9] More s for the control of false labeling of drug products would be provided. re pena would be prescribed.

g many des thru some system of tested stand- s kinds ard brands but also could be given addi- e noth- ional aid in the matter of "wise" spend- ing. A consumer may buy certain articles estion"? which are of the quality represented and d state- at a fair price, but which represent a surd slo- certain type of waste. This need not nec- ur eyes ssarily apply to food, clothing, and ma- e truth? erial goods of that nature, but may also ould in- apply to some forms of education. I against- ink of the dissatisfied correspondence al meth- school customer who has been attracted scientifi- by the "get rich quick," "big money" ssive sys- appeals of some such schools. The cus- o protect- omer has been sold a course he is not rful and ualified for, either because of his lack f previous education or because of on in a- other circumstances. The sale of the ficient to- oods to the customer who is not fitted ctises are- or who has no need for them is a instances- waste of the consumer's income. A per- ste in our- on who continually spends the greater n unman- art of his income for his own immedi- ere is little- e personal satisfaction and enjoyment a misus- of little value to a community. The is largely- ney he spends does give employment ge of the- o those engaged in the manufacture of economic- uch articles. However, the consumer art. This- ho spends with producers of perma-

nent goods, spends it on things which build up and improve the community rather than on things which only give temporary satisfaction. The spend-thrift is a menace to society even tho you will hear it said that profuse spending is good for business.

I do not wish to convey the idea that we should not spend, because consumer spending is essential to our prosperity. I am very much in accord with the new program of thrift in which wise spending, rather than hoarding, is emphasized. Spending and saving must be wisely planned in order to secure the most for the individual and society.

The consumer should welcome some type of educational program which would present him with a better understanding of what constitutes wise spending. He should welcome a coat of armor which would protect him from presentday machine gun selling practises. Why cannot some means be provided so that buying technic can be extended to inform and aid consumers? When we teach the producer how to produce more scientifically and the consumer how to increase his income, we are only half doing the job unless we teach the consumer how to spend his income wisely and intelligently. The following are a few hints which might help rescue the consumer:

[1] General economic principles of buying taught in secondary schools, colleges, and universities.

[2] Teach the broader principles of thrift, which includes wise use of money.

[3] Increased laboratory tests of household products by schools and private organizations with the findings made public.

100,000,000 Guinea Pigs

... The Federal Food and Drugs Act prohibits false labeling of drugs shipped across state lines; but if no claims are made on the label, if the ingredients are not stated on the label, the Act does not apply. The Act does prohibit the addition of poisonous substances to foods. Yet even with foods the public must be the guinea pig, since the manufacturer is not required to prove that the substances he adds are safe for human consumption; his customers by dying or by becoming ill in large numbers—and in such a way that the illness can be directly traced to the foodstuff involved and to no other cause—must first prove that it is harmful before any action will be considered under

Let's Fire Amos 'n' Andy

Irving S. Ross

... The school study of the prod- must provide un- ucts now on the biased informa- markets could be tion for consum- inaugurated. The ers. A study of the reports of the Pure Food Laws should be funda- American Medical mental. The score of books about the Society and the pamphlets and handbooks of Consumer's Re- search would be of inestimable aid. Supplement this with individual reports of buying experience and with reviews of current advertise- ments.

Secondary Education p. 91, Sept. 1933.

[4] Government extension of research and testing methods to include more household products.

[5] Standards worked out for consumer with products labeled to aid him in making selections.

Some such program of education for the consumer would not only be an aid to him but would also be welcomed and serve as a protection to the honest and sincere producers. It would bring about an entirely new type of selling procedure by producers. A producer could then talk straight from the shoulder regarding his goods, and address the mind of the buyer rather than his emotions. Unless some such procedure is adopted, the time will shortly come when the buyer will hesitate to accept any type of sales argument as being authentic.

—Ray G. Price, Gary College, Gary, Indiana.

By Arthur Kallett and F. J. Schlink

the Food and Drugs Act. If prohibition of the poison will not interfere with the business of any large and influential interest, the government may then take action.

If the poison is such that it acts slowly and insidiously, perhaps over a long period of years . . . then we poor consumers must be test animals all our lives; and when, in the end, the experiment kills us a year or ten years sooner than otherwise we would have died, no conclusions can be drawn and a hundred million others are available for further tests.—Page 7. Used by permission of the Vanguard Press.

The Technic of Home Visiting

THE DATA upon which this study is based were taken from case studies of one hundred and seventy pupils at McClymonds High School, Oakland, California. Home visiting began during the low eleventh year and continued for three semesters. The pupils were enrolled in the following courses: commercial, general, college preparatory, automobile shop, electrical shop, cabinet making, pattern shop, Smith-Hughes machine shop, dressmaking, print shop, and millinery.

Twenty-one different nationalities were represented, with homes located in practically every part of the city. With the homes of the students widely scattered, it was necessary to arrange some systematic method of visiting to minimize the element of travel as much as possible. A map of the city was divided into five sections—north, south, east, west, and center. It was then indicated on the map the section in which each student lived.

The technic of visiting required certain definite steps to be followed. One was to prepare the student for the visit and to try if possible to have him extend the invitation to the counselor. The main objective in view was to establish a friendly and cooperative spirit between the counselor and the home, and it seemed desirable for the student himself to be enthusiastic over the visit.

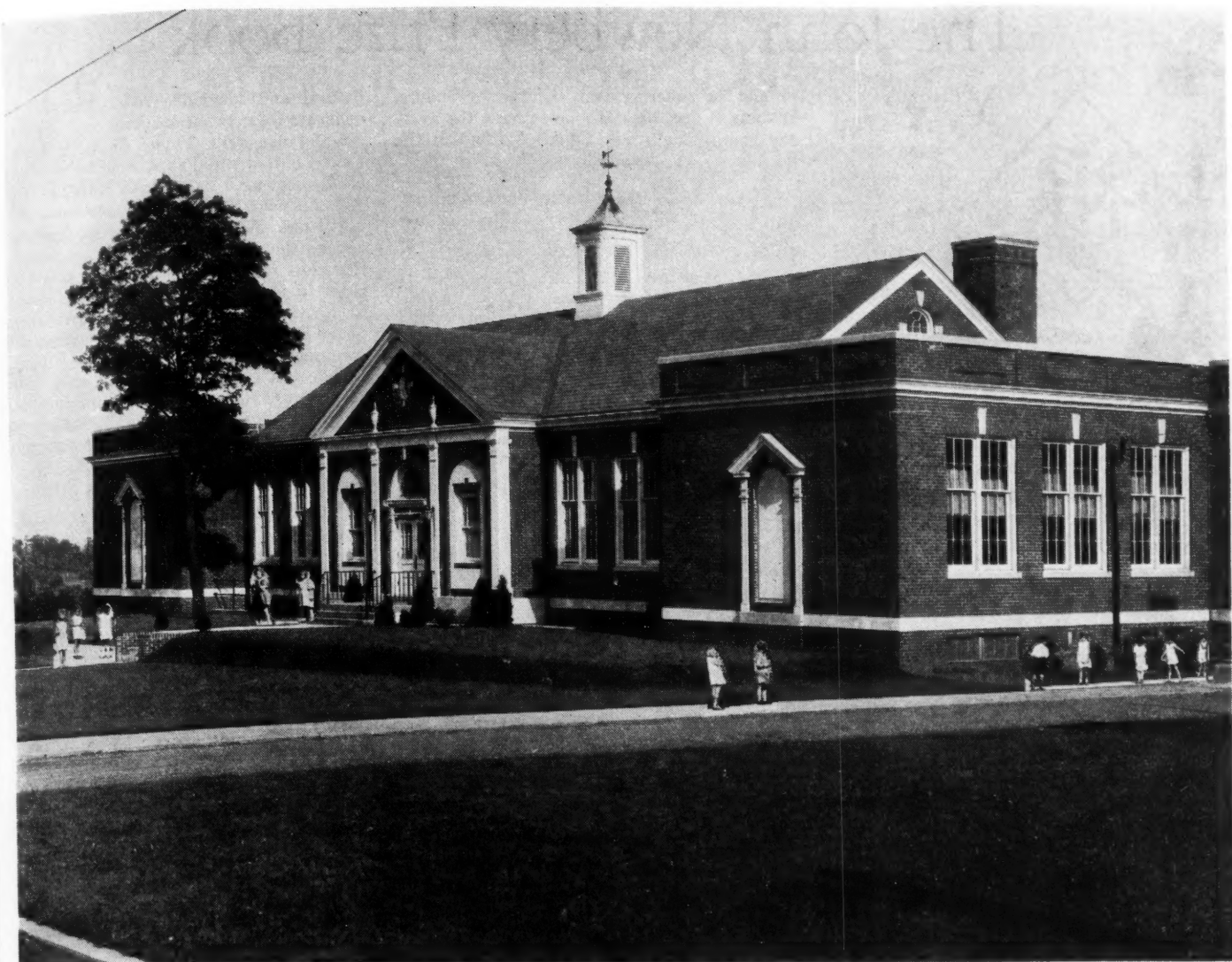
A brief interview between the counselor and student was arranged by the counselor's calling the pupil into his office. An informal friendly visit took place. Various questions were asked about grades and about subjects enjoyed the most. Finally the conditions of the home were talked about. The counselor then expressed a desire to become acquainted with the student's parents, and an invitation was usually extended to him. The counselor suggested a time that would seem to be satisfactory to the home and asked the student to ascertain if the date and time would meet with the parents'

approval. Two or three similar appointments were made with other students living in the same neighborhood, and plans were then arranged for the visits.

For a visit to be successful, there must be something in common between the parents and the visitor. If not, the interview will have a tendency to drag and become monotonous. Something should be found in which the student excels—his grades, conduct, attendance, punctuality, athletic competition, club membership, cooperation, or attitude. There is something that every student does well and every parent is glad to hear it from a teacher. Every detail of the student's program must be known. The scholarship cards and student's records should be carried to the home to aid in answering any questions the parents may ask. Have in mind any weaknesses of the pupil. Ask for the parents' assistance in correcting them, for it is an opportune time to inform them just where their child is not up to standard. When



An informal visit of this type cements the friendship between the home and the school



Thru friendly contacts between home and school, parents come to see the school as "the child's larger home"

such criticism is presented in this manner, very few parents feel any resentment.

A plan that has been found successful in establishing pleasant relations with foreign-born parents, is to learn something about their country and, if possible, the town they lived in. Only a word is necessary and a friendly feeling is established. Be natural—it is not essential that an exaggerated example of dignity be set by the visitor. Stress the fact that the school is interested in that particular child and then ask for the parents' suggestions. Don't overstay! As you leave, extend an invitation to visit the school.

There are many important items that have been noticed during the visit that the counselor will want to include in his record. Write them down before going to the next home or some important fact may be omitted. A special card to facilitate this may be carried along. It should include first impressions, type of home,

location, furnishings, hobbies of student, radio or musical instruments, books, magazines, attitude of parents, number of brothers and sisters, and the family economic conditions.

Many handicaps appear that make a visiting program difficult at times. Occasionally parents are met who are not too friendly and show little cooperation or interest in the visitor or their own child. Altho embarrassment may be felt, the visit is justified, for such an attitude is certain to have had some influence upon the student.

It is difficult to contact some homes due to their location or the fact that the parents work unusual hours. It has been necessary to make appointments for Saturdays and in some cases Sundays in order to find the parents at home.

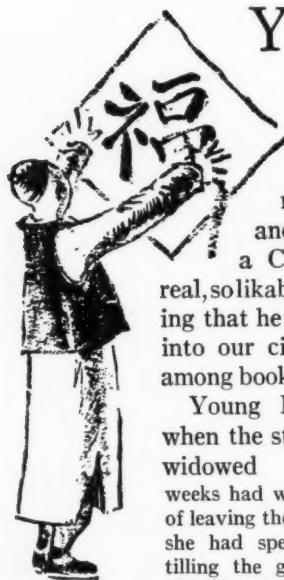
The evaluation of these visits will be made by means of the case study method. Such an analysis of individual cases will necessarily be subjective in character. There has not yet been developed any

statistical means whereby we can measure those intangibles that contribute to the forming of a better understanding between individuals and those factors that play an important part in the molding of a child's character. Points in the evaluation which should be especially noted are:

- [1] Conditions under which the pupil spends his leisure time.
- [2] Economic conditions of the home affecting school activities.
- [3] Relations between the child and his parents.
- [4] Evidences of any handicapping factors in relation to health, school work, conduct, social adjustments.
- [5] Causes of any noted maladjustments in the child's relations with the school.
- [6] General character of the home, its location, furnishings, and cultural influences.

Elwood V. Hess, teacher, McClymonds High School, Oakland, California. [In the next article, Mr. Hess will discuss "Home Visiting: Some Results."]

The John Newbery Prize Book



YOUNG FU OF THE UPPER YANGTZE is the title of the latest Newbery medal book and the name of a Chinese boy so real, solikable and interesting that he slips naturally into our circle of friends among book characters.

Young Fu is thirteen when the story opens. His widowed mother "for weeks had wept over the idea of leaving the farm land where she had spent her life. But tilling the ground offered in these troubled times a secure living to no man. And then, when the future seemed darkest, the Head of the Village told her of an opening for an apprentice with one Tang, a coppersmith of Chungking, and, at her request, letters had been exchanged and her son accepted. A life in Chungking was not what she would have chosen for either of them, but, as it was, she had not dared to refuse." Her meager possessions were "a feeble barrier between themselves and hunger."

For boys and girls who like adventure stories, *Young Fu* is an absorbing tale. In the great city of Chungking, "built high above the waters of the Yangtze that swept about its feet," Young Fu's experiences with soldiers, beggars, bandits, foreigners, gamblers, flood, sickness, carry the reader from one interesting incident to another. But of equal or greater interest to adult readers, and perhaps to young people also, is the development of Young Fu during the five years the story spans. In these adolescent years, a youth who has opportunity, responsibility, and wise handling, sometimes seems to grow up over night. Mrs. Elizabeth Foreman Lewis, the author of *Young Fu*, writes:

For years before I went to China I worked with adolescents. I find no other age which is, at one and the same time, so interesting, so altogether lovable, and yet, with all, so pathetic and deserving of adult sympathy. While in China, I worked with early adolescents in Chungking, with the older ones in Shanghai, and with the medium, highschool girls, in Nanking. I found that except for superficial differences, they were very like the teen-age boys and girls in my own city of Baltimore. One thing, however, I discovered the average young person in China possessed, which was to be found rather in the exceptional adolescent at home, and that was a poise and a steadiness of soul with which to meet life's difficulties. This is, no doubt, due to the many centuries of back-

ground in suffering and striving to endure. If there is one thing I hope to have the average youth who reads *Young Fu* find in the book, it is, first of all, that quality.

Mrs. Lewis was born in Baltimore and attended the public schools of that city, Tome Institute, the Maryland Institute of Fine Arts, and the Biblical Seminary of New York. As a young woman she worked in various fields—architectural designs for doll houses, railroad statistics, institutional work in a Slavic settlement, and religious education in a church center. In 1917 Mrs. Lewis went to China, spending her days in the office of the Mission Board and



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Mrs. Elizabeth Foreman Lewis

evenings in religious education classes, in Shanghai. The next year she spent in Chungking, the scene of *Young Fu*. Later she taught in the Nanking Boys Academy, where she married John A. Lewis, principal of the Academy.

From the first, she felt at home in China. Asked if she knew a boy in China who gave her the idea for *Young Fu*, Mrs. Lewis replied:

Young Fu was not one individual but rather a composite portrait of the boys I saw in the streets of Chungking and of apprentices almost anywhere in the Middle Kingdom. In them I found ambition, ingenuity, courage, and poise—all of which are national characteristics and these I tried to work into Young Fu, how successfully, of course, remains for the reader to say.

I found in these boys and in their elders of all classes a remarkable sense of humor, a reverence for learning, and an appreciation of the beautiful. These traits were so much a part of the people who thronged the narrow streets of Chungking, Nanking, and Fee Chow, that when the time came to write of them it was the

natural and inevitable result that I try to delineate these racial qualities.

I did not write *Young Fu* while I was in China. Indeed, I did no writing for publication of any sort until six or seven years ago. I have one son who is at present eleven and a half years old. When he was about five and I learned that the doctors would not permit me to return to China to live, I felt that I must begin to jot down some of my impressions of the Orient that he might have them when he was older. This really started my writing. I was encouraged by the editor-in-chief of the John C. Winston Company, whom I knew personally, to work these impressions into short stories for juveniles. That was the beginning. Since then I have written a great many short stories but only the one book.

Much of the charm of this prize book is in the simple, inviting style. Part of the holding power of the story is that the rapidly changing conditions in present-day China are set forth. Against the background of a civilization thousands of years old, Young Fu, the lad, and Tang, the master, meet the ideas of a modern day with a sanity of spirit and "steadiness of soul" which are good to see. The format of the book is well taken care of in beautiful typography, and the selection of Kurt Wiese as illustrator, was a happy one. Kurt Wiese knows China. His forty-six illustrations, four in colors, add to the humor, reality, and interest of the story. The tail-piece of the book is the illustration shown at the beginning of this article. It is Young Fu, after he had found great happiness with Tang, holding aloft the Chinese characters which spell "success." Surely, a prophecy for the book!

John Newbery, a London bookseller, was the first publisher of books for children. A list of the twelve Newbery medal books is given on page A-104 of this JOURNAL.—E. B.



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The Depression and the Classroom Teacher

DURING the past three years in which the crisis in education has become thoroly alarming, the public has been given ample opportunity to understand the point of view of nearly everyone concerned. Thru every enlightened social agency we have been warned of the tragedy threatening American children. From the citizens' leagues we have heard the case of the overburdened taxpayers; from superintendents we have learned of the problems confronting administrators; in painful object-lessons we have seen the distress of underpaid or unemployed teachers. Few, however, have spoken forth in behalf of another vitally concerned group: the classroom teachers who still retain their positions and are regularly paid a living wage. They are, you will say, so fortunate that they need no sympathy, and on the whole, you are right; but the fact remains that their professional life is so altered that they do need understanding.

The purpose of this article, then, is to direct attention to changed classroom conditions, of which many administrators and most laymen are only partly aware. It is, frankly, a rather personal account of changes in a single high school which has weathered the depression remarkably well.

Undoubtedly the most radical and at the same time most prevalent alteration in the classroom teacher's situation is found in the enormously increased daily pupil load. This is the result of giving the teachers more classes per day and of crowding more pupils into each class and homeroom. In 1925 a teacher with a heavy extra-curriculum assignment taught four classes averaging about twenty-five pupils and supervised a homeroom consisting of about the same number. Today, with approximately the same extra-curriculum duties, she has five classes averaging about thirty-four students and supervises a homeroom of at least thirty-five. In other words, each day she meets approximately eighty more children than she did eight years ago. This increased pupil load is frequently referred to as increased class



THE TEACHER WHO is not overworked, whose classrooms are not crowded, can give special attention to each pupil.

size and justified by citations of various experiments in which the feasibility of large classes has been proved. Erroneous conclusions as to what can reasonably be expected of a teacher inevitably result from such careless use of terms and analogies, for the fact that an experimenter working under ideal conditions can teach one class of fifty as well as two classes of twenty-five is no proof that an average teacher struggling against innumerable handicaps can teach five classes of thirty-four as well as she could four classes of twenty-five.

This change in pupil load becomes appallingly significant when it is considered in detail. It means, first of all, adjustment to the unalterable physical conditions of the schoolroom. Since most rooms in use today were designed to accommodate about twenty-five pupils, the teacher must devise a way to put perhaps thirty-six chairs where twenty-five belong. She must somehow provide light, fresh air, blackboard space, and elbow room for those ten or twelve students the architect did not consider. The problem of aisles may loom as large in the life of an English teacher as the

problem of correct grammar.

Eventually the instructor must revise her classroom methods and technics, since the old ones will no longer be effective. She must devise more rapid and efficient testing programs and mass methods of analyzing difficulties, suggesting remedies, and recording progress. Particularly if she is an English teacher, it is imperative that she deal with the greatly increased paper load in some manner that is just to herself as well as the children. Finally, the teacher must strive to create those revealing personal contacts with students that come about naturally among members of a small group. Without doubt, this forced revision will be beneficial in many respects. Inferior methods will be discarded and superior ones instituted in their stead. Teaching will become thoroly systematized and efficient. But it will also become impersonal and standardized.

In addition to this change in the size of classes, there is also a change in the personnel. Before 1929 the gradual democratization of the American high school was effectively lowering the scholastic standards of the secondary schools; in 1933 it has practically completed its work. A new appreciation of the fierceness of the competition to be met in adult life and a realization of the futility of seeking commercial employment have operated to keep in school many subnormal boys and girls who in better times would have left school to go to work as truck drivers, maids, section hands, or waitresses. As such they might have taken their place in society happily and usefully; as students in the average high school they are misfits physically, mentally, and socially. That there should and eventually will be a place in the system of public education for people of this type is probably true, but at this time they constitute a serious problem to the busy teacher who has little time to tutor handicapped individuals.

Yet, unless she gives them a great deal of special assistance, they cannot satisfactorily complete the work and must be failed. Right there another difficulty

presents itself, for the teacher has been made well aware that every failure costs the school money, that the board of education is hard-pressed for funds with which to pay her salary, and that consequently every failure is an invitation to a decrease in her own pay. It takes very little pressure from the superintendent to make a teacher see the logic involved and very little rationalizing to justify her decision to pass this one because he has worked hard and that one because he will not go to college anyway. This lowering of standards, however, usually results in a general decline in classroom morale and the feeling of dissatisfaction that accompanies half-done work.

Another serious deterrent to effective teaching today is the lack of materials and equipment. Altho competent instructors might handle these large pupil loads adequately if other conditions were ideal, it is practically impossible for them to do so when teaching supplies are limited. At the present time in many high schools, there are only about half enough textbooks and most of those are either the badly scarred survivors of much hard use or are outofdate as to subjectmatter. Mimeographed material, which is invaluable both because of the time and energy saved and the results produced, is difficult to obtain, since the depleted secretarial force has little time to cut stencils. Even mimeographed tests must be short and capable of use by several teachers. Drill pads and current magazines are not available because school-

boards cannot buy such perishable materials, and financially depressed children cannot be asked to purchase them individually. Neither can they be required to use pen and ink in class, for a demand for a fountain pen may cause panic in family finances, and ink, less securely confined, threatens disaster. As for such niceties of instruction as wall-maps and unabridged dictionaries—many an English room is graced by a solitary map of the ancient world and a dictionary of the collegiate variety!

The shortage of secretarial and clerical services has not only made impossible the relief of the classroom teacher confronted by a huge pupil load, but it has also positively increased her tasks. While every additional member of homeroom and classes has swelled the burden of the old duties of keeping attendance, compiling reports, and recording grades, innumerable new jobs of that sort have been added. Cards to be filed in the principal's office formerly were alphabetized by a secretary; now that is done by the homeroom teacher. Telephone calls to the homes of absentees used to be made by a clerk; they too have become the responsibility of the homeroom teacher. Registrations for various subjects used to be counted in the office; now they too are tabulated by the homeroom adviser. Altho individually these and the other changes are slight, collectively they loom large. Some of the tasks may, of course, be passed on to responsible students, but to utilize pupil time

to any helpful extent in this type of work is an imposition. Whenever these jobs are done by a pupil or a classroom teacher, they divert time and energy from more productive endeavors.

These, then, are some of the difficulties confronting the teacher today. Deplore the changed conditions as we may, there is little doubt that they were necessary and on the whole represent the most judicious solution of grave problems. But necessary and judicious as they are, their effects are detrimental to the child, the teacher, and the school system. Altho thru increased effort and improved technique, the capable teacher may be able to compensate for some of the disadvantages, as long as present conditions prevail many of them will be insurmountable. This fact should be considered in the evaluation of the success of the teacher and the school.—**Kathleen Brady**, English teacher, Aberdeen, South Dakota.

[Take this article to the editor of your local paper, suggesting that he publish it and, along with it, an editorial calling attention to the reduced service which boys and girls are getting and which is inescapable in high schools where the pupil load is heavy. John M. Thomas, president of Rutgers, points out that while one city has increased its school classes to thirty-five each, thus making it possible to dispense with several teachers, the pupils as a result obtain only one minute of the teacher's time in any particular class.] ◆ ◆ ◆ ◆

Rural Education

IF THE rural life problem is ever to be solved, it must be solved largely by the teachers colleges. There has been no contribution in recent years to rural life equal to that which the graduates of these institutions have carried back to the communities from which they came.

In recent years for the first time we have in the teachers college an institution giving college training to citizens of the country and *for the country*. The graduates of the teachers colleges more than the graduates of any other type of institution turn to the country. Rural life for the first time in American history is enriched by an ever-increasing number of college-bred citizens as permanent co-laborers in rural progress.

It is a historic fact that country high schools never had a chance to develop any sort of efficient teacher, curriculum, financing, or instruction until the teach-

ers colleges grew up a new breed of intelligent manhood demanding such a product and until the teachers colleges also produced such an educationally-minded product in their graduates who taught in these secondary schools in the country. The country people then for the first time thru the teachers colleges were enabled to build their own type of high school.

The improved intelligence of the graduates of teachers colleges in the country schools has enabled the Smith-Hughes and Smith-Lever workers to organize 4-H clubs in the schools, to arrange for parent-teacher meetings for the improvement of home life, to distribute—thru these enormously improved country schools—technical and scientific knowledge of agriculture to the masses of farmers and their children, which never was done and never could

have been done unless these teachers-college graduates had been placed in the country schools.

Higher education has nothing to boast of in this regard. It has too often not directed its educational efforts toward the understanding and the improvement of country life. Most of us went to college to get away from the country. The teachers colleges have not robbed the country of its youth of genius, but have re-directed them to the country. For once, rural America has had the gospel of its own life preached unto it.

One shudders at the memory of the drabness of rural life or the contemplation of its future peasant farmer and his hopelessness without this country people's college.—**Bruce R. Payne**, president, George Peabody College for Teachers, Nashville, Tennessee, in *The Virginia Teacher*, September 1933. ◆

The Faculty and Home Visiting

THE TEACHER who would serve her children most effectively should make this contact [visiting the homes] in order to be able to understand what to do for the child and in addition to this, the contact is worthwhile to make more sure that the child will be allowed to continue in a well-organized, well-equipped, and well-taught school. Teachers who claim that they cannot visit homes because of unusually heavy teaching loads or crowded classrooms are in that very act making it impossible to decrease the teaching load and secure better working conditions. As long as the public does not know what is happening, it will continue to carry on under present conditions. It will take sacrifice on the part of the teachers but they must do it for the sake of public education.—G. B. Phillips in *The North Carolina Teacher*.

Mr. Phillips' suggestions about what to do in visiting a home:

- [1] Visit with sympathy and understanding.
- [2] Talk of school work in language laymen can understand.
- [3] Talk about schools with a background of facts on state and local issues.
- [4] Use tact and adjust yourself to the parent visited. Never talk down to the parents; they pay your salary; the schools belong to them.

- [5] Don't complain; give facts about conditions and show effect on schools and children.
- [6] Meet the individual situation in each home.

Individual planning for home visiting can be reinforced by group planning in faculty discussions. Visits by teachers to homes of school children may range all the way in effect from perfunctory calls to vital experiences in the lives of both teacher and parent. Whether the school visits are futile or rich and vital depends largely on two factors: first, what the teacher is in his own life and character; second, the care with which such visits are planned. Here are a few questions that suggest lines of thought.

Which homes should be visited first? What are the best hours for home calls? What preparation can be made for a particular call? How can the relationships between parent and teacher be kept on the plane of mutual co-operation and friendliness? How can the emphasis be placed on the importance of the child's character thru appreciation for his fine traits? What sort of record should be made of calls to guide teachers in further visits to the home? What points can the teacher find to praise in the life of the home, bearing in mind that appreciation is the most powerful form of teaching and helps to fix attention on the vital values? What can be done thru school faculty meetings to prepare for home visiting?

By discussion of purposes and methods? By actual dramatization of home visits? How shall the teacher deal with the parent who does not speak English? With parents in such poor circumstances that they feel ashamed of their situation? With parents who have so much that they feel above other people and fail to give their children such experiences in home life as to establish responsibility and character? How can the parent and teacher working together help a child to understand the significance of his home, the importance of his school? How can they join hands to fix his attitudes on right ideals, purposes, and happiness? How can they capitalize his instinctive desire for self-improvement? A mutual understanding and co-operation between parents and teachers leads to better attitudes on the part of the child and also lightens the strain on the teacher.

"The Technic of Home Visiting," pages 260-1, in this issue, is the second in a series on home visiting as an aid in school counseling. See the November JOURNAL, page 231, for the first article.

Nancy Kimball, second grade teacher, Van Houten, New Mexico, writes:

The October JOURNAL was especially well-organized and we found it most interesting at our monthly teachers meeting. The articles on the interpretation of education were good. Each month our teachers study the articles in THE JOURNAL, and our faculty meetings are helping our school system. I wish to give due credit to the Association JOURNAL for this.

The Graduation Program for 1934

THE COMMENCEMENT SEASON for 1934 will afford a most important and needed opportunity to interpret the schools to their patrons in terms of the conditions which young people face at this time. The plan of vitalized commencements, sponsored by THE JOURNAL for several years, has spread steadily thruout the country. It has carried the idea that these programs should be dynamic, that they should deal with vital current issues of life in ways that will directly affect the lives of both students and parents.

Many schools will wish to have their graduation programs in 1934 deal with the problem of the relationship of the community to the graduates of the school. Millions of highschool graduates are unemployed. What are they to do? This is a problem of first concern to the community.

Programs might well consist of two parts. *First*, the presentation of a survey of what graduates of the school for the past four or five years are doing. This

would be presented by students who would have conducted the survey under the direction of teachers in connection with their regular classwork. The *second* part might consist of three- or four-minute addresses by several prominent citizens who would be expected to make suggestions and to answer such questions as: Can the community provide employment for its graduates? Should a community council be organized to discuss and find a solution? Should the community provide facilities for postgraduate work for graduates not finding employment?

One of three courses is open to every community: *first*, to provide employment to highschool graduates who are not entering institutions of higher learning; *second*, to provide postgraduate work or junior college education to those who cannot afford to attend college away from home or to pay tuition; *third*, to turn the graduates adrift and swell the tide of nomadic youth now roaming the country because society has made no

other provision for them. Which is the answer in your community?

The attention of the entire community is centered upon the school during the graduation season. Is this not the most opportune time of the year to discuss this vital problem?

Another possibility not to be overlooked in connection with the graduation program for 1934 is the opportunity for interpreting the school to the community.

In view of the importance of the graduation program in 1934 for presenting vital issues such as the two briefly mentioned here, a special packet for vitalized commencements has been prepared. It provides summaries of many of the best programs presented by schools in 1933 and furnishes a wealth of content material. If you wish one of these packets, send 50c—to cover the cost—to the Division of Publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Make plans early.

You Will Want to Go to Cleveland

**Sixty-fourth Annual Meeting of
The Department of Superin-
tendence of the National Edu-
cation Association, February 23-
March 1, 1934.**

The Program

Friday, February 23

All day—Allied departments and organizations

Saturday, February 24

All day—Allied departments and organizations

All day—Registration

12:00 noon—Opening of exhibits

Sunday, February 25

4:00 P M—Opening vesper service

Monday, February 26

9:30 A M—General Session: Education for the New America

2:00 P M—First meeting of General Subject Committees

6:30 P M—Popular - priced banquet of the Department of Superintendence

Tuesday, February 27

9:30 A M—General Session: Some National Problems in Education

2:00 P M—Second meeting of General Subject Committees

8:30 P M—General Session of the Department of Superintendence

Wednesday, February 28

9:30 A M—General Session: Public Education and Public Welfare

2:00 P M—General Session: A Comprehensive Program of Public Education

6:00 P M—College dinners

8:30 P M—General Session of the Department of Superintendence

Thursday, March 1

General Sessions: Addresses by chairmen of General Subject Committees

9:30 A M—The Administration of Teacher Training

A Comprehensive Program of Public Education

Financing Public Education

Education for the New America

2:00 P M—Public Education and Public Welfare

A National Outlook on Education

Interpreting the Schools to the Public

A Magna Charta of Education for 1934

Places to Go and Things to See in Cleveland

The new Union Terminal, an amazing underground city in itself.

The Terminal Tower, touching the clouds 708 feet above street level.

Convention headquarters in America's most serviceable public auditorium, and one of the country's largest, with sixteen meeting halls under one roof.

The exposition hall in the public auditorium, providing ample floor space and every convenience and service required for exhibit purposes.

Cleveland's modern school system, with over 150 school buildings, representing a valuation of \$54,000,000, an enrolment of approximately 160,000 pupils, and a staff of about 4800 teachers. The first free public school west of the Allegheny mountains was established in Cleveland in 1800.

The famous group plan on the Mall, including the new city hall, Cuyahoga county court house, public auditorium, federal building, board of education building, and public library.

The home of the board of education, completed late in 1931, a splendid unit in the great Mall plan for grouping public buildings.

The new Cleveland public library building, part of the Mall group.

University Circle, center of educational, religious, business, and social life.

Western Reserve University, one of Ohio's oldest institutions of learning. Case School of Applied Science, a technical school of the first rank.

The new Lakeside Hospital Group, a thirty-million-dollar project.

Playhouse Square, with its group of magnificent theaters seating more than 15,000 people.

Palatial Severance Music Hall, the new \$2,500,000 home of the Cleveland Symphony Orchestra.

Cleveland's huge airport, 1000 acres of hangars and landing field.

The new Fine Arts Garden, facing the classic Museum of Art.

The Garfield Memorial in Lake View Cemetery, erected by citizens to the memory of the martyred president, James A. Garfield.

The fascinating studios and broadcasting stations of WTAM, WHK, WJAY, and WGAR.

The huge new lakefront Stadium for athletic events, with seats for 80,000 persons.

The harbor, with miles of public piers and warehouses. Cleveland welcomes its visitors by water thru a gateway of which it may well be proud.

Ample downtown hotels within easy walking distance of the Public Auditorium. For sleeping room reservations, address the Secretary of the Housing Committee, A. H. Skean, 1604 Terminal Tower Building, Cleveland, Ohio.



Mather Memorial, Western Reserve University, Cleveland

Cooperation with Lay Organizations

ACTION is the watchword at the headquarters of the National Education Association. A three-fold attack upon the emergency in education is in full swing: *First*, continuing studies of the current situation in education are underway. This is the fact-gathering phase of the program.

Second, various agencies of the Association are making use of these facts as the basis of the recovery program for education.

Third, the Association is disseminating these facts thruout the nation in order to inform the profession and to call for activity on the part of laymen to safeguard the schools.

One of the most valuable services of the latter type rendered by the NEA is the cooperation with leading national lay organizations. An illustration of this type of service, chosen from scores of others, is a letter recently sent to a number of national organizations by President Jessie Gray of the National Education Association. These included leading business, civic, farm, labor, women's, and church groups.

Here is the letter as it went to the Commander of the American Legion.

Dear Sir: The educational situation in many communities is desperate. Unless powerful forces operate at once to arouse the public to definite action, many children will, during the next year, suffer losses which can never be restored. Already, more than 2,000,000 children are affected by the curtailment of educational

opportunity. The number may be doubled this winter unless decisive action is taken.

May we not count upon the American Legion thruout all its various branches, units, and organs to wage a militant, continuing campaign in defense of the educational opportunities and privileges which have been built thru the cooperation and sacrifice of generations of the American people?

The following attacks on the schools are particularly serious:

[1] Effort is being made to put highschool education on a tuition basis; it has succeeded in some places. Young people whose parents cannot pay tuition are thus forced out of school.

[2] School terms have been shortened; city schools averaged one month less school last year than they normally have; rural schools were cut still more.

[3] Vital school services are being eliminated; health and physical education, supervision, and kindergartens are being abandoned or greatly reduced in effectiveness.

[4] Salaries of teachers have been drastically reduced or unpaid; more than half the teachers of some states will not receive as much as \$400 for their services this year. This amount is only about one-half of that which the NRA says industry should pay unskilled labor. The total amount of unpaid teachers' salaries is now in excess of \$40,000,000.

[5] The size of school classes is being increased beyond all possibility of effective teaching; enrolments from fifty to sixty children per room in the elementary schools are not uncommon.

[6] Employment of additional teachers has practically ceased; there were 15,000 fewer teachers in 1933 than in 1932. It is estimated that there are now 160,000 unemployed teachers.

[7] Schools lack the necessary books and supplies; a state superintendent reports that

The work of lay organizations is essential to the preservation of American educational ideals. Thru the NEA, teachers secure the cooperation of leading national organizations.

there are rural schools in his state without even one textbook.

Some of the finest provisions of the NRA have made a serious situation in the schools still more critical. The abolition of child labor has thrown a heavy additional load on the schools in many communities. It will be difficult in some schools to care for this sudden increase in students. The American right of every child to a fair start in life is threatened.

The National Education Association is making an energetic fight to protect the rights of childhood and to maintain the ideal of free and universal education in the nation. Can the National Education Association furnish literature, speakers, magazine articles, or other helps which would aid you in calling the attention of your membership to the present critical situation in education?

Helpful action which your organization may take immediately might include:

[1] Resolutions by conventions, or by local and state groups. Let these resolutions be sent to governors, members of state legislatures, and Congress.

[2] Special conferences to discuss conditions and plans to protect the schools.

[3] Strong resistance in local communities to the efforts of the enemies of education to mask false economies under the guise of tax reduction.

[4] Publication of carefully prepared articles in the periodicals of your organization.

[5] Special provision for discussion of education on convention programs by outstanding leaders.

[6] Take steps to commit to a reasonable educational program every citizen who seeks public office.

[7] Active participation in the observance of American Education Week, November 6-12.

I am sure you share with us the conviction that there can be no permanent recovery and security in America without safeguarding the rights of youth.

The inclosed mimeographed pages illustrate the help which many organizations are already giving to the cause of education. Your organization has also been helpful. Let us now unite our efforts on a nationwide scale.

Many of the national organizations receiving the suggestions in Miss Gray's letter will use them in formulating their own programs and will transmit them to their state and local units. Thus, there will radiate thruout the nation this call to the support of education. Coming from these influential organizations it will be highly valuable.—Lyle W. Ashby.

THE NOVEMBER issue of The Journal carried an eight-page feature entitled "Working Together." These pages described in a general way the services of the Association. In limited space it was not possible to go into detail with reference to any of the projects discussed. It is, therefore, the plan of The Journal to describe more fully, from time to time, some of the major services of the Association. For the most part, these services will be illustrated by current activities.

Now, as never before, the services of the National Education Association are needed. Now, as never before, the Association is equipped to meet the demands placed upon it. The need, however, is far greater than the resources. A completely united and militant profession must be the goal of teachers. Are your fellow teachers working with you in this great cooperative enterprise? Why not encourage a friend to enrol today?

The Rural-School Situation

MORE THAN a million rural-school children in the United States are this year being denied their rightful educational opportunities. This fact is revealed in a recent report summarizing the educational conditions prevailing in rural districts at the beginning of the school year 1933-34. The study was made by the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence. The data were secured by a postcard inquiry-form mailed to all county superintendents, October 5, 1933.

In the near future the Commission will issue a more complete report covering the entire school situation, urban and rural, in greater detail.

The preliminary report, of the rural situation, which has been released presents facts on three important matters.

First, the number of schools

which failed to open in the fall of 1933 due to lack of funds—Fifty counties reported one or more closed schools, making a total of 1387 schools actually reported closed with an estimated total of 2016. The estimated number of children affected by these closed schools is 110,800.

Second, short school terms—Five thousand two hundred and seventy-eight schools were reported in which there will be terms of less than six months. It is estimated from the returns that there will be more than 18,000 such schools with a total of 914,500 children affected. One hundred and fifty schools were reported as not being able to run as long as three months. It is estimated that there are 715 such schools with a total of 35,750 children affected.

To summarize, the rural children who are this year being entirely denied educational opportunities or suffering seri-

ously reduced school terms may be listed as follows:

No schools at all.....	110,800 children
Less than three months school	35,750 children
Less than six months school	914,500 children
Total ¹	1,025,300 children

¹ 2nd item included in 3rd; hence not in total.

Third, from the data received in this survey it is estimated that 209,573 teachers will be paid less than \$750.—This means that one teacher in every four will receive a wage lower than the minimum fixed in the blanket code of the National Recovery Act for unskilled labor. It is also estimated that 84,036 teachers will receive less than \$450 this year.

The results of this study have been sent by the Association to leading press associations, to 458 city dailies, to 1200 rural weeklies, and to 57 Washington correspondents of publications located in all sections of the country.

Educational Ideals of Kiwanis International

THE KIWANIS International Committee on Public Affairs for the United States sends out in its official bulletin a plea for the maintenance of adequate educational facilities. It is encouraging to see this increasing activity in behalf of education on the part of lay groups. Material sent out by the Kiwanis Committee, of which Alexander Wiley of Chippewa, Wisconsin, is chairman, follows:

Objects of Kiwanis International

—To give primacy to the human and spiritual rather than to the material values of life.

To encourage the daily living of the Golden Rule in all human relationships.

To promote the adoption and the application of higher social, business, and professional standards.

To develop, by precept and example, a more intelligent, aggressive, and serviceable citizenship.

To provide thru Kiwanis clubs, a practical means to form enduring friendships, to render altruistic service, and to build better communities.

To cooperate in creating and maintaining that sound public opinion and high idealism which make possible the increase of righteousness, justice, patriotism, and goodwill.

Objectives—[1] Service to underprivileged children.

[2] Intelligent, aggressive, and serviceable citizenship.

[3] Friendly understanding among all citizens, rural and urban.

[4] Vocational guidance.

[5] Boys and girls work.

Special objectives—[1] Maintenance of adequate educational facilities, especially those making for character development.

[2] Businesslike methods in administering government, with special application to local government.

To the Kiwanis clubs of the United States:

In these days when everything seems to be in flux, we pause for a moment to think of our responsibilities under the objective: *maintenance of adequate educational facilities*. The block of marble is a potential "Thinker" by Rodin. So our children are carved out into blocks, fit or unfit, for the Temple of Life. Right education given by the parents and teachers constitutes the sculptor of our youth.

The greatest "educational facility" in our public institutions is the teacher. Buildings and equipment are necessary factors, but in our schools they rate about 10 percent, the teacher 90 percent. Therefore, the quality of the teaching personnel is the great requisite.

"Public instruction should be the chief object of government."—Napoleon.

"The fate of empires depends upon the education of youth."—Aristotle.

Education is taking on a larger meaning. It includes inculcating in the growing mind an appreciation of the beautiful in nature, in books, in art, in music, in friendly living. It means demonstrating to the child the worthwhileness of clean thought, clean conduct, cheerfulness, courage, honesty, industry, loyalty, faith. It includes less and less grasping after mere facts and transitory human knowledge, and more and more disciplining of feelings, restraining of passions, and instilling of morality, true and worthy motives, and religious ideals.

"Teach the art of living well," said Seneca. That's the nub of the whole matter. "Love, laughter, and work is the mintage of wisdom," says Hubbard.

I would have the teacher a radiant person above all else. One who inspires and gives the child the idea that life is worth the living; that there is no end to growth; that human life is an expanding or contracting process, depending on the way one takes it.

Education must result in useful activity for the benefit of society and self. Teacher, yours is the greatest job on earth, teaching the young how to grow.

Education must be earned by the student, it's true, but the responsibility of direction is the teacher's. She inspires by supplying a noble ideal—a picture of life full of beauty, courage, hope—not a thing drab and complacent.

As Kiwanians, we stand for the maintenance of the greatest educational facility of all—the teacher. We have indicated the yardstick of that "facility."

Comedy or Tragedy?

THIS IS an interesting time to live. It presents us with a challenge to keep our balance and poise. The man who cannot face and accept change in these disturbing times is unhappy. We must assume the attitudes of the pioneer to live successfully. It requires courage, faith, and hope to be a good pioneer. Here is the picture. Shall we call it a comedy or is it a tragedy—WHEN

Schools close	and	\$7000-a-mile roads are built alongside them?
Hospitals close	and	thousands need medical aid?
University deans are paid \$1920 per year	and	pool hall inspectors in the same state receive \$2400 plus expenses?
Libraries close	and	\$11,000 fences are built around golf courses?
Churches close	and	saloons open?
Heads of families are unemployed	and	married women whose husbands have supporting incomes hold jobs?
Small home owners lose homes because of unpaid taxes	and	the "big boy" successfully dodges due to political pull and legal aid?
Children go hungry	and	farmers are poor because there is a surplus?
Heads of families are fired for joining the union	and	the employer displays the Blue Eagle?
College graduates walk the streets	and	old men, financially independent, refuse to resign?
Some have nothing	and	5 percent have 90 percent of the wealth?
The economic system fails	and	capitalists insist the system shouldn't be changed?
The public school is the poor child's only hope	and	there is open opposition to free public education?
Children are robbed of homes because of poverty	and	poodles take place of children in many luxurious homes?
The public needs reliable facts and information	and	some newspapers are bought off?
School teachers are paid \$40 per month	and	the minimum for unskilled labor is \$60 per month?
Dividends to life insurance policy holders are decreased	and	the salary of company presidents is increased?
All agree that child labor is a curse	and	large manufacturers must be compelled to abolish it?
Candidates who stand for law enforcement are defeated at the polls	and	gangsterism sweeps the country?

WHERE ARE WE HEADED? Are we putting first things first? Which God are we worshipping? What will be the outcome? What can be done about it? Is the battle hopeless? It is time for us to think straight. Too many people who pride themselves in being open-minded are empty-minded. The times demand strong minds, honest hearts, and courageous souls.—M. B. Keck, Social Science Department, Marshall High School, Minneapolis, Minnesota.

Our Coming Convention in Washington

JESSIE GRAY

President of the National Education Association

WASHINGTON, the most beautiful city on the North American continent, has interpreted the dream of Pierre Charles L'Enfant. The growth of the nation's capital is a classic illustration of patient planning for future generations. It is symbolic of a prophet's vision. What if all our great cities had been built that way—and our great institutions! The city centers in the capitol, from which wide streets radiate in all directions, extending welcome to the citizen visitor. The whole of Washington is significantly symbolic and inspiring.

One and a third miles west of the capitol is the Washington Monument, rising 555 feet into the blue. Nearly twice as high as the capitol, overtopping it and every other building, it suggests the uprightness of our first great leader.

Washington was planned as a city of uplifting inspiration! The heart throb of the nation is there. To it has been dedicated the dreams of many artists, sculptors, and architects. From the plans

of Henry Bacon, rises the classic beauty of the Lincoln Memorial to the west of the Wash-

ington monument. To see the giant figure of the great soul who bore malice toward none, whose great contribution was toward the universal brotherhood of man, whose great example was that of strength to help weakness, is to be quickened into a desire to work with him that this nation shall not perish, but that, under God, it shall have a new birth. We need to visit Washington and these two memorials reverently.

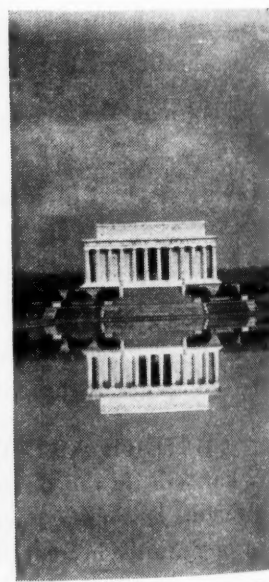
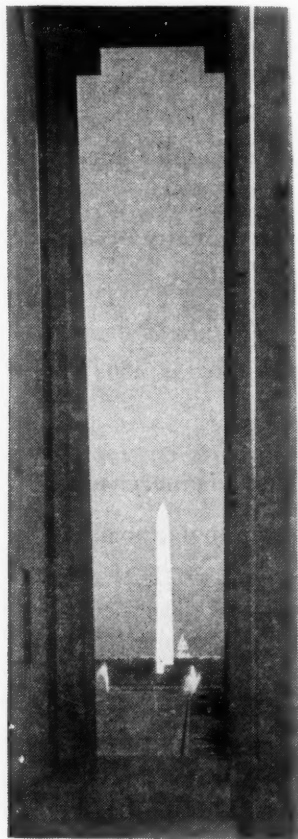
It was a fine sense of appreciation that planned a mirror pool to reflect the two honest, devoted exemplars of democracy, so that standing near the monument to the Father of our nation, we may be reminded of its Savior; or, standing near the memorial dedicated to the Great Liberator, we should have occasion to think also of him who was "first in the hearts of his countrymen."

We hope the teachers who come to Washington may cherish that experience in their hearts to let it speak in time of need and doubt. The shallow pools of our lives reflect the things of eternal significance. In a recent letter, one of our leaders expressed this idea in these words, "Each of us can give but little in a lifetime to the service of those ideals in which he believes. What little I am able to give, I give gladly."

Standing midway between these monuments one can see in the pool both re-

flections at one time. At one end, Washington's virtues of dignity, devotion, honesty, selflessness, friendliness, reserve, and refinement of word and action! A great giver of gifts. "The thought of our past year in me doth breed perpetual benediction." At the other end, the rugged honesty and honor, preparation for service, selflessness, devotion, friendliness; the virtues again made flesh to dwell among us. Another great giver of gifts to a nation! Both alike—both different—both righteous measures of democracy's possibilities; both reflected in our capital.

Our seventy-second annual convention will be held in Washington June 30-July 6, 1934. Shall we in preparation for this convention do some definite long-distance planning for a new deal to education which shall build its own memorial in the enrichment of child and adult life? Shall we work shoulder to shoulder to realize our dreams of service and to recruit new torch bearers of education? Shall we bring something of triumph in overcoming foes that would snatch from children and adults their great charter of rights? Shall we reflect our best gifts of service in the pool of our completely organized profession? Shall we, too, build a city not made with hands, but eternally functioning in the more abundant life of better citizens?



C. O. Buckingham Co., Inc.

THE POOLS that mirror the monuments to Washington and Lincoln in the nation's capital remind us that the ideals of these two great leaders are reflected in the lives of the American people.

The Oakland Home-School Leaflets

FOLLOWING the plan of maintaining intimate contact between home and school, the public schools of Oakland, California, for more than a year have been sending into each home in the city, a small leaflet which goes along with the report cards six times a year. These simple leaflets containing a short, direct statement on a vital school topic, can be read at a glance by the parents. They are printed inexpensively on newsprint paper in the printshop of McClymonds High School, Oakland. They are examples of fine educational interpretation both in the selection of ideas and in typographical presentation. The illustration on this page shows the form of the leaflets, which are printed as a 3-by-5 inch folder.

The home-school leaflet is a good way to continue thruout the entire year the contacts with the home which were made during American Education Week. The ideas expressed in the Oakland leaflets can be used by many communities thruout the nation. The National Education Association has also developed a series of home-school leaflets: *Good*

Schools in Bad Times, This Year or Never, The Child or the Dollar, and In the Garden of Growing Children. Publication of these leaflets in large quantities makes it possible to sell them at low cost. Use the order blank below or write for sample copies to the Association, 1201 Sixteenth Street Northwest, Washington, D. C.

In describing the Oakland leaflets, Superintendent Givens writes, "It has been our experience that whatever we send into the homes to be read must be short enough and inviting enough that parents will read it before they put it down, because once put down, it is seldom again taken up."

Page four remains the same on all leaflets, giving the names of the Oakland Board of Education and explaining to parents how the leaflet is printed. The first page of the leaflet is inscribed to "Dear Parents" and is signed by the Superintendent of Schools. The word content for page one of the successive leaflets is given below:

September 28, 1932—In order to face life's problems successfully, the educa-

tion of our children must meet no delay or curtailment. Our schools are giving to the children the best modern education at the least possible cost.

October 28, 1932—The Oakland Public Schools are preparing girls and boys for useful, happy living by teaching, guiding, and inspiring them well while in school.

December 14, 1932—The Oakland Board of Education has a double responsibility: To provide the best education for the children of Oakland and to cooperate with all citizens in reducing taxes as much as possible.

March 1, 1933—Commonsense demands that in bad times we give up the less important things. We must have good schools even in these times.

April 26, 1933—All education is character education. It therefore becomes our first duty as school people to help you as parents in developing fine character in our girls and boys.

September 27, 1933—The Oakland Board of Education has met the economic situation by reducing the cost of the schools.

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 <i>Good Schools in Bad Times</i> _____ copies of <i>This Year or Never</i> _____ copies of <i>The Child or the Dollar</i> _____ copies of <i>In the Garden of Growing Children</i> Name _____ Position _____ Street _____ City _____ State _____ Price: 100, 20c; 1000, \$1. Any order may include one or more titles.		Cut on this line This leaflet is printed by the students in the Printing Shop of the McClymonds High School, and is sent to you along with the report card of your child by your elected representatives, the members of the Oakland Board of Education. JOHN J. ALLEN, Jr., President ROSE B. BURCKHALTER, A. M. DINSMORE, GEORGE W. HATCH, FRANKLIN N. KORNHAUS, NANNIE S. KRAMER, CHARLES WADE SNOOK. Fold away from this line	
		Oakland Public Schools June 9, 1933 DEAR PARENTS: The Oakland Public Schools maintain high ideals for the education of Oakland's children. This leaflet sets forth the main objectives of our school program. Cordially yours, WILLARD E. GIVENS, Superintendent of Schools	

On the inside pages, two and three, of the Oakland home-school leaflets—one of which is reproduced below—the following messages to parents are printed:

September 28, 1932—[1] We value our children above everything else in life.

[2] We want them to have the best education.

[3] The work of the Oakland Public Schools is recognized everywhere as ranking with the best in the nation.

[4] The Board of Education is giving the best education to our children at the least possible cost. They have reduced school costs this year \$730,000. This means a drop in your school district tax rate of more than 17 cents.

October 28, 1932—[1] The Oakland Public Schools are preparing girls and boys for life.

[2] The fundamental skills of reading, writing, and arithmetic are vital in the lives of every person.

[3] Learning to think straight and to act straight does not leave any individual in later life.

[4] Our health instruction gives good health habits, which make people more efficient and happy.

[5] Children are taught to be good citizens in after-life by being good school citizens now.

December 14, 1932—All citizens of Oakland will be interested in the following facts based on this year's combined City of Oakland and Alameda County tax rate of \$5.62.

[1] Each tax dollar paid by the citizens of Oakland this year will be spent as follows:

20.77¢ for the support of Alameda County
35.65¢ for the support of the City of Oakland
38.24¢ for the support of the Oakland Schools
5.34¢ for the support of the Utility District

[2] The budget reductions made during the last two years in revenues received from taxes are as follows:

	Percent	Amounting to
County of Alameda.....	4.36	\$227,496
City of Oakland.....	6.14	\$330,352
Oakland Schools.....	13.40	\$884,121
Utility District.....	32.00	\$560,183

March 1, 1933—*Good Schools in Bad Times*

[1] Our girls and boys need good schools at all times.

[2] In this country, schools come next after food, clothing, and shelter.

[3] Good schools safeguard and build up the health and character of our children.

[4] Our public schools are owned and

operated by all the people to educate all of our children.

[5] The duty of protecting our public schools for our children rests firmly upon all of us.

April 26, 1933—*Character Education*

All members of the Oakland Board of Education sincerely desire to help you develop worthy character in your child by:

[1] Furnishing wholesome school surroundings.

[2] Employing teachers of excellent character.

[3] Requiring each child to do his best work.

[4] Fostering high ideals for daily living.

[5] Inspiring good conduct.

[6] Encouraging selfdirection.

[7] Building up helpful attitudes.

September 27, 1933—*Oakland Public Schools Budget Appropriations 1930-31 to 1933-34*

Year	Amount	Decrease
1930-31	\$7,225,244.59	\$—
1931-32	6,678,754.76	546,489.83
1932-33	5,967,814.50	710,940.26
1933-34	5,480,708.09	487,106.41

Total decrease from 1930-31 to 1933-34 \$1,744,536.50

This decrease has been made largely thru salary reductions and postponement of the building of new schools.

OBJECTIVES OF EDUCATION

The ideal of the Oakland Public Schools is to attain these objectives for each of Oakland's children:

- [1] A healthy body and mind.
- [2] A thoro education in the fundamentals.
- [3] Sufficient knowledge and skill to earn a good living.
- [4] Training for wholesome and happy home life.
- [5] Training for active, useful citizenship.
- [6] The development of appreciations and interests which lead to a wise use of time.
- [7] A character that is trusted and admired.

The plan of sending regular messages from school to home has been received with approval and enthusiasm in thousands of communities thruout the nation. . . .

Master Builders of Our Profession

IN ASCENDING a mountain peak, climbers bind themselves together with a strong rope so that each may help the other in attaining the common goal. In our task of protecting childhood from the dangers which are threatening it, let us bind ourselves together—local, state, and national—and rise above all obstacles in our path and reach the summit of achievement with the satisfaction of knowing that children have been given their chance.—Clara G. Stewart in *Michigan Parent-Teacher*.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on November 1 was 5140. The following life members have been reported since the list was published in the November JOURNAL:

CALIFORNIA—J. C. Lauderbach.
IDAHO—R. F. Campbell.
ILLINOIS—Frank Jensen, Harry W. Mauntel.
INDIANA—Sylvan A. Yager.
MASSACHUSETTS—Henry L. Cecil, Ellen Congdon Sweeney.
NEW JERSEY—Robert E. Williams.
NEW YORK—Eleanor Wright.
OHIO—Helen B. Griesmer, Robert C. Miller, Foreman W. Slager.
OKLAHOMA—Ross H. Beall.
WISCONSIN—Carrie E. Morgan.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their 100 percent enrolment in the National Education Association for ten years or more. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. The list includes schools which have reported since the list was published in the November JOURNAL.

Fifteen Years

OHIO—Columbus, Fulton Street; Kenton, Kenton Public Schools, East, Eapy, Grammar, High, North, West.

Fourteen Years

MAINE—Castle Hill, Castle Hill Public Schools; Chapman, Chapman Public Schools; Lewiston, Dingley Normal Training; Mapleton, Mapleton Public Schools, High.

VIRGINIA—Norfolk, Henry Clay.
WYOMING—Cheyenne, Converse.

Thirteen Years

CALIFORNIA—San Francisco, Madison; South Pasadena, Marengo.
COLORADO—La Junta, La Junta Public Schools, Boys' Club, Columbian, High, Junior High, La Junta Gardens, Lincoln, North La Junta, Park.
ILLINOIS—Maywood, Lincoln.
INDIANA—Hammond, Columbia, Edison, Kenwood, Riverside, Wallace, Woodrow Wilson.
MASSACHUSETTS—Springfield, Homer Street.



EDWARD HAYES, Decatur, Illinois, who succeeds Louis Johnson as national commander of the American Legion.

NEVADA—Clark County, Las Vegas Elementary.
NEW YORK—Schenectady, Horace Mann.
OHIO—Bedford, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate; Norwood, Allison Street, Sharpsburg.
PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Altoona High, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, Irving, Jefferson, D. S. Keith Junior High, Keystone, Lincoln, Logan, Lowell, Madison, McKinley, Miller, Noble, Penn. Pleasant Valley, Prospect Park, Roosevelt Junior High, Special Teachers and Supervisors, Stevens, Washington, Webster, Wehwood, Whittier, Wilson, Wright.
VIRGINIA—Lynchburg, White Rock.
WYOMING—Cheyenne, Central, Churchill, Gibson Clark.

Twelve Years

CALIFORNIA—San Francisco, Grattan, Kate Kennedy.
CONNECTICUT—Stamford, Wall Street.
ILLINOIS—East St. Louis, Rock Junior High.
IOWA—Burlington, Grimes.
MICHIGAN—South Haven, South Haven Public Schools, Hartman, Indiana, Junior High, Senior High.
NEW YORK—Lockport, DeWitt Clinton, Charlotte Cross, Hawley Street, Walnut Street, Williams Street.
OHIO—Cincinnati, Pleasant Ridge; Wooster, Bowman Street.
PENNSYLVANIA—Doylestown, Doylestown Public Schools, Grade, High.
WISCONSIN—Kenosha, Durkee.

Eleven Years

COLORADO—Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
ILLINOIS—DeLand, Township High; Dundee, Dundee; Maywood, Irving; Pekin, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High; Springfield, Converse Elementary.
IOWA—Council Bluffs, Longfellow.
MAINE—Caribou, High.
MARYLAND—Galena, Elementary, High.
MICHIGAN—St. Joseph, St. Joseph Public Schools, Garfield, High, Jefferson, Lincoln, Washington.
MISSOURI—Kansas City, Milton Moore.
NEW JERSEY—Hammonton, Magnolia.
NEW MEXICO—Roswell, Washington Avenue.
NEW YORK—Rome, Jay Street.
OHIO—Cleveland, Mt. Auburn Training; Norwood, North Norwood; Wooster, Beall Avenue; Youngstown, Harding.
PENNSYLVANIA—Berlin, Berlin Public Schools; Darby, Darby Public Schools, Ridge Avenue, Senior Junior High, Supervisors and Special Teachers, Walnut Street; Upper Darby District, Cardington-Stonehurst.
SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow.
VIRGINIA—Lynchburg, Garland-Rodes; Norfolk, James Monroe.
WISCONSIN—Kenosha, Weiskopf.
WYOMING—Casper, Park.

Ten Years

ARIZONA—Flagstaff, High.
ARKANSAS—Fort Smith, Fort Smith Public Schools, Administration Building, Belle Grove, Belle Point, DuVal, Howard, Junior High, Lincoln, Mill Creek, Parker, Peabody, Albert Pike, Rogers, Senior High, South Fort Smith, Spradling, Trusty, Washington.
COLORADO—Denver, Thatcher; Englewood, Hawthorne.
CONNECTICUT—Darien, Baker.
DELAWARE—Wilmington, Public Number 22.
IDAHO—Pocatello, Jefferson.
ILLINOIS—Belvidere, High; Dundee, Carpentersville; Maywood, Emerson; Mt. Sterling, Grade.
KANSAS—Cherryvale, Cherryvale Public Schools, Central, High, Lincoln, McKinley; Leavenworth, Lincoln.
MASSACHUSETTS—Brookline, Lawrence; Gloucester, Point Grammar; Waltham, Jonathan Bright.
MICHIGAN—Adrian, Jefferson, Lincoln, McKinley; Grand Haven, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High.
NEW HAMPSHIRE—Rochester, East Rochester.
NEW JERSEY—Fair Haven, Fisk Street, Willow Street; Middlesex County, Raritan Township, Stelton; Rutherford, Lincoln, Pierrepont, Sylvan; Summit, Brayton, Junior High, Lincoln.
NEW YORK—Oneida, Washington Avenue.
OHIO—Berea, Central; Columbus, Fourth Street; Norwood, Norwood High, Williams Avenue; Tiffin, College Hill, Monroe Street, Tiffin Junior High; Youngstown, Jefferson.
PENNSYLVANIA—Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Junior High, Mahanoy City Senior High, Maple Hill, Park Place, Robinsons, Suffolk, Washington, Wiggins, Yatesville; Palmerton, Palmerton Public Schools, Delaware, Hazard, Franklin, Stephen S. Palmer Junior-Senior High, Special Teachers and Supervisors; Upper Darby District, Garrettsford, Keystone.
RHODE ISLAND—Jamestown, Jamestown Public Schools, Carr, Thomas H. Clarke.
SOUTH CAROLINA—Laurens, Watts Mills.
UTAH—Salt Lake City, Washington.
VIRGINIA—Lynchburg, Miller Park.
WYOMING—Casper, Washington; Cheyenne, Corlett; Sheridan, Central, John S. Taylor.

Builders of Our Profession

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the November JOURNAL.

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten years or more, see "Master Builders of Our Profession."

Nine Years

ARIZONA—Gilbert, Gilbert Public Schools.
ARKANSAS—Texarkana, Texarkana Public Schools,

Central, College Hill, College Hill [Colored], Fairview, Junior High, Orr, Senior High, Washington High, Union.
GEORGIA—Atlanta, Grant Park, Whiteford.
KENTUCKY—Louisville, I. N. Bloom.
MAINE—Waterville, South Grammar.
MASSACHUSETTS—Gloucester, Forbes; Plymouth, Hedge.
MICHIGAN—Adrian, Adrian Public Schools, Garfield, Jefferson, Junior High, Lincoln, McKinley, Senior High.
MINNESOTA—Mankato, Franklin; Minneapolis, Grover Cleveland.
MISSOURI—University City, Flynn Park.
NEW JERSEY—Fair Haven, Fair Haven Public Schools, Fisk Street, Knollwood, Willow Street; Montclair, Grove Street; New Brunswick, Washington.

NEW YORK—Lockport, Emmet Belknap.
NORTH DAKOTA—Minot, McKinley.
OHIO—Bellevue, Ellis, Junior High, McKim, Pike; Columbus, Mt. Vernon; Dunbridge, Dunbridge; Lorain County, Clearview Rural High; Mansfield, Brinkerhoff; Middletown, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Junior High, Senior High, Sherman, South, Booker T. Washington, Young; Tiffin, Columbian High; Youngstown, Elm Street.
OREGON—Coos County, North Bend Public Schools, Central, High, Roosevelt, Westside.
PENNSYLVANIA—Abington, Abington Public Schools, Highland, Junior High, McKinley, North Hills, Overlook, Park, Roslyn, Senior High, Glenside, Weldon; Kane, Central, Clay Street, Sub-High, Welsh Street, West Side; Muhlenberg Township,

Muhlenberg Township Public Schools, Hyde Park, Muhlenberg Township High, Rosedale, N. C. Schaeffer, Temple; *Slippery Rock*, State Teachers College; *Upper Darby District*, Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettsford, Highland Park, Keystone, Primos, Stonehurst Hills, Upper Darby Senior High.

SOUTH DAKOTA—*Nisland*, Nisland Public Schools; *Wilmot*, High.

TENNESSEE—*Springfield*, Senior High.

UTAH—*Murray City*, Murray City Public Schools, Arlington, Bonnyview, High, Liberty.

WASHINGTON—*Spokane*, Logan.

WISCONSIN—*New London*, New London Public Schools.

Eight Years

ARIZONA—*Clarkdale*, Intermediate, Junior-Senior High.

CALIFORNIA—*Alturas*, Modoc Union High.

COLORADO—*Englewood*, Lowell; *Gilcrest*, Consolidated.

DISTRICT OF COLUMBIA—*Washington*, Randle Highlands-Orr.

ILLINOIS—*East St. Louis*, Jefferson; *Rockford*, Ellis; *Shabbona*, Community High and Consolidated Grade Schools; *Wheaton*, Wheaton Public Schools, Community High, Holmes, Junior High, Longfellow, Lowell, Whittier; *Wood River*, Wood River Public Schools, Lewis-Clark Junior High, Lincoln, Washington, Woodrow Wilson, Wood River.

IOWA—*Sidney*, Sidney Public Schools.

KANSAS—*Paola*, Paola High.

KENTUCKY—*Ashland*, Bayless, Coles Junior High, Hager, Means, Senior High; *Louisville*, Hazelwood.

MASSACHUSETTS—*Springfield*, Thomas M. Balliet; *Winchester*, George Washington.

MICHIGAN—*Coldwater*, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Second Ward, Senior High, Third Ward; *Monroe*, Monroe Public Schools, Boyd, Christianity, Junior-Senior High, Lincoln.

MINNESOTA—*Minneapolis*, Fuller.

NEW JERSEY—*Bloomfield*, Center Number 4; *Bridge-ton*, Irving Avenue; *Carney's Point*, du Pont Number 1.

NEW MEXICO—*Roswell*, East Side.

NEW YORK—*Rome*, Gansevoort; *Rye*, Union Free, District Number 3; *Schenectady*, Brandywine Avenue.

OHIO—*Alexandria*, St. Albans Township Public Schools; *Ashtabula*, Ashtabula High, Pacific; *Cincinnati*, School for Crippled Children; *Columbus*, Felton; *Mansfield*, Newman; *Maumee*, Maumee Public Schools, Fort Miami, High, Riverside, Union; *Rittman*, Rittman Public Schools, First Street, High, Primary; *Youngstown*, Bancroft.

PENNSYLVANIA—*Delaware County*, Delaware County Public Schools, Aldan Borough, Aston Township, Bethel Township, Chester Township, Clifton Heights Borough, Collingdale Borough, Colwyn Borough, Concord Township, Darby Township, East Lansdowne Borough, Eddystone Borough, Edgemont Township, Folscroft Borough, Glenolden Borough, Glen-nor High, Lower Chichester Township, Marcus Hook Borough, Marple-Newtown Joint Elementary, Marple-Newtown Joint High, Marple Township, Media Borough, Middletown Township, Morton Borough, Nether Providence Township, Newtown Township, Norwood Borough, Parkside Borough, Prospect Park Borough, Ridley Park Borough, Ridley Township, Rutledge Borough, Sharon Hill Borough, Springfield Township, Swarthmore Borough, Thornbury Township, Tinicum Township, Trainer Borough, Upland Borough, Upper Chichester Township, Upper Providence Township, Yeadon Borough; *Gettysburg*, Gettysburg Public Schools, High, High Street, Lincoln, Meade.

SOUTH DAKOTA—*Wakonda*, Consolidated.

UTAH—*Salt Lake City*, Lafayette, Oquirrh.

VIRGINIA—*Norfolk*, Ocean View.

WISCONSIN—*Ashland*, Ashland County Rural Normal; *Madison*, Emerson; *Manitowoc*, Cleveland, County Rural Normal, Garfield, Jefferson, Madison, McKinley, Roosevelt; *Wauwatosa*, Lincoln.

WYOMING—*Cheyenne*, Johnson, Park Addition; *Laramie*, Parkview.

Seven Years

ARIZONA—*Clemenceau*, Clemenceau Public Schools; *Holbrook*, Holbrook Public Schools.

CALIFORNIA—*Needles*, Needles Public Schools.

GEORGIA—*Atlanta*, Lee Street, Frank L. Stanton, Sylvan Hills.

ILLINOIS—*Belvidere*, Logan, Washington.

INDIANA—*Hammond*, Harding, Washington; *Indianapolis*, Calvin Kendall; *Seymour*, Emerson, Lincoln, Riley, Washington.

IOWA—*Dubuque*, Bryant; *West Liberty*, West Liberty Public Schools, Elementary, High.

KANSAS—*Hutchinson*, Winans.

KENTUCKY—*Ashland*, Oakview, Wylie.

MASSACHUSETTS—*Athol*, Highland, Main Street; *Medford*, James; *Stoneham*, South.

MICHIGAN—*Fremont*, Fremont Public Schools.

MISSISSIPPI—*Brooklyn*, Forrest County Agricultural High.

NEW JERSEY—*Brigantine*, Brigantine; *North Plainfield*, Harrison; *Vineland* and *Landis Township*, North Vineland, Orchard Road, Park and East, Park and Second.

HE THAT SEEKETH FINDETH—A wise old German, we have read, his name was Gotthold Lessing, once spoke a truth, if heeded well, would prove a mental blessing. He said: Should the Omniscient ask of two gifts he might proffer—the truth, or searching for the truth—of these two he might offer, which one indeed would I prefer? Then I, in my replying, would say: The truth alone is thine, but on thine aid relying, I surely choose the search for truth. 'Tis here one gains the pleasure—the joy—that comes from searching truth, and finding hidden treasure. 'Cold facts as handed out to us, by friends, books, other teachers, on tariff, wars, religion, health, potatoes, four-legged creatures, may sometimes have some little worth. But there's more satisfaction from studying, finding worthwhile truths by earnest mental action. And so quite often teachers err in grade school or in college, in simply teaching pupils facts and "cramming heads with knowledge." 'Tis better to create desire, to find a truth and "mind it," to help the learner search for truth, and then by seeking, find it.—Robert Clark, State Normal College, Dillon, Montana.

NEW YORK—*Brookhaven*, School District Number 29; *Lockport*, John E. Pound; *Rome*, Thomas Street.

OHIO—*Ashtabula*, Chestnut Avenue, Columbus Junior High, State Road; *Bellevue*, Bellevue Public Schools, Ellis, Junior High, McKim, Pike, Senior High; *Canton*, Washington; *Cincinnati*, Chase; *Columbus*, Champion Avenue Junior High; *Goshen*, Township Centralized; *Hamilton County*, Springfield; *Mansfield*, John Simpson Junior High; *Piqua*, Bennett Junior High, Spring Street, Staunton Street, Wilder Junior High; *Ravenna*, Ravenna Public Schools, Chestnut, High, Highland, West Main; *Tiffin*, Miami Street.

OREGON—*Roseburg*, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.

PENNSYLVANIA—*Biglerville*, Biglerville Public Schools.

SOUTH DAKOTA—*Doland*, Doland Public Schools, Grammar, High.

TENNESSEE—*Knoxville*, Lincoln Park.

TEXAS—*Texarkana*, Grim.

WISCONSIN—*Shorewood*, Milwaukee, Shorewood Public Schools, Atwater, High, Lake Bluff; *Wauwatosa*, Washington.

WYOMING—*Laramie*, Fremont; *Sheridan*, Coffee Avenue.

Six Years

COLORADO—*Canon City*, Roosevelt Junior High.

CONNECTICUT—*Darien*, Hindley.

ILLINOIS—*Belvidere*, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; *Cicero*, McKinley; *Pekin*, Community High; *Rockford*, Kishwaukee.

INDIANA—*Indianapolis*, Catherine Merrill Number 25.

MARYLAND—*Westernport*, Hammond Street.

MASSACHUSETTS—*Harwich*, High; *Stoneham*, Charles J. Emerson; *Worcester*, Thorndyke Road.

MISSOURI—*Kansas City*, J. C. Nichols; *Maryville*, Maryville Public Schools, Eugene Field, Washington Junior-Senior High; *Webster Groves*, Lockwood.

NEBRASKA—*Omaha*, Monmouth Park.

NEW JERSEY—*Ridgewood*, Union Street.

NEW YORK—*Kenmore*, Roosevelt; *White Plains*, Greenburgh Number 8.

OHIO—*Cleveland*, West Junior High, West Senior High; *Lakewood*, Madison; *Piqua*, Piqua Public Schools, Bennett Junior High, Favorite Hill, North Street, Senior High, South Street, Special Teachers and Supervisors, Spring Street, Staunton Street, Wilder Junior High.

OREGON—*Ashland*, Lincoln.

SOUTH DAKOTA—*Pierre*, Pierre Public Schools.

TENNESSEE—*Springfield*, Springfield Public Schools, Junior High, Main Street, Senior High, Woodland Street.

VERMONT—*Enosburg Falls*, Enosburg Falls Public Schools, Grade, High.

WYOMING—*Cheyenne*, Senior High.

Five Years

CALIFORNIA—*San Francisco*, Commodore Stockton.

COLORADO—*Gunnison*, Gunnison Public Schools, Gunnison County High, Junior High, Pine Street.

GEORGIA—*Atlanta*, Capitol View.

ILLINOIS—*Woodhull*, Woodhull Township High.

INDIANA—*Indianapolis*, Thomas D. Gregg Number 15, Oscar C. McCulloch; *Pendleton*, Pendleton Public Schools, High, West.

IOWA—*Waterloo [West Side]*, West Waterloo Public Schools, Edison, Emerson, Irving, Kingsley, Lowell, Sloane Wallace Junior High, Waterloo Junior High, West High, Whittier.

KANSAS—*Wichita*, College Hill, Waco.

KENTUCKY—*Ashland*, Ashland Public Schools, Bayless, Coles Junior High, Condit, Hager, Hatcher, Means, Oakview, Senior High, Special Teachers and Supervisors, Russell, Wylie.

MARYLAND—*Willards*, Willards.

MASSACHUSETTS—*Ipswich*, Shatswell; *Malden*, Pierce; *Whitman*, Dyer.

MINNESOTA—*Minneapolis*, Garfield.

MISSISSIPPI—*Yazoo City*, Yazoo City Public Schools, Grade, Junior High, Senior High.

MONTANA—*Glendive*, Lincoln.

NEW HAMPSHIRE—*Whitefield*, Grade and High; *Winchester*, Thayer High.

NEW JERSEY—*Hillside*, Saybrook.

NEW MEXICO—*Albuquerque*, North Fourth Street; *Roswell*, North Hill.

NEW YORK—*Johnson City*, Harry L. Johnson; *Lockport*, Lockport Public Schools, Emmet Belknap, DeWitt Clinton, Charlotte Cross, Hawley Street, High, John E. Pound, Special Teachers and Supervisors, Walnut Street, Williams Street; *Spring Valley*, Lakeside.

NORTH DAKOTA—*Fargo*, Jefferson, McKinley, Emerson H. Smith.

OHIO—*Butler County*, Collinsville; *Champaign County*, Jackson Township; *Cincinnati*, Fairview; *East Palestine*, East Palestine Public Schools, East North Avenue, High, Captain Taggart, Wood Street; *Lake County*, Roosevelt; *South Euclid*, Victory Park; *Wooster*, Walnut Street.

PENNSYLVANIA—*Mt. Lebanon*, Mt. Lebanon Public Schools, Julia Ward Howe, Lincoln, Edwin Markham, Mt. Lebanon Junior-Senior High, Washington; *Northampton*, Northampton Public Schools, Central, Franklin, Junior High, Senior High, Washington, George Wolf; *Philadelphia*, Shawmont.

SOUTH CAROLINA—*Trenton*, Trenton Public Schools.

UTAH—*Salt Lake City*, Sumner.

VERMONT—*Bellows Falls*, Wells Street.

Four Years

DELAWARE—*Eastern New Castle County*, Alfred I. du Pont.

DISTRICT OF COLUMBIA—*Washington*, Polk.

GEORGIA—*Atlanta*, Inman Park.

ILLINOIS—*Springfield*, Covesse High.

INDIANA—*Indianapolis*, Thomas Jefferson Number 7, Public Number 53, Public Number 71, Washington Number 55.

IOWA—*Council Bluffs*, Abraham Lincoln High; *Des Moines*, Brooks; *Dubuque*, Franklin, Irving, Lincoln.

KANSAS—*Holton*, Holton Public Schools, Central, Colorado, High.

MASSACHUSETTS—*Lexington*, Adams; *North Andover*, Union; *Stoneham*, Dean; *Waltham*, Thomas Hill.

MICHIGAN—*Lansing*, Walter H. French Junior High.

MISSOURI—*Webster Groves*, Bristol, Goodall.

MONTANA—*Great Falls*, S. D. Largent.

NEBRASKA—*Grand Island*, Lincoln.

NEVADA—*Clark County*, Las Vegas Kindergarten, Las Vegas Manual Arts, North Las Vegas, Las Vegas West Side.

NEW HAMPSHIRE—*Rochester*, Allen, Gonic, Maple Street, School Street.

NEW JERSEY—*Carney's Point*, Lafayette.

NEW YORK—*Geneva*, Cortland Street; *Johnson City*, Roberts Street; *Lockport*, Washington Hunt; *Ontario*, Chestnut Street; *Valhalla*, Valhalla Public Schools, Public Number 1, Public Number 2.

NORTH DAKOTA—*Bismarck*, Bismarck Public Schools, William Moore, Richolt, Roosevelt, Senior High, Wachter, Will Junior High; *Fargo*, Agassiz Grade, Lincoln Platoon, Roosevelt Platoon, Woodrow Wilson; *Mayville*, State Teachers College; *Park River*, Agricultural and Training.

ARE YOU DOING YOUR PART IN INTERPRETING EDUCATIONAL SERVICE TO THE PUBLIC?

OHIO—Cleveland, Fullerton, Longmead; *Homer*-ville, *Homer* Township; *Lake County*, North Madison; *Lakewood*, Lincoln; *Middletown*, McKinley Junior High; *Tiffin*, Tiffin Public Schools, College Hill, Columbian High, Miami Street, Monroe Street, Noble, Tiffin Junior High.
 PENNSYLVANIA—Abington, Cedar Road; *Ambridge*, First Ward; *Montgomery County*, Upper Merion Township Public Schools, Port Kennedy, Swedeland; *Pike County*, Pike County Public Schools; *Upper Darby District*, Upper Darby Junior High.
 TEXAS—Texarkana, Junior High.
 VIRGINIA—Hopewell, DuPont.
 WISCONSIN—Kenosha, Edward Bain.
 WYOMING—Midwest, High.

Three Years

ARIZONA—Hayden, Hayden Public Schools, Grammar, High, Primary.
 ARKANSAS—Wickes, High.
 CALIFORNIA—San Francisco, Twin Peaks; *South San Francisco*, High.
 COLORADO—Fleming, Fleming Public Schools.
 ILLINOIS—Alton, Irving, Lincoln; *Edwardsville*, Senior High; *Jerseyville*, Grade; *Ravinia*, Ravinia.
 INDIANA—Crawfordsville, *Crawfordsville* Public Schools, Horace Mann, Mills, Senior High, Tuttle, Willson; *Howe*, Scott Consolidated High; *Indianapolis*, Franklin Number 36; *Seymour*, Seymour Public Schools, Emerson, Junior High, Lincoln, Riley, Senior High, Special Teachers and Supervisors, Washington; *Tell City*, Franklin, Junior High, Newman.
 IOWA—Council Bluffs, Bloomer; *Dubuque*, Jefferson Junior High; *Ottumwa*, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, Stuart.
 KANSAS—Arlington, Rural High; *Hays*, Lincoln, Washington.
 MAINE—Newfield, Ethan Stone High; *South Portland*, Summer.
 MARYLAND—Baltimore, Howard Park Number 218; *Hagerstown*, South Potomac Junior High.
 MASSACHUSETTS—Adams, Commercial Street; *Arlington*, Brackett; *Medford*, Cradock; *North Attleboro*, Towne Street; *Waltham*, North Junior High; *West Concord*, Harvey Wheeler; *Winchester*, Highland.
 MICHIGAN—Battle Creek, Lakeview, Prairieview.
 MISSISSIPPI—Yazoo City, Special Teachers and Supervisors.
 MISSOURI—Kansas City, Westport Junior High; *St. Louis*, Hamilton.
 NEVADA—White Pine County, White Pine County High.
 NEW JERSEY—Bordentown, Public Number 1; *Highland Park*, Lafayette.
 NEW MEXICO—Albuquerque, Lincoln Junior High, Third Ward, Washington Junior High.
 NEW YORK—Geneseo, State Normal; *Geneva*, High Street; *Monticello*, High; *New Paltz*, State Normal.
 OHIO—Akron, Kent; *Lake County*, Merrick Hutchinson, Homer Kimball, Madison Avenue, Mentor Avenue, North Mentor; *Van Wert*, Ridge Township; *Wyoming*, Hillcrest.
 OKLAHOMA—Oklahoma City, Jackson Junior High.
 PENNSYLVANIA—Ambridge, Fourth Ward, Harmony, Liberty, Anthony Wayne; *Mt. Lebanon*, Special Teachers and Supervisors; *Reading*, Maple and Cotton.
 VIRGINIA—Norfolk, Villa Heights, Washington; *Richmond*, Helen Dickinson.
 WASHINGTON—Spokane, Mann.
 WEST VIRGINIA—Owings, Owings.
 WISCONSIN—Beloit, Roosevelt Junior High; *Manitowoc*, County Superintendent's Office, Woodrow Wilson Junior High.
 WYOMING—Cheyenne, Administration Building.

Two Years

ALABAMA—Jefferson County, Crestline Heights.
 ARIZONA—Eloy, Grammar; *Marana*, High.
 CALIFORNIA—Anaheim, Lincoln; *San Gabriel*, Potrero Heights; *Santa Barbara*, Ellwood Union.
 COLORADO—Fort Collins, Lincoln; *Sopris*, Lincoln.
 GEORGIA—Atlanta, Morningside.
 IDAHO—Hammett, Hammett.
 ILLINOIS—Itasca, Itasca; *Peoria*, Greeley; *Robinson*, Jefferson; *West Chicago*, West Chicago Public Schools, Community High, Lincoln, Washington; *West Brooklyn*, High.
 INDIANA—Elwood, Osborn; *Indianapolis*, Public Number 42, Public Number 61, Public Number 77.
 IOWA—Cherokee, Cherokee Public Schools, Garfield, Lincoln Junior High, Webster, Wilson Senior High.
 MASSACHUSETTS—Lexington, Franklin, Hancock.
 MICHIGAN—Flint, McKinley Junior High and Elementary.
 MISSISSIPPI—Clarksdale, Clarksdale Public Schools, Bobo High, Eliza Clark, Elizabeth G. Dorr Junior High, Oakhurst.
 MISSOURI—Boonville, Elementary; *Hannibal*, Pettibone; *Hermann*, Grade; *Kansas City*, Border Star, Bristol; *St. Louis*, Dewey.

MONTANA—Lewistown, Garfield, Lincoln.
 NEBRASKA—North Platte, Cleveland.
 NEW HAMPSHIRE—Madison, High.
 NEW JERSEY—Hopewell, Grammar; *Maplewood*, Jefferson; *Salem*, R. M. Acton.
 NEW YORK—Cambridge, Cambridge Union; *Lancaster*, Colfax Heights; *Larchmont*, Murray Avenue; *Mechanicville*, Public Number 4; *Rome*, Barringer, DeWitt Clinton.



OHIO—Ashtabula, Bunker Hill; *Cleveland*, Walton; *Dayton*, Lincoln Junior High; *Lake County*, Madison Rural District, Mentor High, Mentor Special, Salida, South Madison; *Norwood*, Norwood Public Schools, Allison Street, North Norwood, Norwood High, Norwood View, Sharpsburg, Williams Avenue; *Willoughby*, Andrews School for Girls; *Wooster*, Pittsburgh Avenue.
 PENNSYLVANIA—Abington, Ardsley; *Kane*, Kane Public Schools, Central, Clay Street, High, Sub-High, Welsh Street, West High; *Lansdale*, Lansdale Public Schools, Broad Street, Green Street, Junior High, Senior High, York Avenue; *Lansdowne*, Lansdowne Public Schools; *Tyone*, Tyone Public Schools, Adams, Junior-Senior High, Logan, Washington.
 VERMONT—Sheldon, High.
 VIRGINIA—Hopewell, "B" Village, Patrick Copeland.
 WEST VIRGINIA—Athens, Concord Elementary Training; *McDowell County*, Big Creed District, Baldwin; *Pineville*, High; *Slab Fork*, Slab Fork.
 WISCONSIN—Manitowoc, Lincoln High; *Wauwatosa*, Hawthorne Junior High, Jefferson.

Current Year

ARIZONA—Phoenix, Balz; *Ray*, Ray Public Schools, High, Lincoln, Washington.
 CALIFORNIA—Anaheim, George Washington; *Cambridge*, Coast Union High; *Chico*, College Elementary; *Chula Vista*, Chula Vista Union; *Cloverdale*, High; *Inglewood*, William H. Kelso; *Newport Beach*, Newport Harbor Union High; *Oakland*, Burckhalter; *Santa Ana*, Logan; *Susanville*, Susanville Elementary Schools; *Turlock*, Tegner; *Walnut Creek*, Grammar.
 COLORADO—Arriba, Arriba Public Schools, Grammar, High; *Aurora*, Community; *Las Animas*, Las Animas Public Schools, Bent County High, Columbian Elementary and Junior High, Frey, McClave Branch High.
 CONNECTICUT—Darien, High, Holmes; *Greenwich*, Riverside.
 DELAWARE—Hartley, Hartley Number 96.
 DISTRICT OF COLUMBIA—Washington, Henry.
 FLORIDA—Wacissa, Wacissa Public Schools.

GEORGIA—Atlanta, Crew Street, J. L. Key, Pryor Street, Williams.
 ILLINOIS—Alton, Roosevelt Junior High; *Libertyville*, Township High; *North Chicago*, Central, Lindbergh, South; *Peoria*, Franklin, Lincoln, Longfellow; *Robinson*, Lincoln; *Silvis*, Platoon; *Springfield*, Lawrence.
 INDIANA—Indianapolis, George Rogers Clark No. 1, Washington Irving, Public No. 87; *Lizton*, Lizton; *Sullivan, Jr.*, High and Elementary; *Tipton, Jr.*, High.
 IOWA—Council Bluffs, Grenville M. Dodge; *Dubuque*, Marshall; *Waterloo* [East Side], Hawthorne.
 KANSAS—Garnett, Irving, Longfellow; *Hutchinson*, Allen; *Peru*, Peru Public Schools; *Wichita*, Finn Elementary, Longfellow, Willard.
 KENTUCKY—Louisville, Eastern Jr. High, Isaac Shelby.
 LOUISIANA—New Orleans, McDonough Number 10.
 MAINE—Canton, High; *Guilford*, Junior-Senior High.
 MARYLAND—Solomons, Consolidated; *Towson*, Pine Grove.
 MASSACHUSETTS—Beverly, Centerville; *Lynn*, Parrott Street; *New Bedford*, Thomas R. Rodman; *Newton*, Lincoln, Underwood; *Newton Highlands*, Emerson; *North Hanover*, Curtis; *Plymouth*, Mt. Pleasant, Sangus, Felton; *Whitman*, Gurney; *Winchester*, Noonan; *Worcester*, Blithewood.
 MICHIGAN—Detroit, D. M. Ferry; *Dowagiac*, Dowagiac Public Schools, Central, County Normal, Junior High, McKinley, Oak Street, Senior High.
 MINNESOTA—St. Cloud, Garfield; *St. Paul*, Franklin.
 MISSOURI—Aurora, Aurora Public Schools, Franklin, High, Lowell; *Boonville*, High; *Nevada*, Nevada Public Schools, Benton, Blair, Bryan, Franklin, Jefferson, Junior-Senior High; *Springfield*, Pepperdine; *University City*, Jackson Park, Pershing.
 NEBRASKA—Bancroft, Zion Lutheran; *Falls City*, Grandview Ward.
 NEVADA—Clark County, Las Vegas Public Schools, Elementary, High, Kindergarten, Manual Arts, North Las Vegas, West Side.
 NEW HAMPSHIRE—Lebanon, Bank St.; *New Durham*, Plains; *Swansey*, Factory; *West Swansey*, Cutler.
 NEW JERSEY—Bloomfield, Fairview; *Franklin*, Franklin Public Schools, Elementary, High; *Glen Rock*, Glen Rock Public Schools; *Irvington*, Augusta Street; *Madison*, Green Avenue; *Paterson*, State Normal; *Tenafly*, Browning.
 NEW YORK—Cornwall, High; *Cottkill*, Cottkill; *Delanson*, High; *Glens Falls*, Sanford Street; *Hillburn*, Union Free; *Ilion*, West Hill; *Olean*, Public Number 11; *Port Jervis*, Riverside; *Rome*, Fort Stanwix; *Schenectady*, Yates; *Syracuse*, William H. Taft; *Troy*, Haskell; *Wellsville*, Brooklyn, Martin Street, Washington.
 NORTH CAROLINA—McDowell Co., North Cove High.
 OHIO—Akron, Grace, Harris, Hotchkiss, King, Lawndale, Schumacher; *Butler County*, Reily Centralized; *Champaign County*, Wayne-Cable Schools; *Cincinnati*, Building Vocational High, Mechanical Vocational High, Tailoring Vocational High; *Cleveland*, Lake, Wattersen; *Columbus*, Olentangy; *Dayton*, McGuffey; *Delphos*, Franklin; *Elida*, Village; *Hamilton*, Taylor; *Lakewood*, Grant, Harrison; *Lockbourne*, Lockbourne; *Port Clinton*, Port Clinton Exempted Public Schools, Elementary, Junior High, Senior High; *Shaker Heights*, Sussex; *South Euclid*, Green Road; *Steubenville*, Roosevelt; *Toronto*, Roosevelt; *Van Wert County*, York Township; *Wooster*, Wooster Public Schools, Beall Avenue, Bowman Street, Junior High, Pittsburgh Avenue, Senior High, Walnut Street.
 OKLAHOMA—El Reno, Irving; *Lamont*, Public Schools.
 PENNSYLVANIA—Delaware County, Yeadon Borough Junior High; *Johnstown*, Park Avenue; *Lemoine*, Lemoine Public Schools, Herman Avenue, Market Street High, Washington Heights; *Nanticoke*, Nanticoke Public Schools; *Namacolin*, Grade; *Norristown*, Gotwals, Thomas J. Stewart Junior High; *Philadelphia*, Allen, Joseph Brown, Crispin, Crossan, Illman Training, Newton, Martha Washington-Catto, James Wilson; *Saltsburg*, Saltsburg Public Schools.
 SOUTH DAKOTA—Mitchell, Mitchell Public Schools, Central, Jr. High, Litchfield, Sr. High, Whittier.
 TENNESSEE—Knoxville, McCampbell, Mynders, Van Gilder; *Loudon County*, Loudon County Public Schools, Browder, Burdette, Bussell, Davis, Eatons, Glendale, Greenback, Greenback Senior High, Highland Park, Jackson, Luttrell, Luttrell High, Martel, Meadow, Philadelphia, Philadelphia High, Providence, Steekee, Unita.
 TEXAS—Burkburnett, Burkburnett Public Schools, Elementary, High; *Marion*, Clemens; *Texarkana*, Whitaker.
 UTAH—Juab District, Juab District Public Schools, Junior High, Levan, Mona, Nephi, Senior High.
 VERMONT—Burlington, Ira Allen.
 WASHINGTON—Spokane, Adams, Cooper, Emerson, Finch, Willard.
 WISCONSIN—Chilton, High; *Kenosha*, McKinley Junior High; *Milwaukee*, Carleton; *Sheboygan*, Horace Mann, South Side Junior High.
 WYOMING—Laramie, Lincoln, Whiting.

EVERY MEMBERSHIP IN THE NEA IS A CONTRIBUTION TO THE WELFARE OF CHILDHOOD.

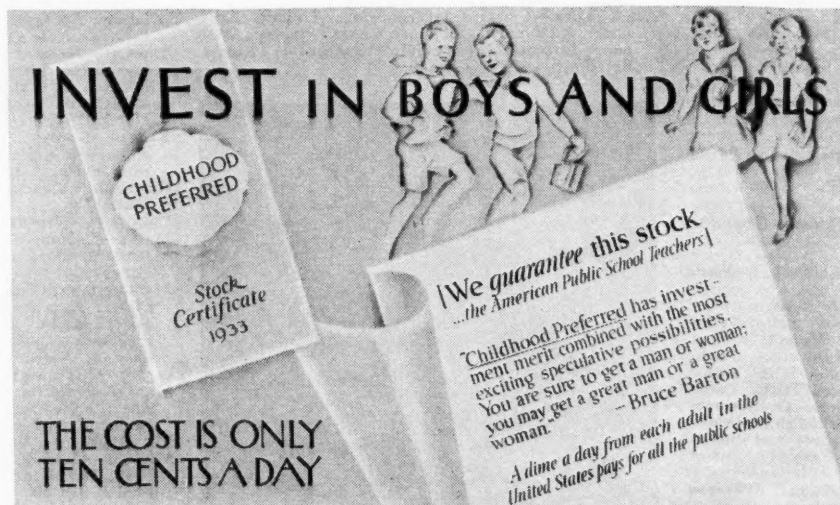
The Emergency Commission Moves Forward

ONE of the important services of the Joint Commission on the Emergency in Education is the series of regional conferences begun early in 1933 and continuing thruout the present school year. Conferences have been held in Kansas City, Missouri; Chicago, Illinois; Atlanta, Georgia; Cincinnati, Ohio; Hartford, Connecticut; and Detroit, Michigan.

It is planned to continue these conferences until all of the principal areas of the country have been covered. They keep the Commission in touch with the situation and serve as a background for planning its work. They also serve to keep those who attend them familiar with the national situation and provide an opportunity for exchange of ideas and points of view.

The fifth regional conference sponsored by the Joint Commission was held at Detroit, Michigan, October 7, 1933. Approximately fifty regional consultants were in attendance, including classroom teachers, principals, superintendents, representatives of state associations and of higher education. A state-by-state review of the educational situation in the states represented was given.

Illinois—Mrs. F. Blanche Preble, of the Chicago Public Schools and a member of the Joint Commission, told of the work of the state teachers association at the state capital thru various publicity channels, thru local and regional groups, and thru publication of the voting records of legislators on bills of educational significance. She discussed the current situation in Chicago schools, stressing especially its effect on public education thruout the country.



ONE OF THE Phi Delta Kappa charts shown at the Century of Progress Exposition. The Emergency Commission is having this exhibit taken to the Cleveland Convention.

Indiana—J. W. Bosse, deputy state superintendent of public instruction, praised the leadership of Governor McNutt in the passage of a unified educational legislation program. The new legislation provides a foundation program of \$600 per unit to be financed out of the revenues of gross income and sales taxes. No school will have a term of less than eight months.

Michigan—D. D. Henry, assistant superintendent of public instruction, reported that only seven districts will operate for the full year, that there will be a reduction of about 3500 teachers, and that there is for the coming year a threatened deficit in school budgets of forty-one million dollars. A special session of the legislature is expected and it is hoped that remedial action can be taken.

Ohio—Frank E. Reynolds, secretary of the Ohio State Educational Association, reported a reduction in state school expenditures from 1931 to 1933 of thirty-five million dollars. The Ohio Educational Survey Commission in 1932 advocated state support for public schools, state equalization based on a three-mill local levy, a forty to sixty-eight dollar per child foundation program, and tax reform. The first recommendation has been enacted into law.

Wisconsin—John Callahan, state superintendent of public instruction, reported that all schools operated at least eight months last year and that all were opened at the time

of the conference. County schoolboard conventions have been kept well informed thru conferences with the state superintendent. The elementary school fund is cut from \$6,200,000 to \$4,375,000. The Chicago situation has had its bad effects in Wisconsin.

Jessie Gray, president of the National Education Association, was present at the Conference and described the program of the National Education Association for securing the support of influential lay groups. [See p267]. She also called attention to the need for

securing honest, informed, and qualified members of schoolboards.

The following suggestions, as listed by J. B. Edmonson, dean, School of Education, University of Michigan, grew out of the Conference:

Stress the responsibility of the state for financial support of schools.

Work for tax reform and governmental reform as the essential bases of school finance.

Develop adequate local school administrative units to insure economical and efficient spending of school money.

Encourage laymen to take a continuous and constructive interest in the schools.

Urge upon schoolboards their proper responsibility with respect to the defense of education.

Develop expert professional service so that the public will be satisfied with the service of the schools to the children.

Insist that the issue as to whether or not the public-school system is to endure be faced openly and frankly.

Seek to discover the real source of opposition to public education.

Remember that the chief concern of the teaching profession must inhere in the welfare of children.

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.

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JOY ELMER MORGAN, Editor

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A-103

NOTES and ANNOUNCEMENTS

United Action for Federal Aid Needed

FEDERAL RELIEF and aid for education—It is increasingly plain that federal relief and aid for education during the emergency are inescapable if the educational opportunities of children are to be preserved and regained. Congress will be in session in January. Members of the profession throughout the country should write their representatives in Congress frankly stating conditions as they know them in their respective communities, and asking for sympathetic consideration of federal aid for school needs along with the need for providing food, clothing, and shelter. Even if the schools in your own community have withstood the depression, remember that there are thousands of communities in the United States today where children are being denied their right to an education.

Secretary Crabtree says that in order to get ready for favorable action in Congress on federal aid, superintendents and teachers should organize at once, and with the cooperation of the parent-teacher association, the American Legion, and other agencies, acquaint members of Congress with the need for federal aid to prevent a complete breakdown in education. Let teachers as individuals and as groups, he says, write at once to United States Senators and Congressmen, and let them ask leading citizens to write also. These letters should give information on such points as the following:

- (1) Increased responsibilities of the schools
 - (a) Enrolment
 - (b) Welfare and relief activities
 - (c) Demand for new services
 - (d) Overloaded teachers

(e) The need for special service to the millions of unemployed youth for whom neither school nor occupational opportunity now exist

- (2) The breakdown of local and state school finance
- (3) Elimination of essentials in the course of study
- (4) The enormous number of children to whom education is being denied or made ineffective
- (5) Immediate and future effects of present breakdown of education
 - (a) Increased juvenile crime and delinquency
 - (b) Inadequate preparation for useful work
 - (c) Inadequate health of the children

The Secretary urges quick action. He says that the Emergency Commission, the Legislative Commission, the committee of the organized state superintendents, the committee of the American Council on Education, the Office of Education, and other commissions and committees are getting together at this time to help put proper legislation into form for quick action. For information write the National Education Association, the Office of Education, or other cooperating agencies. Kindly send copies of letters to Secretary Crabtree.

The United States Office of Education, Hurley-Wright Building, 18th and Pennsylvania Avenue, Washington, D. C., is prepared to answer questions concerning federal relief for teachers, and to give information on other forms of federal aid.



Meeting a Responsibility



LIFE MEMBERSHIP IN THE N. E. A.

Members of the profession are to be commended in the backing they are giving President Roosevelt in promoting the NRA. By universal cooperation, the President is bringing the country out of the throes of the worst depression in all time. The same wholehearted 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 peacetime 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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The John Newbery medal is awarded annually at the meeting of the American Library Association for "the most distinguished contribution to American literature for children." The first award was made in 1921 at the suggestion of Frederic G. Melcher, editor of *The Publishers' Weekly*, who provides the bronze medal. The Newbery books:

The Story of Mankind [Liveright] by Hendrik Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribners] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Rachel Field; *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth; *Waterless Mountain* [Longmans, Green] by Laura Adams Armer; and *Young Fu of the Upper Yangtze* [Winston] by Elizabeth Foreman Lewis.

The Newbery books make excellent Christmas gifts for a child's own library.

Journal nationwide school printing project—The Division of Publications is conducting its annual nationwide school printing project. The copy for this year's project is entitled "Helping Your School." Specifications and full information can be secured by writing to the Division of Publications, NEA, 1201 16th Street, N. W., Washington, D. C.

President Jessie Gray acknowledges with deep appreciation the spirit of cooperation expressed by those who have accepted membership on the Dynamic Activity Committee. Gaining volunteers for our professional *esprit de corps* of 1,000,000 members is a beautiful service. Above that and beyond it, is the training and developing the *esprit de coeur* of the enlarged group. The same dynamic workers will work that miracle!

Recent social trends—The Joint Commission on the Emergency in Education suggested to the publishers of *Recent Social Trends in the United States* the desirability of making the report available for school use. The original two-volume edition sells at \$10 a set, but a textbook edition at \$5 a copy has now been made available for classroom use. The edition is not released for general sale and can be sold only to school officials and teachers. The Joint Commission has arranged to fill orders at a discount of 15 percent, making the net price \$4.25. All orders must be accompanied by cash. Address orders and make checks payable to the National Education Association.

[Continued on page A-106]

Worries "Take Wing"

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comfort to know
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You aren't half as sick when you are sick under the T. C. U. Umbrella. That's because you don't have to worry about payless days and possible dependence upon the kindness of friends. You don't have to lie helpless and see your savings eaten up or feel yourself slipping deeper and deeper into debt. What a blessed feeling it is when misfortunes come to know that you have helped yourself—especially when it costs so little to enjoy T. C. U. Protection.

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[Continued from page A-105]

Working Together—Reprints in pamphlet form of the eight-page feature, "Working Together" in the November JOURNAL, may be had by writing the Association.

The Journal index for 1933, indispensable for reference or in binding JOURNALS, is sent to all \$5 members of the Association and will be sent to any others who request it.

According to *The New Republic* for October 18, 1933, there are still 15 million people with their dependents on public relief. Thruout the country, thirty times as many are being assisted as needed help before the depression. The average assistance given is fifty cents per day per family.

Former President Herbert Hoover has expressed special appreciation that the Children's Charter was used as a part of the observance of American Education Week. This great charter of childhood should be kept framed in every schoolhouse in the land until the great objectives set forth therein have been achieved everywhere.

Teaching grownups—The state of New York is providing school facilities for 60,000 adult pupils this winter on a practical basis. The pupils range in age from seventeen to seventy. Fifteen hundred unemployed teachers have been engaged at the uniform pay of \$15 a week to instruct in these adult classes. The state encouragement of musical appreciation thru free concerts is another branch of this educational work.

"What Is a Good Tax System?" [page 245] is the third of a series of notable articles prepared especially for THE JOURNAL by two leading authorities. The entire set of nine articles is now available in a pamphlet, "Essentials in Taxation." This pamphlet gives a brief introduction to various important phases of the whole problem of taxation, lists the principal sources of further information about taxes, and includes a study outline. "Essentials in Taxation" is invaluable to highschool students, teachers, and other citizens—good citizenship requires at least an elementary knowledge of current tax problems. Copies may be ordered from the Joint Commission on the Emergency in Education, 1201 16th St., N. W., Washington, D. C. The price is 15c a copy; discounts: 2-9 copies, 10%; 10-99, 25%; 100 or more, 33 1/3%.

To deny children necessary textbooks and other needed tools in the name of economy is sheer blindness.

"Our American Schools," the series of radio programs regularly broadcast over the networks of the NBC each Sunday evening, 6:30 to 7:00 EST, will continue after the Christmas holidays thruout the school year under the direction of Florence Hale, radio director and past president of the NEA. Miss Hale is preparing an especially helpful series of addresses by prominent persons. They should reach the lay leaders of every community in the United States. If the NBC radio station which serves your territory is not broadcasting these programs, you can help in extending the audience by writing the manager of the station suggesting that these programs be accepted at once, or by writing letters of commendation to the managers of stations broadcasting the programs.

"Recreation in Newark" [page 246] is the third article on recreation and leisure which has appeared in THE JOURNAL this year. The files of THE JOURNAL for several years are rich in material on leisure and avocations, suitable for study by highschool classes. With the January issue will begin an outstanding series of articles on the challenge of the new leisure to the schools. The author, Eugene T. Lies, is the foremost writer on education for leisure.

Have you read it?—I wish "Teachers Are Citizens" by Willard E. Givens [p.202, November 1933 JOURNAL] might be read in every schoolboard meeting, in every parent-teachers association meeting, at the meeting of every chamber of commerce, at every teachers institute, and every other meeting that directly or indirectly concerns the school. If we are to have a renaissance in education, this is the starting point around which we can rally.—O. A. Towns, principal, Reddick Community High School, Reddick, Ill.

Neurology—Abbie S. Abbott, Cedar Rapids, Iowa, died April 30.

Frank Irving Cooper, architect for the NEA building, recently passed away. Mr. Cooper was the dean of a small group of able architects who were pioneers in specializing in school building.

Christmas greetings—The officers and headquarters staff of the National Education Association join in hearty best wishes to all the members and friends of the Association.

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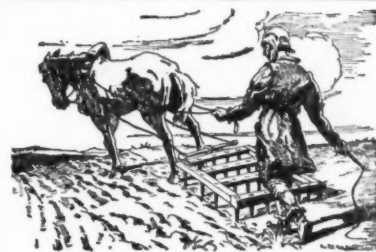
Customs change, but the Christmas spirit is ageless. Today millions express it by the purchase of Christmas Seals—the penny stickers that fight tuberculosis—still the greatest public health problem. Your pennies will help pay for free clinics, nursing service, preventoria, tuberculin testing, X-rays, rehabilitation and other important work such as medical and social research.



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