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JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

The Journal is happy to present in this issue the official program for federal aid, together with a most convincing body of facts to support that program.

There is also full announcement of the Superintendence convention at Cleveland and many other interesting features.

See page A-11 for Table of Contents.



FEBRUARY • 1934

VOLUME 23

NUMBER 2

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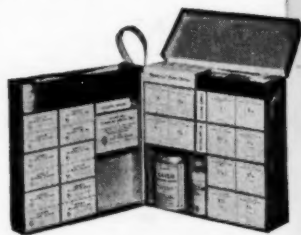
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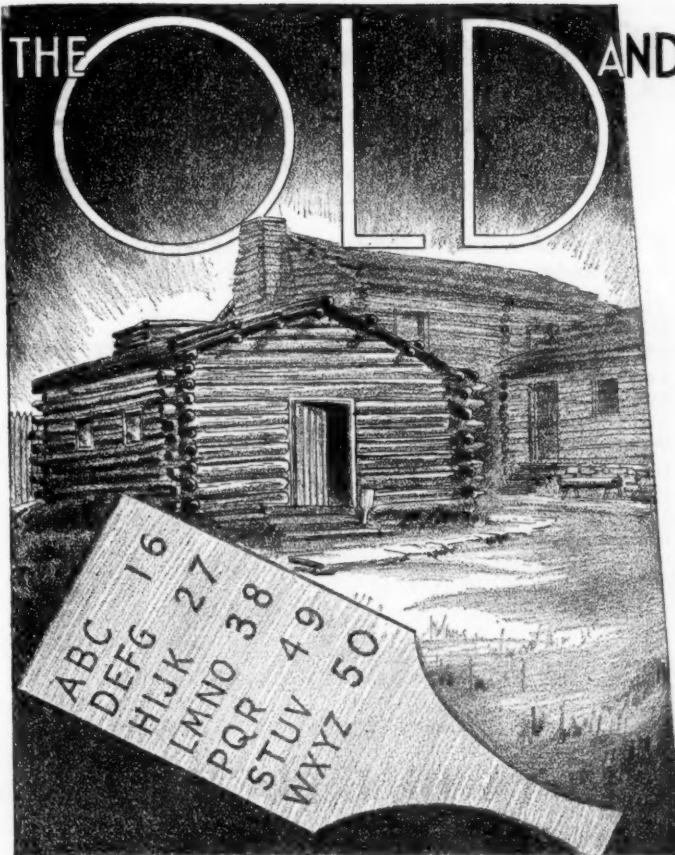
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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JOY ELMER MORGAN
Editor

H. A. ALLAN
Business Manager

Published by the National Education Association

JESSIE GRAY
President

J. W. CRABTREE
Secretary

Between Editor and Reader

GREAT numbers of people feel moved to write personally to President Roosevelt. The letters breathe confidence and faith. Like President Roosevelt, the officers and staff of the National Education Association have an unusually large mail—the largest in the Association's history. The letters are friendly, helpful, eager, inspiring. They make one happy to be a member of the teaching profession. They show strength, understanding, patience, faith. Whatever happens the teachers will do their best.

THE new cover arrangement which appears on this issue is a response to suggestions from several readers. How do you like the new plan?

THE Legislative and Joint Commissions have been working long and hard on the financial problems of the emergency looking toward relief thru federal aid at the earliest moment. It is such service as theirs that led veteran State Superintendent Payson Smith to exclaim: *The National Education Association is the one organization that holds together and has the possibility of welding together the hundreds of thousands of teachers in this country.*

IN these times, when financial insecurity presses hard upon many people, we all need to hold firmly to that higher security which consists of what one is, not what he has. Great teachers have always helped the people to fortify themselves in this higher security.

WE live in deeds, not years; thoughts, not breaths; in feelings, not in figures on the dial. We should count time by heart-throbs. He most lives who thinks most, feels the noblest, acts the best.—
Philip James Bailey.



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 Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to nonmembers is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address.

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Can Democracy Survive in the United States?

CAN DEMOCRACY SURVIVE in the United States? This is not a theoretical or a remote question. It is an immediate, vital, and pressing question, and needs to be continuously studied against the general background of present world conditions by every citizen who values freedom.

By democracy we mean a way of life in which people generally participate in the management of their own affairs—political, economic, and social—and in which the common welfare is kept above the selfish interests of special groups.

Looking at the world as a whole, there are two sweeping trends affecting the management of life. Almost everywhere people who have been at the very bottom in the scale of life have had a sufficient taste of the better things to create an appetite for more. New ambitions have been awakened. There is a new urge to enjoy a higher standard of living. If the period associated with the American and French revolutions be thought of as an uprising of the middle classes against the despotism of the nobility, the present movement of mankind is an uprising of the lower classes against the mismanagement and greed of the moneychangers, who are the kings and despots of the new order.

The second major world trend is the corporate revolution. When the units of business and industry grew so large as to be beyond the resources of one man to own and manage, the first step was to form partnerships wherein each partner contributed money and usually his personal skill and labor, along with unlimited liability for any debts or obligations which his partner might create. The next step was to create a "legal person" known as the corporation and to limit its liability so that the individuals who composed it would be free of risks beyond money which they had invested in the corporation.

When this step was taken no one could have foreseen the concentration of power which the corporate form of

management was to bring about. This concentration is the product of two major factors. *The first factor has its*

THE SUCCESS of any system depends in the long run on its honesty and efficiency. The serious problems with which American democracy is struggling today were created for the most part by the dishonesty and inefficiency in commercial life, certainly not by dishonesty and inefficiency of the federal government. After private business during several years of depression failed in the salvage operation, it turned to the government for help. The government is now aiding and leading business out of the depression. Whatever the future may hold, the experiment of political democracy in economic action is a record to date of proud achievement. Such weaknesses as have appeared arise from the refusal of a business minority to cooperate rather than from any failure of democracy.—Lowell Mellett in an editorial in the *Washington Daily News*, December 15, 1933.

roots in invention and scientific management. It grows out of the nature of modern industrial processes which depend upon largescale operation for efficiency. It takes a huge organization to maintain mass production of low-cost automobiles. The building of the giant dynamos such as those used at Boulder Dam requires large capital and organization.

The second factor making for concentration is the eagerness of men to make money. The moneychangers have been quick to see that there is more profit to be made by getting control of new inventions, processes, and combinations of industries, than was ever made from exploitation of lumber, lands, or minerals. This ambition for financial power has rapidly carried the process of concentration far beyond the limits of wise and efficient management.

Louis D. Brandeis, now Associate Justice of the United States Supreme Court, gave a crosssection of the situation as it was in 1914 in his book, *Other People's Money*. It should be kept in mind that since that date the trends in concentration of power which he outlined so clearly have grown many times worse and the size of the 1933 corporations makes those of 1914 look like pigmies. ♦ ♦ ♦ ♦ ♦

In a recent study of the *Concentration of Control in American Industry*, H. W. Laidler reports that some four-fifths of the business enterprises of the United States are carried on under the corporate form of industry. Of the total wealth of the United States—376 billion dollars—more than three-quarters of all business wealth or 165 billion dollars, is owned by corporations, according to Berle and Means in their study of the *Modern Corporation and Private Property*.

A single corporation controls a wealth greater than the combined assessed valuation of twenty-one states and it is only one of a group of super-corporations, two hundred of which, as reported by Berle and Means, control nearly half the corporate wealth of the United States.

The corporate form is world-wide. It tends to push out from the wealthier nations to the poorer, from the more civilized to the less civilized, in an almost ruthless exploitation. The corporate empires have grown so vast that they actually threaten to supersede and overshadow the geographical and political states.

In Italy, Mussolini talks of giving up the parliament based on geographical units and to substitute a parliament based on corporate units. The Hitler government in Germany is essentially a government of the corporations, by the corporations, and for the corporations, masked behind Hitler as a screen.

Russia, so far as industry is concerned, has quite subordinated the geographical units to corporate units under the direct administration of the government.

Super-corporations as they have developed under banker domination in the United States have much the same effect on the wealth of the people as the old Roman empire had on the wealth of its provinces. Thru excessive charges made possible by monopoly control, they draw off into dividends on watered stock and into stagnant corporate surpluses so much of the buying power of the nation

that commercial life in the small communities is paralyzed. Likewise, excessive concentration tends to destroy leadership at its source in the community and to dry up the springs of initiative and responsibility.

The significance of this overexpansion of the corporate structure was clearly sensed by Theodore Roosevelt, who championed the cause of the people against the "malefactors of great wealth." It was further sensed by Woodrow Wilson when he wrote:

No country can afford to have its prosperity originated by a small controlling class. The treasure of America does not lie in the brains of the small body of men now in control of the great enterprises. . . . It depends upon the inventions of unknown men, upon the originations of unknown men, upon the ambitions of unknown men. Every country is renewed out of the ranks of the unknown, not out of the ranks of the already famous and powerful in control.

The significance of the corporate revolution in America is recognized by Franklin D. Roosevelt in his recent book, *Looking Forward*:

Where Jefferson had feared the encroachment of political power on the lives of individuals, Wilson knew that the new power was financial. He saw, in the highly centralized economic system, the despot of the twentieth century, on whom great masses of individuals relied for their safety and their livelihood, and whose irrepressibility and greed [if it were not controlled] would reduce them to starvation and penury. . . .

Even a glance at the situation today only too clearly indicates that equality of opportunity as we have known it no longer exists. . . . More striking still if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations and run by perhaps a hundred men. Put plainly, we are steering a steady course toward economic oligarchy, if we are not there already.

The super-corporations threaten democracy in the United States at three points:

WE MUST break the Money Trust or the Money Trust will break us. . . . For banker-management contravenes the fundamental laws of human limitations: *first*, that no man can serve two masters; *second*, that a man cannot at the same time do many things well. . . . The American people have as little need of oligarchy in business as in politics. . . . Liberty is the greatest developer. . . . If industrial democracy—true cooperation—should be substituted for industrial absolutism, there would be no lack of industrial leaders. . . . When merchants and manufacturers learn this lesson, money kings will lose subjects, and swollen fortunes may shrink; but industries will flourish, because the faculties of men will be liberated and developed.—Louis D. Brandeis, now Associate Justice of the United States Supreme Court, in *Other People's Money*.

Can Democracy Survive?

HAROLD J. LASKI *Democracy in Crisis*
University of North Carolina Press
Chapel Hill, N. C. 1933. \$1.50
Can democracy reform and purge itself without revolution?

MAURITZ A. HALLGREN *Seeds of Revolt*
Knopf, N. Y. 1933. \$2.50
Have the American people changed their traditional policies as a result of privation and suffering during the depression?

LOUIS D. BRANDEIS *Other People's Money and How the Bankers Use It*
Jacket Library, Washington, D. C.
Reprinted in 1933. 15 cents
We must break the Money Trust or the Money Trust will break us.

A. A. BERLE and G. C. MEANS *The Modern Corporation and Private Property*
Macmillan, N. Y. 1932. \$3.75
Two hundred great corporations dominate all American industry.

HARRY W. LAIDLER *Concentration of Control in American Industry*
Crowell, N. Y. 1931. \$3.75
There is fear on the part of all classes of our population of offending those at the helm of the giant industries.

REXFORD G. TUGWELL *The Industrial Discipline and the Governmental Arts*
Columbia University Press
N. Y. 1933. \$2.50
Unrestrained competition is no longer a useful economic creed.

ERNEST K. LINDLEY *The Roosevelt Revolution, A History of the New Deal*
The Viking Press, N. Y. 1933. \$2.50
The Revolution involves no departure from democratic government.

CHARLES A. BEARD AND GEORGE H. E. SMITH *The Future Comes. A Study of the New Deal*
Macmillan, N. Y. 1933. \$1.75.
It is in the light of world history, not as a battle of political kites and crows, that the New Deal must be viewed and judged.

First, they are in constant conflict with local, state, and national governments. They seek to control political parties thru contributions. They endeavor to dominate radio, newspapers, and the movies thru advertising or direct ownership. Thru public-relations experts and thru special gifts and favors they seek to inter-penetrate professional and civic groups.

In the second place, our interlocking super-corporations have become the great employing agencies of the nation. To them a large fraction of our population must look for its livelihood. This situation becomes particularly serious in a time of widespread unemployment. It tends to destroy the civic leadership of engineers, lawyers, and others who are forced to depend upon super-corporations for a livelihood.

So long as the school is free, so long as it is the House of the People where the entire community can gather in an effort to solve its own problems, democracy is safe.

The problems which lie ahead will not be easy of solution. They will require sacrifice, patience, intelligent planning, and looking forward for several generations. But these problems are not insoluble and they do not require that democracy be given up. In fact they can only be solved by making democracy more effective, by attaching new importance to the school, to the educative processes, and to the perfection of government as an expression of the common experience and purpose. Give the people light and they will find their way.

—Joy Elmer Morgan.

The body of unemployed youth in America has already reached vast proportions. There are at least three million young men and women for whom neither jobs nor schools exist. If it becomes increasingly apparent to this large group that there is no real prospect of finding a worthy place and of getting settled in life, they will tend to become the easy tool of the industrial charlatan or the political demagog as they have in Germany.

In the third place, and perhaps most serious of all, the moneychangers seek to control educational policy. The battle which is now going on around the schools is more than a battle for financial support. It concerns the ability of the people to maintain their schools at all in the presence of an economic structure dominated by super-corporations which are more interested in maintaining control than they are in the preservation of democratic institutions.

Education Accepts the Challenge

JOHN K. NORTON

Chairman, Joint Commission on the Emergency in Education

THE CRISIS in education is not solely the outcome of a series of totally new factors and forces which have come into the picture since 1929. Rather, the educational emergency has its roots deep in certain

unsound conditions which existed long before 1929. The depression has aggravated these conditions and increased their harmful effect. It has also confronted education with new problems of unprecedented scope and complexity.

Within the next decade American education will undergo a reconstruction and expansion more fundamental than it has experienced in any other period of its history. The orderly social and economic revolution thru which the country is passing places upon the schools greater demands and new responsibilities. Unemployed youths whose services cannot be absorbed by industry must be provided with proper educational opportunities. The work of the schools in preparing for social and economic citizenship must be greatly increased in effectiveness. The preparation of teachers for the new age requires farreaching changes. The relation of education to other governmental functions, the organization of educational opportunity for the additional leisure time of adults, the coordination of the schools with libraries and playgrounds—

The President's Challenge

THIS CRISIS can be met, but not in a day or a year, and education is a vital factor in the meeting of it.—Franklin D. Roosevelt.

these and a score of other problems press for careful consideration and constructive action in shaping a new program of education for a new age.

The National Education Association, thru its Joint Commission on the Emergency in Education, is developing a program to meet this challenge. The Commission will serve as a center of influence in coordinating and stimulating constructive action which will make education a vital factor in the solution of the difficult social and economic problems which confront the nation.

Since its appointment, the Joint Commission has emphasized certain lines of aggressive action aimed at the most pressing of the immediate problems of education. It has spared no effort to rally public opinion in the support of the free public-school system. It has focused the attention of the country upon the serious effects of the depression on education. It has formulated the essentials of a modern program of school finance. When the Commission was created, the educational outlook was perhaps at its darkest.

There is now some evidence that the crest of the most severe attacks on the principle of public education has passed. Magazine and newspaper writers are taking a more constructive attitude. State legislatures are giving

more careful consideration to the needs of the schools. National organizations, formerly lukewarm toward the schools, are announcing their championship of the cause of free education. This work is important. It should be continued. Meanwhile, the need for a forward-looking program of educational reconstruction becomes increasingly imperative.

The details of the Joint Commission's program for educational reconstruction are now being developed. Preliminary surveys are underway to secure information concerning the activities of important national deliberative commissions and committees considering problems relating to educational reconstruction. With this information at hand the Joint Commission will shortly recommend a definite program by which the teaching profession may adequately meet its responsibility for leadership in the educational recovery which lies ahead. Further information concerning the development of this significant project will be reported to members of the Association in future numbers of THE JOURNAL.

THE MOST IMPORTANT QUESTION requiring an answer today at the hands of the American people is: What are we going to do about our public schools? Shall we maintain them on such a basis as will give our children an education in those essentials absolutely necessary to equip them as individuals and as citizens to lead such lives as men and women must be equipped to lead in a selfgoverning republic of free men, or are we going to let them slip back into an era of unenlightenment, bigotry, and ignorance?—Harold L. Ickes, Secretary of the Interior.

Citizens' Organizations and the Schools

WHILE SCHOOLMEN must serve as the first line of defense against the forces that would curtail educational opportunities, it should be clearly recognized that their backs are already against the wall and that *unless forward-looking citizens rally to their support*, the children of this generation will be victimized by the myopic policies of retrenchment.

It has long been the essential genius of American life that social forces operate thru organization. In the foreword to her recent study of *Citizens' Organizations and the Civic Training of Youth*, Miss Bessie L. Pierce says:

Nearly one hundred years ago, Alexis De Tocqueville observed that "Americans of all ages, all conditions, and all dispositions, constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds—religious, moral, serious, futile, general or restricted, enormous or diminutive. . . . Wherever, at the head of some new undertaking, you see the government in France, or a man of rank in England, in the United States you will be sure to find an association."

During the century since De Tocqueville wrote these penetrating words, the development of voluntary associations in this country has been enormous. Since the World War they have achieved a solidity of organization that makes them today the most effective means of control in American life. *So numerous and powerful have they become that within a decade they have all but destroyed party government in the nation and in the states.* Collectively they are at the present time the chief instruments in control of our national life.

It is the present misfortune of American education that it has no largescale organization. The American mode of school administration confines the control of schools to local boards in districts and states, and one by one these local units are being broken under pressures arising beyond their own boundaries. Schoolmen fighting for the schools in one area are helpless before the impact of forces rising from the country as a whole. Chambers of commerce, taxpayers' leagues, economy commissions, and municipal leagues are organized upon a national basis. Altho the agents of these organizations admit from time to time that they are incompetent to say where educational retrenchments can be

made without evil results, they do not hesitate to urge drastic reductions in educational support.

If the schools are to be supported, their proponents must be as wellorganized and informed as the restrictionists are. The National Education Association and the Department of Superintendence have already rendered valuable service in this direction. But if the schools are to have an adequate defense, *organizations of socially-minded citizens must awaken to the crisis in education and organize their forces in behalf of this great social enterprise.*

Now it is true that few, if any, of the many citizens' organizations have been formed primarily in the interests of education. . . . At the same time it is remarkable how many such groups have given attention to education. Many of them have created divisions or committees on education devoted to special problems of the schools or to general phases of education. . . .

It would be a useful thing if there could be created from among those who are active in such organizations a citizens' committee on education whose business it would be to study the current problems of education. . . . Such a citizens' committee could in time speak for the schools as can no organization of schoolmen, nor any other association whose reason for being is some personal concern or special group interest.

But if agencies organized for mutual welfare are to mobilize effectively in support of education, they should clearly understand and appraise the causes of reaction. *First among these forces is the recoil of wealth from the levy necessary to support services created for the common welfare.* The value of a public service such as the schools accrues directly only to a part of the total group, those who have children of school age. The value of the schools to those with no children is indirect, deriving from a better social order.

The battle for adequate school support has been and must continue to be waged for both the direct and the indirect values of education. The champions of education must be alert and aggressive on both these fronts, but if by any turn of events, American society should reverse its entire history in this matter and by a gradual process of attrition reduce the schools to the simple

and relatively ineffectual character of earlier days, we shall find that *the last persons to surrender will be parents fighting to retain the advantages of the schools for their own children.* With them will be those socially-minded citizens who see in education the hope and guarantee of indirect but substantial social values. . . .

Some fear that there may be more back of the current reaction against education than the difficulty of raising revenue. In some quarters the whole development of American life during the past twenty-five years, a development that has included constant increase of public agencies devoted to the common welfare, is being questioned. . . .

I will cite the three types of attacks on schools which illustrate this questioning of our whole educational development. The first lies in an effort of certain magazines and newspapers to charge the expensive program of education to the machinations of teachers and schoolmen. . . .

The second illustration is the alleged effort of certain very powerful national groups to restore tuition charges at the level of the secondary school. . . .

The third attack upon our American theory of governmental control of education is found in the creation of extra-legal committees composed mainly of large property holders who, by their refusal to pay taxes and by dictation to banks, determine the level of school support and even the question of whether teachers' salaries shall be paid at all. It is entirely in line with American social theory that citizens should organize to present to governmental agencies a unified plea in behalf of any enterprise and to stand or fall upon the success or failure of that plea in legislative assemblies. *But it is subversive of American traditions and principles for powerful minority interests to circumvent the will and efforts of public agencies by the temporary control of the sources of effective power.* The latter practise is but the arrogant assumption of privilege and in the long run can succeed only in the destruction of the democratic state.—From an address on "Children of the Depression" by M. E. Haggerty, dean, College of Education, University of Minnesota, before the American Association of University Women, May 18, 1933.

Home Visiting: Some Results

A STUDY of actual cases should prove of value to counselors in solving their problems and enriching their background in the field. Cases which are not strictly problem cases will be presented in this article to show that often there are vital problems confronting the child, both in and out of school, of which no outward signs have been manifested. Some cases have been chosen on account of the interesting facts that the home visits revealed—cases that have resulted in lessening the student's burdens and in adding to his pleasure. Selection has been made with the idea of illustrating problems that confront any general highschool counseling group. Names of students are fictitious.

The school aids an economic condition—Betty James was an "average" student. She was assiduous and energetic in her work, popular, both with her teachers and her school chums. There was no reason whatsoever to visit her home except that to do so was the policy of the counselor.

Betty's mother was amiable and interested in the visit. She apologized for the condition of the home, stating that her husband had only worked a few days a month for the last year and a half. In that time their small savings had dwindled until the family of mother, father, and two girls were living on the scant wages of the father and what the oldest girl could earn, working parttime in a department store. The home was immaculate and, tho plain, was arranged in good taste. Both parents were concerned about keeping their children in school and they had nothing but praise for the splendid work of the school department. It was plain to see that Betty lived in a fine home with all the good influences that this implies. After a half-hour visit, there was the feeling that another friendly contact between home and school had been established.

The following month Betty's mother accepted the counselor's invitation to visit the school. She was introduced to the various teachers, who explained their work and the girl's accomplishments. In

the course of the conversation that followed, Mrs. James stated that Betty had obtained a position working after school and on Saturdays. During days of special sales, Betty would be needed and her mother wondered what possible arrangement could be made with the school on these days. Because of the girl's excellent record in school, a satisfactory arrangement was made by the principal enabling the girl to work and still remain in school without overloading her.

It was possible, due to extra credits, for Betty to graduate six months ahead of the regular class. It was decided the wisest thing to do, as the girl had been promised a permanent position in the store where she had been working parttime.

A challenge—Many visits that were made proved often to be enjoyable social evenings. Such was the visit to the home of Shuki Hirota. This young Japanese girl had one of the finest records of her

class in every respect—grades, service, cooperation, and citizenship. A fine character, always smiling and enjoying every hour of the school day. With a deep feeling of anticipation the counselor made his visit. What a cordial reception! A beautifully furnished home and friendly parents, as Americanized as could be imagined. From the discussion of school and Shuki's record, the trend of conversation drifted to Japan. The mother proved to be very entertaining. She told of many Japanese customs and showed photographs of the life in Japan. Tea and rice cakes were served in typical Oriental style with the mother instructing the counselor how to sip tea in accordance with Oriental manners. The counselor said to Shuki, "You will be in college before you realize it. What do you intend to be?"

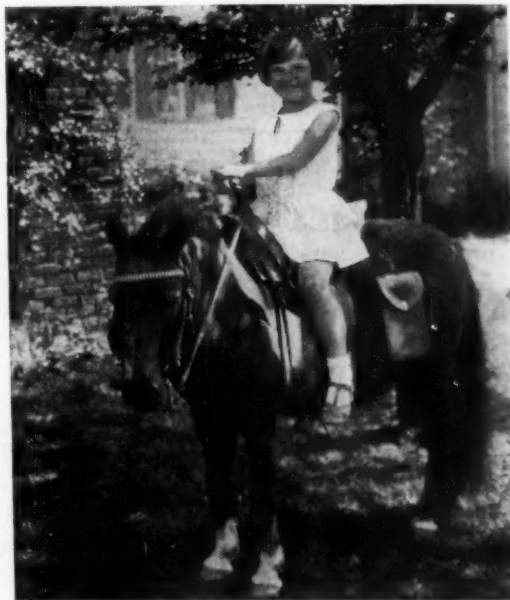
"What is there for a Japanese girl to be?" came the quiet but startling answer. A challenge indeed.

Shuki then told that she and her family were Christians, that while they were Japanese in appearance, in their hearts they were Americans—"and what is there for me to do? It won't be necessary to go to college to work in a Japanese art store." When the visit ended, the counselor felt well repaid for his evening's time; yet the challenge was still ringing in his ears—"What is there for me to do?"

Many inquiries were made concerning opportunities and desirable fields for such a girl. The information was passed on to Shuki with the result that both she and the counselor came to the realization that, after all, there is a worthwhile place for everyone.

Shuki graduated from school one-half year ahead of her class with all college requirements completed. Before leaving school she expressed her thanks to the counselor by saying, "Thanks for visiting our home—you are the first teacher ever to visit us since I started to school. We appreciated it." So did the counselor for from the visit came renewed inspiration.

Needed a "dad"—Ralph Jennings, who was taking a college preparatory course, had an I. Q.



THE SIGNIFICANCE of close contact between home and school is reflected in this quotation from a personal letter by the grandmother of a delightful child: "June is growing into a lovely girlhood and is making fine progress in her schoolwork. I travel forty miles to visit her in her school and to become acquainted with her teachers. I wish you could see the lighting up of her little face when she sees me enter the room. I feel she has been especially fortunate in the teachers she has thus far had. Each has left indelible impressions for good upon her character. Her second teacher said to me, 'June is one of the finest pupils I have ever had in my room. She is lovable and gets along beautifully with other children.'"

of 124. His work was fair, his conduct good. He was popular and had held two student body offices. Only thru interest was a visit to his home scheduled.

He and his mother lived alone in a small apartment. The mother worked to support them, and Ralph helped around the house. His mother said he had made up his mind when first in junior high school that he was going to college to make something of himself to repay his mother for her hard work. He lived in a poor part of town but always associated with "good company," of which he was the leader. He was an excellent boxer and spent all his spare time in the gymnasium. He was twice elected president of the school's boxing club.

Several offers to turn professional have been made to him which he has turned down. He has set his mind to be a college boxer and remain an amateur. Since the visit to his home, he has often called in the counselor's office for advice. "Have no father," he said, "and I feel that sometimes I want a man to talk to. That's why I come in to see you."

A boy with such good qualities deserves every opportunity to realize his ambition, and knowing his home conditions serves as a stimulant to aid him in every possible way.

Family troubles—It would be a difficult task to make a classification of Edna Blair. She was average in her studies, but far below average in conduct and attendance. Many reports came into the counselor's office regarding her. Sometimes she was impudent; other times lazy; often disobedient; and all her teachers agreed that she had a violent temper. Many times she made up for her failings by her general attitude and willingness to be of some help.

She talked quite freely when in the counselor's office, and efforts to improve her conduct and attendance were fairly successful. "Poor sportsmanship" resulted in her application to an honor athletic society being rejected. Her reaction to this seemed to be "getting even."

When a visit to her home was mentioned, she readily extended an invitation. Her home was located in a "fair" part of town and was plainly furnished. The mother was friendly and, altho she spoke English brokenly, appeared to have an average education. During the course of the conversation, Edna's absences were mentioned. Family troubles, the mother said, were the cause of it. The father often came home drunk. He was able to provide fairly well for his wife and daughter until economic conditions decreased his income. It was occasionally possible for the girl to work and when the opportunity arose, the mother allowed the daughter to remain out of school. It was almost impossible for Edna to have any friends at her home, as her father often made a scene.

All in all, it was a pleasant, worthwhile visit. Some information was gathered that partially explained Edna's "bad days at school." They usually resulted after a night of her "father's scenes." The counselor made it a practice to talk to the girl often. Edna knew only too well how a person suffers from not being able to control a habit. Her conduct at school was mentioned as being a habit and plans to control it were suggested. The girls seemed to understand the problem and the "get even" campaign was dropped. She was rewarded several months later by receiving an "improvement card" from the honor society. She hopes to make the society next term.

In need—Julia was taking a college preparatory course. Her grades were unusually good. One day she asked that her course be changed to a general one. No reason was given except that she didn't want to go to college. A visit to the home—small, rundown, and in the poorest part of town—revealed the reason. The mother, a very old grandmother, and daughter lived alone—on state and county aid which would soon stop due to the girl's age. After seeing firsthand the problems confronting the family, it was easy to understand why Julia wanted

to change her school work. The girl was majoring in chemistry and had a definite objective in going to college. Every effort was made to encourage her to continue along her college course. Her I. Q. was high and her grades and diligence justified her continuance. Aid was found for the girl, assisting in the chemistry laboratory, and we are trying to obtain a scholarship for her.

A "pest"—No one would deny the fact that John Rae was a "pest." He was a brilliant student and had little trouble getting good grades in his college preparatory work. He delighted in causing disturbances which usually upset the class but never got him into serious trouble. It was a difficult task to get him to apply himself, yet he belonged to several clubs and took part in varied activities. His election as president of his class was a recognition of his ability, but he failed to accept his responsibilities.

A visit to his home revealed the fact that his mother and father took an active interest in his schoolwork. They were proud of his election to a class office and were not altogether surprised at this attitude in school. His mother called it "swell-headedness." A good plan to overcome it was decided upon, and a short visit was made to the home each week. John was injured during the term and missed six weeks of school. Homework was arranged for him by his teachers, and when he returned to school he had only a small amount of work to make up. He recognized the cooperation of his teachers and began showing them his appreciation. He was given a leading part in the school operetta and responded with fine work. He has made every effort to improve and his influence is now as good as it was previously disturbing. The cooperation of his parents has had a mighty good effect upon him and has resulted in a satisfactory relation between them and the school.—**Elwood V. Hess**, teacher, McClymonds High School, Oakland, California. [The next article in this series will be "Home Visiting: More Results."]



Give Youth a Chance

THE WRITER of this article is twenty-three years of age, a college graduate, and a candidate for a master's degree. He belongs to a large group of young men and women who have had the best preparation for teaching that has ever been given. Is it not possible to work out some plan by which there would be added to the educational staff each year at least a minimum number of newly trained recruits? Not to do so is likely to mean that the schools will stand still at the very time when they should be enriched with the viewpoint of the oncoming generation.

I AM a young unemployed teacher, one of thousands. I stand upon the threshold of a world's cultural dawning. The responsibility of preparing men for the changes which lie ahead is my birthright. I have been disciplined to the philosophy that education is life, and life functions about me as a kaleidoscopic, dynamic thing. Its cycle intoxicates; its challenge sobers. The shifting scenes of its panorama are tonic to the spectator, whetting his appetite for the conflict—yet I am withheld from it. My job is to pilot people thru this maelstrom: to say, "This way lies Truth!" To this task I bring a modest wealth of technical knowledge, but infinitely more precious, the freshness, courage, and vision of youth—yet I am not wanted!

At first this knowledge stuns. What economy is this that society exercises at the expense of its children? What folly is this, that a school system should sever its youngest and staunchest limbs! After the first wave of bitterness passes, things are perceived more clearly. I see my profession unable to draft youth to its ranks. Ax-grinding politicians and uninformed taxpayers force budget-slashes. Everywhere school authorities [even in our metropolitan districts] adopt the iron-clad policy: *No new appointments!* This condition is no temporary relief measure; it has been the relentless policy of many school systems over a varying period of years. The future holds little promise.

Consequently, I am tempted many times to drift away from my chosen field. Last week I interviewed a business executive whom I had met socially. When I told him that I was a schoolteacher, he hid a faintly superior smile behind the smoke-cloud of an expensive cigar and motioned me to a chair. It stood beside a walnut top desk, the highlight of the

luxurious appointments which characterized this modern corporation office.

"It is not my intention to disparage your profession," he began, "but what future does it hold? A young man of your qualities can demand more than your occupation will ever be able to offer."

He paused impressively with an expectant air. I neither beamed nor spoke in the face of this perfectly obvious flattery. A bit less confidently he continued.

"Now our organization extends to you the opportunity which I outlined last evening. Why do you hesitate?"

"Your training? Well, hmmm . . . of course that won't help directly. I suppose it has an appeal, but for a life work—" he shook his head. "Now my proposition offers you so much more—"

"More what?" I queried softly.

"Why, my dear boy! Money, of course! Let me show you in black and white." Out came sheet and pencil. Rapidly the figures procreated under my eyes.

"Now here is where you are in five years," went on the suave tones, "beyond the point where teaching will land you in ten. Moreover, we offer you an immediate start. Our directors are thoroughly agreed that youth alone can carry us thru the present difficulty. You have just admitted that your own line held no prospects. Who knows how long the school situation will remain frozen? I offer you cold dollar prospects and that immediately."

I looked up from the maze of figures, mute prophets of a financial bonanza which lay somewhere in the offing, and opened my mouth to speak. But something checked me, a dawning sense of futility. How could I hope to acquaint this smooth-talking official with the appeal of academic life? Could I possibly make real to this man, flushed with monetary success, the importance of maintaining cultural relationships; of preserving a cherished intimacy with books and the minds which speak thru them? Would his imagination, tuned to the day's balance sheet, permit a glimpse into those unmapped worlds of uncertain dimensions where research workers labored to advance the frontiers of truth? Would he thrill to the greater vista of service which beckoned, the passing on of this knowledge to others? He was just a different type of protoplasm, I decided,

and with a mumbled something about thinking it over, I left.

How many of us during the past few years have met similar situations and have been unable to refuse? The healthy young animal cannot subsist long upon professional hope; it demands something more substantial. It is tragic that times like these force the professionally trained neophyte to procure physical sustenance thru the exercise of tasks which starve him mentally. Inevitably he regresses.

Some of us are more fortunate. We are able to hold on, sustained by the eternal hope of youth, its instinctive faith, and the bread with which our parents provide us. We buoy up our courage today by dreaming of tomorrow.

Because of its idealism, youth has a definite contribution to make to any system of education. At the same time it feels keenly its coltishness and respects the more studied convictions of maturity. It does not object [unless it is vain] to having its ideas tempered nor its optimism bridled at the hands of understanding masters. It does, however, resent violently the short-sightedness of the lay-group or board of education which attempts to dispense with youth as a commodity on the teaching personnel market. These overlook its most precious gifts. Without such gifts experience and tradition can never teach inspiringly. If education is to progress, educators must dream, and everyone knows that dreams are the peculiar failing of youth. "Schools are no monuments to the dead however great!"

"Why all the dark clouds?" boomed out a voice the other day, which I had come to love for its strength and kindness. It belonged to one of my former teachers, now an administrator, but still a warm and understanding friend. We had met crossing the square. In a few dispirited words I outlined the situation.

"You at least see the school official's standpoint," he sighed. "So many of our applicants become embittered because they fail to appreciate our dilemma. They feel that the profession owes them a position merely because it has trained them for the work."

"That idea is rather silly," I agreed. "To begin with, there are thousands crowding our eligible lists who properly should never have entertained the thought of teaching. But, on the other hand, there are many highly-trained ap-

plicants who have proven themselves to possess qualities which the school system owes itself to procure. These are the survivors of a rigorous competitive struggle. The school, I admit, is no job-creator. Nevertheless, it seems to me that other economies might be instituted in preference to chopping off that segment of teaching material which is most closely tuned mentally and physically to the rhythm and tenor of the times. The beginning teacher comes to the classroom with an imperfect technic but equipped with new ideas, fresh from training, and the survivor of a highly competitive selective process. Doesn't the intelligent administrator appreciate what the influx of youthful blood can contribute toward the type of teaching required to meet the challenge of the future?"

My companion smiled patiently. "I believe we realize even better than you do yourself. I wish I could convey to you the tragedy of the situation as we see it! We are forced to sit helplessly by while the cream of a selected crop drifts into other fields, utterly discouraged by the

barren prospect of appointment. Our discriminating boards of education, however, are striving to economize to the last ditch in other directions so that the budget may be readjusted to permit of new appointments as soon as possible. We have not forgotten you."

"That is well," I responded, "for it is a bitter paradox that youth should bear the brunt of a situation that its elders have created for it. It's hardly fair."

We young people of today are tremendously unhappy, torn between our normal ambitions and a common-sense fatalism. It is to our credit if we do not become embittered. It helps greatly to feel that our professional superiors are thinking of us now and then; keeping a weather eye on our welfare. Juvenile eagerness and pent-up ambition make us like so many finely-trained hounds straining at the leash. You must forgive us for an occasional bark. We long to scatter over the professional fields, to contribute our grain of knowledge and inspiration to the cultural layer of the succeeding generation. ◇ ◇

Is this an unfair ambition? We think not, yet we are helpless in furthering its realization. It rests with our educational leaders to see that we are considered. Most of us don't ask miracles—just consideration. We pin our faith to men of education whose identifying qualities are justice and courage. These must bear the brunt of our battles by forcing the lay taxpayers and the slumbering boards of education to see beyond the length of their collective noses. Teach them that a nation which economizes at the expense of its youth undermines its own progress.

If you fail us what are we to do? No man worth his salt will follow the tradition of Mr. Micawber and wait for something to turn up in the educational field. He will, perforce, seek a niche elsewhere, and fill it, no doubt, unhappily. So give youth a chance. Too many of us are being tempted, yes, even forced, to relinquish our birthright in order to earn a mess of porridge!—**John N. Patterson**, 7017 McCallum Street, Philadelphia, Pennsylvania. ◇ ◇ ◇ ◇

Schools Doing Their Job?

SCHOOLS DOING THEIR JOB?" *This was the caption of an editorial in The Rotarian for November 1933. It typifies the admirable manner in which civic organizations have come to the defense of the schools. The editorial follows:*

It's a fair question: Are our schools doing what they should? We—and that "we" means society in general—have by tacit consent or implicit direction saddled them with the major part of the task of supplying boys and girls with what they should know to become good citizens. In grandfather's time it was quite different. Then the home was the dominating influence in the life of a child; it is hardly so now.

No, we expect more of our schools than ever before. Fewer children work, and each year we send an increasing number of them to school. Sons and daughters of parents who cannot write learn their A B C's side by side with children of parents who went to college. But more. In school they form habits that will stick thruout their lives. What policies on domestic and international issues the voters of a decade or so hence will dictate to their governments is in large measure determined by attitudes

toward others that boys and girls are acquiring in schools today.

This is a serious and pregnant truth of which we need some recurring reminder just as the December leaf on a business man's calendar is notice that January first is inventory day. In the United States it happens to be the annual American Education Week, which this year comes November sixth to twelfth. During this week, parents are invited to visit schools and ascertain for themselves whether the educational system is justifying its costs.

It is not difficult to find out whether reading and writing and arithmetic and the other subjects are properly taught; it is less easy to measure all-important attitudes. In this, perhaps, the following "Ten Commandments for School-children," which comes from Czechoslovakia, may give some help.

[1] Love your schoolmates; they will be your companions for life and work.

[2] Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.

[3] Consecrate every day by one good useful deed and kindness.

[4] Honor all honest people; esteem men but humble yourself before no man.

[5] Suppress all hatred and beware of insulting your neighbor; be not revengeful but protect your own rights and those of others. Love justice and bear pain and misfortune courageously.

[6] Observe carefully and reflect well in order to get at truth. Deceive not yourself or others and beware of lying, for lies destroy the heart, the soul, and the character. Suppress passions and radiate love and peace.

[7] Consider that animals also have a right to your sympathy and do not harm them or tease.

[8] Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.

[9] Call no man a patriot who hates or has contempt for other nations, or who wishes and approves wars. War is the remains of barbarism.

[10] Love your country and your nation but be co-workers in the high task that shall make all men live together like brothers in peace and happiness.

And when the educational inventory is done, if the teachers are found to be welltrained, conscientious, and sincere, it isn't bad parent-business to give them a verbal pat on the back. They are working against heavy odds in these days of economic retrenchment, and need all of the encouragement that can be conscientiously given. ◇ ◇ ◇

School and Classroom Hygiene

THE PROBLEM of hygiene and sanitation in the classroom and school can be summarized into one word—prophylaxis, which means the science of prevention of sickness. There is always a possibility of disease dissemination in the classroom, where students are in close contact with each other for a period of from one to five hours a day. In addition, the locker rooms, cafeterias, toilets, and the assembly hall of the school must bear their share of this responsibility.

The first principle of education is health, and health education should originate in the classroom, thru the teacher in hygiene instruction, and thru sanitary requirements in the building. Teaching hygiene in unhygienic classrooms and buildings is as incongruous as teaching nature study entirely from textbooks. The classroom, particularly in the winter time, is certainly a place where various infections may be spread. A knowledge of these infections, the mode of their transmission, and knowledge of how to prevent them is of primary importance. Among the transmissible diseases which may be occasionally spread in the classroom or school are the following: respiratory infections—such as colds, nasal catarrh, grippé, flu, bronchitis, pneumonia, and tuberculosis—and in addition, whooping cough, measles, scarlet fever, diphtheria, mumps, epidemic cerebro-spinal meningitis, and infantile paralysis. The diseases which may be spread by direct or indirect contact include ring worm, athlete's foot, dhobie itch, pediculosis,

syphilis, furunculosis [recurrent boils], crab lice, and the like.

Respiratory infections will be materially cut down if it is insisted that students sneeze only into a handkerchief, for sneeze droplets will travel several feet. Coughing and sneezing students should be sent to the school nurse or physician for careful examination, or should at least be isolated in the classroom. The ventilation of the classroom here assumes paramount hygienic importance. Temperature above normal in a room increases the number of bacteria per cubic foot materially; that is, if the temperature goes much beyond the normal range of between 65 and 70 degrees Fahrenheit, the bacteria multiply accordingly. In a hot classroom with a temperature of around 80 degrees with all the windows closed, the bacterial count will run twice as high as that in rooms with normal temperatures and where ventilation is maintained. When students become drowsy in the classroom, dull and uninterested in their work, open the windows wide for a few minutes, have the students stand up and take a few deep breathing exercises, and then note the difference in the attitude of the students towards their lessons. In crowded classrooms with temperature and low humidity, growth of infectious disease bacteria has an ideal incubation medium. Take wet and dry bulb thermometer readings in the classroom to check the relative humidity against the ideal humidity of 70 percent. If the humidity is low, then the opening of the windows, the placing of a few living

plants around the room, or the evaporating of some water over a large surface in the room will raise the humidity. A student going from a hot, dry classroom of low humidity to the winter cold outdoors [often 100 percent humidity] will be subject to changes which are quite apt to lower his resistance and make him more liable to infections. In schools using the artificial ventilation system, some natural ventilation is necessary at times. The windows should be opened for a few minutes every hour irrespective of the efficiency of the artificial ventilation system, so that a complete change of air is assured. Modern schools are placed in parks and open spaces in order to insure clean, pure air, and as much of it as possible should be let into the classrooms naturally, thru the windows.

Dust harbors an enormous number of bacteria. I have obtained as many as twelve million bacteria per gram of dust in the classroom. Since many infectious bacteria can live for some time in dust, it is obvious that the dusting, scrubbing, and sweeping operations by the janitor should be carried out correctly. Fluffy dusters should not be used in the classroom as they stir up the dust. Instead, the interior of the room and the furniture should be dusted with a dampened cloth and the floors scrubbed with hot water. Sweeping should be performed with as little energy as possible so as not to cause the dust to rise rapidly, or to hang suspended in the air, because the dust will finally settle on furniture, clothing, and the like and be redistributed, throwing the bacteria back into the air



Recording thermometer readings in schoolroom at Evanston, Illinois



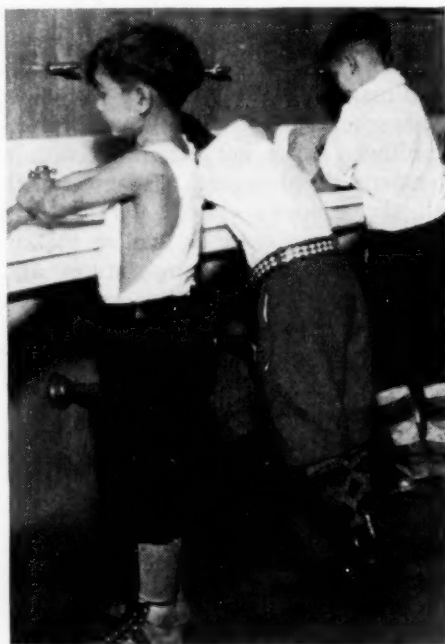
Health services at Boynton Junior High School, Ithaca, New York

again. The racks underneath the blackboards should be kept clean and free from chalk dust by means of an oily or wet rag. Each day, preferably after school, the dusters should be cleansed free of chalk dust. In one school, I noted that a vacuum cleaner outlet was arranged to fit the size of the blackboard erasers and students were required to press the blackboard erasers to this vacuum apparatus every morning in order to extract the chalk dust. Teachers using the blackboards have a tendency toward sore throat caused by the inhalation of chalk dust. The condition is most common during the winter months when colds are prevalent. Microscopic examination of sputum from teachers suffering from sore throat has revealed the presence of chalk dust particles in the regular throat debris.

In schools located in poor sections and downtown areas where children are apt to come from tenement houses and unhygienic homes, contact transmission of disease is always a possibility. The chief offender in this respect is the round seat toilet in the lavatory. Diseases such as dhobie itch, ringworm, groin ringworm, crab lice, and body lice can be spread by unsanitary toilet seats. The advantage of the open front toilet seat is obvious in preventing the dissemination of such unpleasant skin conditions; but in addition the regular, frequent, thorough scrubbing of the seats with strong disinfectants such as lysol, creolin, or Daikens solution will do much to keep down the diseases spread from this source.

The gymnasium, locker rooms, toilets, and showers also serve as possible centers of infection for skin diseases, particularly ringworm, and a ringworm-like disease of the groin often called "seven year itch." Dozens of bacterial plate exposures to the air of the gymnasium and locker rooms proved conclusively that these places harbor more air and dust bacteria than any other part of the school; therefore, particular cleanliness is necessary here. Fumigation of locker rooms is advised in old buildings during the holidays. Students should be warned not to use other people's soap and towels. The basement toilets and

wash basins need very careful disinfectant treatment in order to keep down the causes of skin infections, because perspiration after exercise tends to increase the possibility of spreading them. Athlete's foot is a common fungus disease which can originate in locker rooms and showers where students run around barefooted. Flat pans containing antiseptic such as sodium thiosulphate, Daikens solution, coal tar antiseptics, and the like are



placed at the entrance and exit of these rooms and the students should be required to dip their feet in them as a preventative measure.

The teacher of hygiene should fearlessly tackle problems of personal hygiene and point out the obvious means of preventing unhealthful conditions through hygiene, sanitation, and personal cleanliness. Children showing eczemas of any type on the skin should be watched carefully and told not to come into contact with other students, either directly or indirectly. Better, a diagnosis should

be made by a physician. Ring worm is sometimes spread by play contact among children.

It must not be inferred

that the school is a more serious mode of disease transmission than theaters, churches, homes, and other public places where children gather. On the contrary, hygienic conditions are much more likely to be observed in the school than in other common meeting places because those in charge are trained usually in the fundamental concepts of hygiene. However, the school is occasionally a means of disease transmission and simple knowledge of the mode of transmission of disease, plus the simple obvious sanitary measures of control, will do much to eliminate the school as a medium of infection. Modern schools are indeed a vast improvement on the old ones in the matter of hygiene and ventilation but there is still much work along this line to be done.

Photographs 1 and 2 show the number of bacterial colonies per cubic foot in a corner room ideally ventilated by windows and the auditorium of the Baltimore City College [high school] where ideal suburban hygienic conditions prevail irrespective of artificial ventilation.

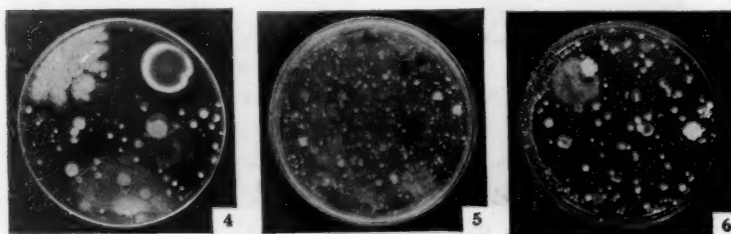
Photograph 3 shows high bacterial air count in an old downtown school building with a heavy student population per cubic foot of air space. The large spreader rough colonies are harmless saprophytes while the small pin point colonies may be slightly pathogenic [capable of inciting disease].

Photograph 4 shows that even in a model hygienic school like City College the basement locker rooms have high air and dust bacterial counts.

Photograph 5 shows the gymnasium air flora of a new school with artificial ventilation. The count was too high for accurate determination. Repeated air tests in this room gave high counts every time under varying conditions.

Photograph 6 shows air bacteria in sewing rooms poorly ventilated in an old downtown building with all the windows shut. Note the pin point colonies which may have some pathological significance.

—Arthur H. Bryan, Science Department, Baltimore City College, Baltimore, Maryland.



Can We Rely on Business?

THAT there have been widespread reductions in public-school appropriations with consequent curtailment of important services during the last few years no one can deny. This serious attack on the schools today stands out in shameful contrast to the support granted them during earlier periods of depression in America. Activity in behalf of the schools was so great during the five-year depression period which began with the panic of 1837 that it is commonly called the period of the revival of education in America. Thousands of new schools were instituted; progressive legislation was enacted; school buildings were improved; better provisions were made for training teachers; state school systems were established; and school expenditures were increased. In Massachusetts alone, the amount of money raised for the support of schools increased 34 percent from 1837 to 1843. Similar increases were made in such states as New York, Pennsylvania, Ohio, and Michigan.

The precedent established in that period has been followed closely in subsequent times of industrial collapse. It is a matter of record that great strides were made educationally during the depression periods that followed the panics of 1857, 1873, and 1893. Not only was there evidence of great popular interest in better legislation but greater financial support was accorded the schools during the lean years than in the prosperous years preceding. For example, the expenditures for public schools in twenty-nine states scattered from Maine to California made an average increase of 53 percent from 1870 to 1879 in spite of the fact that the years from 1873 on were years of deep and distressing depression. Another feature of these periods has been the tendency to reduce the support of other functions of government before reducing that for public schools in those states where retrenchments were made.

This tendency to turn to the schools as a means of salvation during times of social crisis has been so pronounced that faith in education has become a distinguishing characteristic of American culture.

The present startling departure from tradition calls for a reconsideration of the case for school support. Should we

not ask why the National Economy League deemed it wise to slash the budgets of the common schools? After all, is there any sound argument for an extensive free school system in a capitalistic nation?

The first schools of old New England were established in order that there might be salvation, that children might be better equipped to escape the snares of that "old deluder, Satan." The way of salvation, according to the tenets of Puritanism, was thru a readable knowledge of the scriptures because only those familiar with the Bible would be assured a place in heaven.

Three hundred years later the need for salvation is just as great and the common school still remains the instrument thru which a democratic society must find it. To be sure, the aim now is to be saved from the hell of insecurity and want but to the man in the street that is much more real and pressing than salvation for the Great Unknown.

Apparently the guiding spirits of the numerous economy and taxpayers leagues that have enjoyed a mushroom development within the last two years feel that George Washington, Thomas Jefferson, and the other founding fathers were greatly in error in their assertions that an informed and intelligent electorate is essential to the preservation of a democratic form of government. Or it may be that these self-styled economy experts are not genuinely interested in real democracy. *It is entirely conceivable that they wish to preserve the form of a democratic government without its substance. That is, they may see in the public school a serious threat to the continuance of their own positions as dictators of governmental and social policies.*

The citizens of a democratic state are frequently required to pass upon the wisdom of a proposed amendment to the fundamental law of the land, the constitution. This amendment may be one of far-reaching importance. It may affect such important matters as the very form of government; it may preserve or abolish benefits to selfish interests; it may hinder or encourage social progress; it may intrench or dislodge unscrupulous politicians; it may deny or insure political and civil freedom; and it may hasten or delay a fairer

distribution of the national income. Obviously, for the common citizen to understand and to act wisely on such matters requires a wide diffusion of knowledge.

Likewise the members of a democratic government must exercise their franchise with regard to the issuance of bonds for public works. They must decide whether all construction in the public interest shall be discontinued during an economic depression when opportunities for employment are scarce and there is no market for materials. They must say whether a new road, a new bridge, a new tunnel, or a new public hospital promises sufficient return to warrant the expenditure of large sums of their own money. To do this, they must have more than the ability to read and write; they must be reasonably familiar with current social problems. And it should be the duty of the public-school system to aid in securing this familiarity.

It may be argued that all of these affairs could be delegated to legislative bodies, thereby obviating the necessity of an informed citizenry. As a matter of fact this is done to a great extent. In the present emergency there has been a marked tendency to go still farther and allow the legislature to pass the duties that rightfully belong to it on to the executive. Even so, unless democracy is to pass entirely out of the picture, the legislators, and ultimately the voters, must pass judgment on the policies of their representatives, be they legislative or executive. Presumably a democratic government is operated in the interests of all the people and, unless our own Declaration of Independence has become an antiquated and meaningless document, the government still derives its "just powers from the consent of the governed." Therefore, the common citizen has a vital concern in the attitude of the candidate for public office toward such diverse issues as unemployment insurance, punishment of criminals, control of transportation, care of the insane, methods of taxation, conditions of labor in industry, banking control, and old age pensions. *Without some personal convictions about these and other topics, the citizen cannot very well measure the fitness of the candidate for office.* Moreover the citizen will not have convictions resting on sound bases unless

he has an opportunity to become informed. And it is altogether unlikely that he will be able to inform himself without definite training in the problems of citizenship such as an adequate school experience would provide.

Having chosen their public officials it becomes imperative that the citizens of a democracy form some estimate of the value of the services that the officials have performed. As in the case of their selection one must have an appreciation of the issues involved. Have the services been in the interest of the common man or have they been in the interest of the favored few? Have the policies of the officials promoted the greatest good for the greatest number?

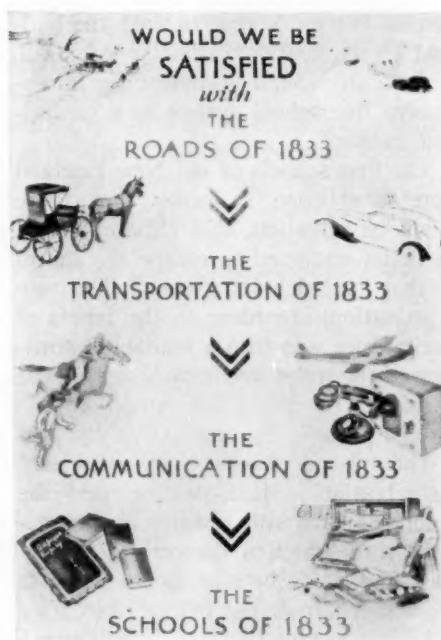
Thus it is that in the long run all reforms and all measures that benefit the masses must be understood and approved by the people. *But persons who have not been trained in an understanding of social problems and who are accustomed to accepting ideas on authority cannot improve their lot very rapidly.*

With the great concentration of wealth and power in the hands of a few that has taken place in America in the last seventy-five years, *there has arisen an acute need of a large body of people alert to the dangers of such concentration.* Grinding poverty, narrow lives, sickness, and crime are but samples of the results of gross inequalities in wealth. *To secure an improvement in this dangerous situation without recourse to violence requires a public-school system and program that reach not only the citizens of tomorrow but also the adults of today.*

Altho our continent was richly endowed with such natural resources as oil, water power, forests, and mines, the common man has not been the person who has derived the benefits therefrom. Uncontrolled greed—masquerading under the names of rugged individualism, private initiative, business enterprise, and free competition—has robbed the people of their treasure. It is too much to expect a correction of this evil until there is an informed electorate that has been schooled in cooperative action.

It is conceivable, tho very unlikely, that under a dictatorship our industrial life might be so ordered as to yield the greatest possible benefit to the people without their actual participation in the process. However, such a course would not only be highly dangerous, as the experiences of some of our European neighbors are showing, but would be in con-

flict with American ideals and traditions. Consequently, any genuine progress that is made must be with the understanding approval of the people.



Phi Delta Kappa

Here lies the task of the public school in a democratic society: to *create and maintain an informed electorate.* It is a tremendous job requiring the thought and energy of the best minds of the nation. The work must start in the kindergarten and be carried upward thru the high school, the junior college, and the university. *It must also be extended to adults who have passed the ordinary school age and are engaged in earning their living.* The plan of discussion groups conducted under the auspices of the school department in Des Moines is suggestive of what can be done in this line. Only thru a nationwide system of free schools can society be even reasonably assured that the abilities of superior minds will not be lost to our culture because of the handicaps imposed by poverty and ignorance. Such a school program will require more money rather than less. It will require better educated teachers and a curriculum that goes far beyond the Three R's of the days of our Puritan forefathers. *It will give more attention to the problems of society in America and less to the troubles of Caesar in Gaul.* It will be more concerned with the welfare of the individual as a consumer than with his possibilities as a market for the gadgets of business enterprise and to that end it will teach pupils to resist the appeals of clever but grasping advertisers. In short it will be a pro-

gram designed to benefit all the people.

If the schools are likely to be moderately successful in bringing about an informed and alert populace, one can easily understand the readiness of the barons of business to seize the opportunity afforded by the present depression to cripple them under the guise of economy. Some educators have argued that the only way to secure the support of the business interests for the schools is to demonstrate that education of the masses is essential to the successful operation of modern industry. Ignorant, illiterate workers cannot operate complicated machines or read alluring advertisements; therefore, they are inefficient producers and poor customers. Apparently our business managers have realized the truth of this claim for on the whole they have been willing to support a system of schools that emphasized only reading, writing, and arithmetic. But when it comes to supporting a system of schools that teaches children not only to read an advertisement but to question the validity of its claims, they draw the line. Probably they could hardly be expected to support that which may eventually lead to their removal as the dictators of American life. *A satisfactory program of education for the masses and the continued domination of industrial, political, and social life by a favored few are decidedly inconsistent.* As soon as we have the first, the second will disappear and the struggle for salvation will seem more hopeful. This would seem to suggest the real motive that lies behind the strenuous efforts of organized groups of selfish interests to disable the most fundamental of our social institutions.

About three hundred years ago the aristocratic governor of Virginia gave thanks that there were neither schools nor printing in his colony and uttered the pious hope that there would be none for a hundred years. He was keen enough to realize that education eventually means the end of the domination of a privileged class. And so today the battle over the maintenance of the public schools is a struggle between a selfish minority that seeks to perpetuate its power and the common people that are striving for a richer, fuller life. In the future of economic reconstruction there is grave danger that the children of the common people will suffer irreparable losses in their educational heritage.—**Royce S. Pitkin**, headmaster, New London School, New London, N. H.

The Program For Federal Aid

IN KEEPING with its historic policy, the National Education Association has been working intensively for some months to obtain federal relief for schools in the present crisis. Primary responsibility for the development of this program has rested with the Legislative Commission of the NEA, under the able leadership of its chairman, Sidney B. Hall, state superintendent of public instruction, Virginia. The Legislative Commission has worked in close cooperation with the Joint Commission on the Emergency in Education whose chairman is John K. Norton, professor of education, Teachers College, Columbia University.

The final program for federal aid which is to be presented to the administration and Congress, has been worked out jointly with a broadly representative Advisory Committee on Emergency Aid in Education called by United States Commissioner of Education George F. Zook, and presided over by James N. Rule, state superintendent of public instruction, Pennsylvania.

Every member of the National Education Association is called to the support of this program:

[1] The emergency problem of keeping elementary and secondary schools open on as nearly normal a basis as possible during the school year 1933-34 should be met by a federal appropriation of \$50,000,000 to be allocated according to emergency needs in the several states. This sum may be provided in one of two ways:

[a] by a special provision in the relief act, or less preferably

[b] by a separate federal appropriation.

In either case such appropriation shall be administered preferably by a Board of which the U. S. Commissioner of Education shall be chairman and executive officer.

[2] In view of the fact that the inability of many communities adequately to maintain schools is certain to continue during the fiscal year 1934-35 a federal emergency appropriation or allocation of not less than \$100,000,000 should be made available beginning July 1, 1934; this appropriation or allocation to be distributed in an objective manner, determined by a Board of which the U. S. Commissioner of Education shall be chairman and executive officer, and based upon reasonable evidence of needs and resources.

[3] The instability of educational support even in the abler states and communities, due to the shrinkage of

THE NEED for emergency federal aid for education is immediate and imperative. In these eight pages on "Education the Foundation of Enduring Recovery" the staff of *The Journal of the National Education Association*, in cooperation with the entire headquarters organization and others, presents the conditions which America now faces in dealing with its schools. Let this material be studied by every school faculty in America. Let it be discussed by civics classes in high school and college. Let it be brought to the attention of editors, ministers, and other influential citizens.—
Jessie Gray, president of the National Education Association.

local ability to support schools during the depression, constitutes an aspect of the present emergency of such proportion as to endanger the effectiveness of the schools thruout the nation. The fundamental relief which is necessary in order that public educational institutions may be adequately supported can be secured only thru the adoption of measures for the federal emergency aid to education during 1934-35. The situation is so critical in education that the people are justified in using federal funds to insure the normal operation of schools. Accordingly, it is recommended that a substantial sum be distributed from the federal treasury to the various states to assist them in meeting this phase of the emergency.

The method of distribution should provide first, that a flat sum objectively determined be distributed to all states; second, that a supplemental sum objectively determined but weighted to meet the needs of the poorer states be included in the distribution; and third, that the method of distribution be stated in the statutes, provided that a contingent fund not to exceed 10 percent of the amount so provided for 1934-35 be reserved for distribution to states and local units to meet exceptional and unforeseen needs under the direction of a Board of which the U. S. Commissioner of Education shall be chairman.

[4] Local funds should be released for school maintenance by:

[a] refinancing school district indebtedness or such municipal or county indebtedness as may have been incurred in behalf of the schools.

[b] providing federal loans to school districts or to municipal or county corporations, where [in the case of the latter] the loan is to be used for educational purposes; *provided* that in both instances the loan shall rest on the security of delinquent taxes, frozen assets in closed banks, or other acceptable securities.

[5] Out of any new appropriations made for Public Works not less than 10 percent should be allocated for buildings for schools, colleges, and other educational enterprises. Such grants shall be available provided that an approved survey has been made, and that the survey shows the need for the buildings. In cases where such surveys have not already been made these surveys shall be made under the direction of the Office of Education thru a decentralized regional organization. The cost of these surveys shall be charged to the Public Works appropriation for school plants. We recommend that the grants for such projects be made on a 100-percent basis. In administering this fund major attention should be given to the needs of the rural schools.

[6] A federal appropriation or allocation of \$30,000,000 should be provided to assist students to attend institutions of higher education for the period ending July 1, 1935, by

[a] special provision in existing acts, or

[b] a separate federal appropriation.

This fund should be administered by the U. S. Office of Education.

The following suggestions for immediate action are offered for members of the profession everywhere:

[1] Write at once to your Congressmen and to the President of the United States vigorously urging the need of relief for public education.

[2] Cooperate with consultants of the Joint Commission on the Emergency in Education and other friends of the schools in your state in creating public sentiment favorable to federal emergency relief.

[3] Urge organizations of which you are an officer or member to present to Congressmen and to administrative officials in Washington petitions for immediate federal emergency relief.

[4] Report to the chairman of the Joint Commission on the Emergency in Education, 1201 Sixteenth Street, N. W., Washington, D. C., what you have done and are planning to do.

[5] Act today—the degree of success depends upon how quickly and forcibly the organized teachers of the nation take steps to accomplish the desired results.

The Crisis in Education



The crisis in American education is extensive, serious, spreading daily into new territory, and affecting increasing numbers of children.

Major Trends in Education

THESE four trends in education during the depression stand out clearly:

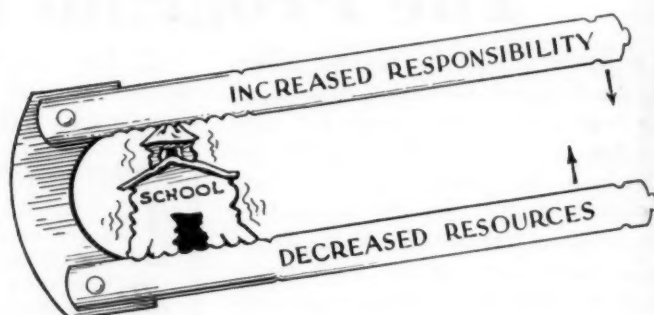
Responsibilities increased—Education is demanded for more children. Most of the increase in enrolment is at the high-school age where the per pupil cost is greatest. [See chart below.] There are over a million more pupils in the high schools in 1934 than there were in 1930. Meanwhile the number of the nation's teachers has been reduced about 52,000. The need for post highschool, vocational, and adult educational opportunities has been tremendously increased during the depression. The schools have also been called upon to supply food, medicine, and clothing, and to render many other noneducational relief services.

Resources decreased—School budgets have been cut to the bone. The depression and the consequent succession of tax delinquencies, tax limitations, lowered assessments, and retrenchment hysteria have seriously reduced school budgets, as indicated by the charts below. Two statements are indicative of the trend: Budgets for current expense in

393 cities in the north central states have been cut on the average one-third since 1930-31. School building programs in all sections have been practically suspended since 1930, a recent survey showing an average decrease of about 80 percent.

Services reduced—Children of the depression are not getting a fair chance. With more children and less money the schools have been forced to eliminate services and to curtail radically their entire program. Sound educational programs which have been built up thru the years are now stripped of the services most essential in equipping youth to meet presentday problems. The radical shortening of school terms is even more devastating. In addition to the closing of rural schools indicated elsewhere on this page, many city schools may be forced to close several months early.

Inequalities magnified—The wide variance within and among the states in educational opportunities and ability to support education which existed prior to the depression has been intensified during the depression.



Closed Schools

Hundreds of rural schools in the United States failed to open for the school year 1933-34 because of lack of funds. It is estimated that on January 1 2600 schools, affecting 140,000 children, were closed. It is estimated that by April 1 about 20,000 rural schools will be closed, affecting over 1,000,000 children.

Sub-code Teachers

More than 200,000 teachers, one-fourth of all public-school teachers, are receiving less than \$750 per year, the minimum amount factory hands may be paid under the Blanket Code of the President's Reemployment Agreement. Approximately 85,000 of these teachers are receiving less than \$450.

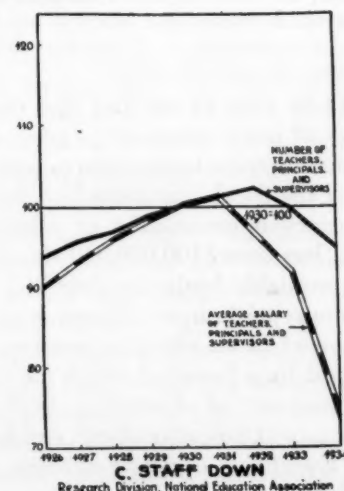
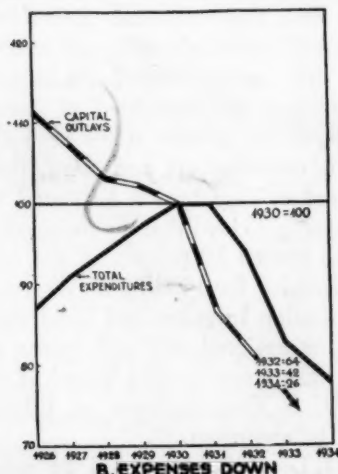
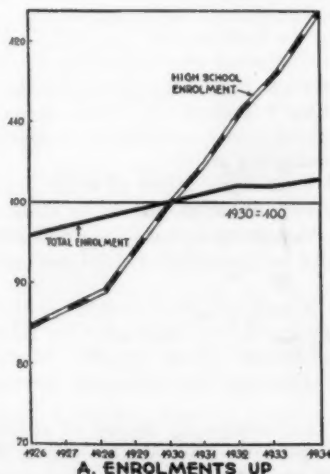
Additional Facts

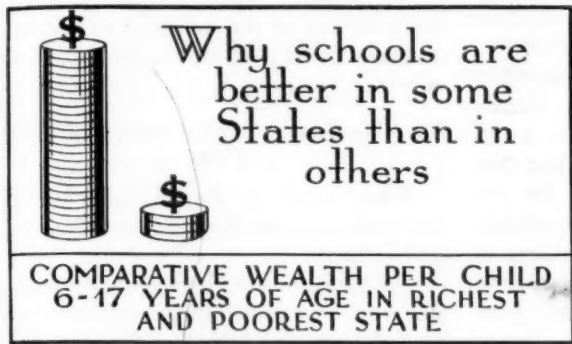
For a detailed account of the facts see:

National Education Association, Research Division. "Current Conditions in the Nation's Schools." *Research Bulletin*. Vol. XI, No. 4. November 1933. 24p. 25¢.

U. S. Department of the Interior, Office of Education. "The Deepening Crisis in Education." Leaflet No. 44. United States Government Printing Office. 1933. 16p. 5¢.

RECENT TRENDS IN PUBLIC SCHOOL STATISTICS





The Ability of the States

THERE are tremendous differences in the relative ability of the states to support education. In 1930 the wealth, i.e., the value of property, per child six to seventeen years of age in the wealthiest state was \$31,343.11 while in the poorest state it was only \$3978, a ratio of more than eight to one. In 1930 the highest income, or earnings per child of school age in any state, was \$4299 while the lowest was \$930, a ratio of nearly five to one. The annual income per child in 1930 in the wealthiest state was \$321.03 more than the total wealth per child in the poorest state. The highest school expenditure per child in average daily attendance was \$191.87 while the lowest was only \$34.52. See chart below.

It is not surprising that some states can provide better educational opportunities for their children than others.

Many of the states are not able to provide their children with adequate educational opportunities. Other states with greater financial resources are caught in the web of the depression and cannot adequately meet the crisis in education in the near future. They are hard-

pressed to find adequate sources of revenue. The federal government is using some of the most fruitful revenue producers, formerly used only by the states. An example is the tax on gasoline.

The Duty of the States

Regardless of difficulties, however, each state has the inescapable obligation of meeting the educational crisis within its borders as quickly and as effectively as possible. The situation warrants unusual emergency legislative measures.

Looking to the future there is need for a complete overhauling of school finance programs. The states must assume a larger share of the burden of school support for three basic reasons:

[1] *Education is an acknowledged state responsibility*—This responsibility, however, does not preclude national interest in education.

[2] *Widespread inequalities exist within states*—There is a tremendous range in ability to support schools among local school districts within states. The educational opportunity provided the children of many communities

is of appalling meagerness. In other communities, often at less burden to the community, children are privileged to attend schools rich in the quality and quantity of educational opportunity. This variance in educational opportunity is not only unfair but unnecessary.

[3] *Increased burden coincident with economic collapse*—Local districts which before the depression had extremely meager ability to support schools have been reduced to even lower levels. "From him that hath not shall be taken away even that which he hath" is applicable to thousands of school districts.

According to the National Conference on the Financing of Education [August 1933]: "States which have not done so should set out forthright to attack the problem of the state support of schools." Such action, however, will not meet the immediate crisis. The states should at once pass emergency school finance legislation to the extent of their ability.

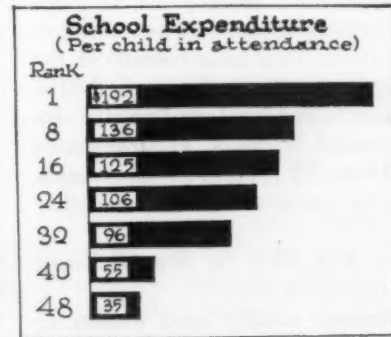
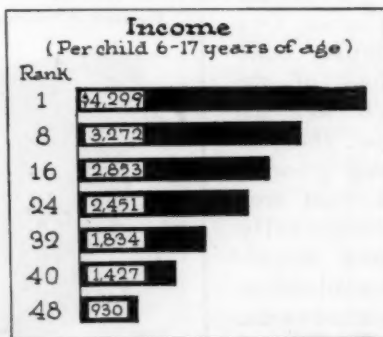
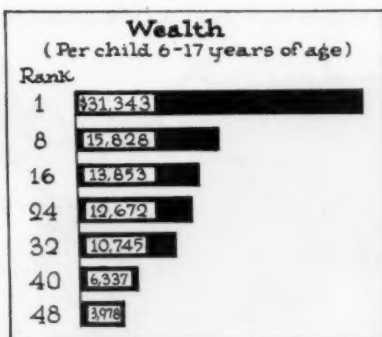
Many of the states, however, cannot adequately meet the crisis in education. Hence the need for federal emergency aid to schools.

The States and the Crisis

The federal government alone has the tax collecting power and the credit necessary to meet the emergency. Many states and localities are in large measure helpless. The federal government must come to the aid of the schools.—From Report of National Conference on the Financing of Education.

A STUDY IN CONTRASTS

The ability of the states to support education and expenditures per child - 1930
(Different scales)



Research Division, National Education Ass'n.

Read charts thus: The state having the greatest estimated wealth per child in 1930 had \$31,343 per child; the state ranking eighth on this item had \$15,828. Similarly compare data for states ranking sixteenth, twenty-fourth, etc. on wealth. Similarly compare for income and expenditure.

Education of National Concern



No one could witness this breakdown of . . . the schools except with the deepest concern . . . Where the community has proved unable to carry out its responsibilities and obligations the state must step in; where the state has been unable to shoulder the burden the strong arm of the federal government must be invoked. The very future of our country depends upon the provision we make for our schools in these distressing times.—George F. Zook.

The Nation a Single Economic Unit

THE MODERN AUTOMOBILE on a paved road can travel 50 miles per hour with ease. In 1930 the total passenger automobile mileage was equal to 2697 miles for every individual in the nation.

Trains capable of a speed of 100 miles per hour are now being introduced.

Passenger planes fly from coast to coast within twenty-four hours. The day after Christmas, 1933, Pilot Jimmie Wedell in eleven hours carried five-months old Sue Trammell from Houston, Texas, to Baltimore, Maryland, for an emergency operation.

Telephones enable one to project his voice to any point in the nation.

Programs of entertainment, culture, and education reach the entire country simultaneously by radio.

The newspaper and the motion picture reach millions of people daily.

The significance of modern means of transportation and communication is profound. The barriers of time and space are broken down.

The mental horizon of the individual has shifted from the narrow confines of his community to the state, the nation, and the world.

Families move from place to place with increasing frequency. Their children go with them. In a recent study of the 4218 pupils enrolled in three small Missouri cities there were found pupils who had attended schools in thirty-nine states. About 20 percent of all changes of location were to or from another state.

Willey and Rice in *Recent Social Trends* point out that:

The increased mobility made possible by widespread automobile ownership creates problems associated with chronic migration. The "gypsy" family has become familiar to every social welfare organization. Ease of movement induces a readiness to shift residence on

various provocations. Transient families complicate the work of school systems.

One person in every three in the United States resides in a different state than the one in which he was born and probably educated. In many states the proportion is much higher. [See map below.]

Among the most mobile persons are criminals, illiterates, panhandlers, and other undesirables who have no fixed habitat. According to the United States Department of Justice, the following incidents occurred in connection with a recent notorious kidnapping case in *Oklahoma*: The ransom was paid in *Missouri*; the kidnapped man was hidden in *Texas*; part of the money was exchanged in *Minnesota* and part of it in *Texas*; one of the kidnappers was found in *Colorado*; another of the kidnappers and his wife were found in *Tennessee*; one of the prisoners has been imprisoned in *Kansas* but is to be taken to *California*.

Such facts are exceedingly significant. Boundary lines for counties and states mean less and less.

C. E. Merriam writes in *Recent Social Trends* of the period from 1900 to 1930: "Broadly speaking, industrial and social relations overflowed the banks of the states and swept out over the nation in a flood too great to be controlled by any one state, as in the case of corporations transacting business in many different commonwealths."

When one section of the nation suffers a calamity such as a severe drought in the middlewest, for example, other sections of the nation feel the impact. The purchasing power of a great area is temporarily reduced. Retailers, wholesalers, manufacturers, railroads, and banks throught the nation are affected.

Education the Foundation of Enduring Recovery:

Increasingly, the economic welfare of each section of the nation is of concern to every other part and to the nation as a whole.

The Nation a Social and Cultural Unit

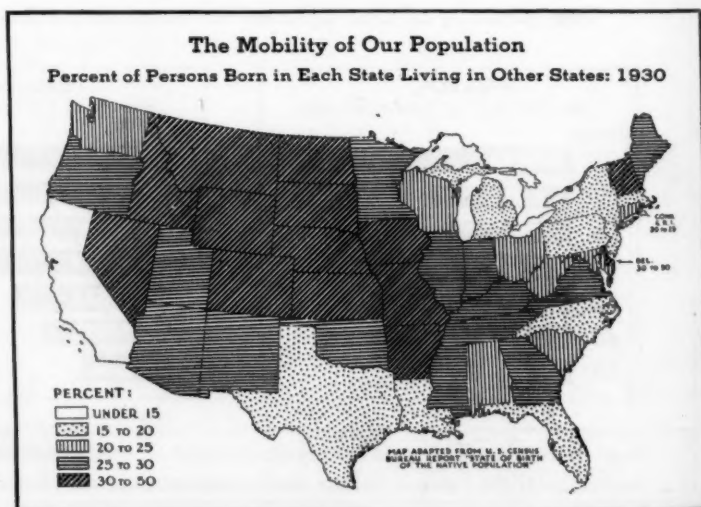
What is true in the economic life of the nation is equally true in the social and cultural life.

The ultimate significance of the breakdown of education in one section to the rest of the nation is as significant as that of an economic maladjustment in any given area. Suppose a child is deprived of an education in *Kansas*, *Alabama*, *Michigan*, or any other state. In a few years he may be in a position to affect intimately the welfare of a child educated in *Nevada* or *New York*; his lack of education may be detrimental to a publisher in *Philadelphia* or an auto manufacturer in *Detroit*; or he may help to put an undesirable Congressman into office from *California*. His life may follow out any one of hundreds of patterns.

Modern agencies of communication and transportation have transformed the social and cultural life of the nation. The education of all the children of the entire nation has become the concern of the nation as a whole.

In the words of President Roosevelt: "As the different parts of our territories come steadily nearer by reason of time-saving devices of modern communication and travel, each man and woman becomes more and more responsible for the human conditions surrounding all of his nearer and nearer neighbors."

Human wealth is the nation's greatest resource. Can the federal government afford to ignore its inescapable obligation to assist the states in meeting the emergency in education?



Emergency Federal Aid for Education Imperative

MANY CRITICAL PROBLEMS confront the nation. Education must play a vital part in their solution.

Economic Wellbeing

In order to meet the economic crisis the federal government, thru the National Industrial Recovery Act, has set up a plan by which it is hoped the problems of industry in our complicated modern social-economic life may be more effectively solved.

Its ultimate success depends upon the spirit of fair play manifested between employers, employees, and the consumers. This, in turn, depends upon whether they have sufficient understanding of the new era of social economic control in which they live.

Ignorance precludes such an understanding. Force cannot be the element of control. As President Roosevelt has said, "This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it." The supreme task facing American society is that of producing citizens who grasp the significance of the new order.

There are almost unlimited markets among the underprivileged portions of our population. Education is the only effective way to develop these markets. Education creates wants. Business thrives on the wants of the people. The business world of coming years will be handicapped to the extent to which education is neglected today.

Leisure

Working hours are rapidly growing shorter. The National Industrial Recovery Act has hastened the process. An individual acquainted with the truck drivers in a certain city has been asking

them what they are doing in the extra time available under the NRA code. Two answers illustrate widely divergent possibilities. One replied that he was learning to play the guitar so that he might be able to accompany and encourage his daughter who is taking piano lessons. The other replied that he was spending his time in a pool hall.

Used properly, leisure will contribute not only to the social and cultural but to the economic wellbeing of the nation. Is there any agency that can take the place of the schools in educating for wise use of leisure? Do we dare neglect education as we enter a period where increased free time for the average individual is inevitable?

Health

The only instruction in habits of healthful living received by thousands of children is that which they receive in school. The only health examination many of them ever have is provided by the school. The only remedial treatment for defects of eyes, teeth, and ears comes from the school. A good school performs these services. Poor schools do not. There is a tremendous economic gain, to say nothing of gains in human happiness, that is rendered by the health services of the public schools. School health service should be made universal. The price of failure to render this service is far greater than its cost.

Effective Citizenship

In the days of our forefathers the ability to read and write, even to a limited extent, was considered an adequate education for intelligent citizenship. But contrast the need for education in the simple pioneer life with the need for education on the part of a farmer

★ Education and National Problems

Ever since I was a child I have been meeting public problems . . . to come finally to the conclusion always that education furnishes the only solution. . . . All the problems that arise—problems requiring either a new approach to an old evil, or a new remedy for an evil that has taken a new form in the changing kaleidoscope of social development—all these have only one answer. That answer is education.—Newton D. Baker, *Journal of Adult Education*, June 1931.

living in Minnesota today, for example. As a specific illustration, what should be his attitude toward the St. Lawrence waterway? He should know how it will affect his own welfare, what it will mean to his sister's family living in Alabama, how it will affect the state of Minnesota, the international aspects of the proposal, and other facts. Bare ability to read and write is not enough. Good citizenship today requires a far broader knowledge.

Mere intellectual training, however, does not assure good citizenship. The present period of stress has brought to light many instances of men with trained intellects who use their ability to do injustice to their fellows.

At the present time there are probably 3,000,000 young people grouped around the ages of eighteen to twenty who are out of school and out of work. They have been termed the "lost generation." They are at a critical age. For them to remain idle constitutes a gigantic loss. No civilization can cut off its growth and live. A startling announcement was recently made by the United States Department of Justice. From January 1 to September 30, 1933, this agency "examined the arrest records of 240,071 individuals whose finger print cards were received from local law enforcement officials thruout the country." *It was found that the number of those arrested, who were nineteen years old, was greater than the number for any other single age group.*

These are only a few of the critical problems confronting America today. Education is generally acknowledged to be the only ultimately effective means of dealing with them. While the schools are not doing a perfect job, the road to solution of these problems lies in more and better education, not less.



Federal Aid to Education Past and Present



We have commended the government for its program of public works and we have shown that, if such federal participation is warranted for roads, dams, and waterworks, it is equally justified for schools. We know that education is mostly labor and public service. We know that it is self-liquidating. . . . By the true interpretation of the traditions of the past, by the needs of normal times, by the urgency of the depression we conclude that substantial support of our public schools . . . should at once become a part of the program for recovery.—William F. Russell.

FEDERAL AID to education is not a new proposal or a new course of action.

Attitude of Early Leaders

It is evident from the writings of Monroe, Jefferson, Hamilton, Madison, and others that education and public works were contemplated among the main purposes of the General Welfare Clause of the Constitution.

Original Federal Aid Policy

As early as 1785 the Confederation, in legislating for the National Domain, set aside land for schools. In the Ordinance of 1787 it was declared that "schools shall forever be encouraged." In 1802 the first National Land Grants for education were made in the Enabling Act for Ohio. Similar acts and grants to education were made as state after state was admitted to the union. *These were general grants to the common schools.*

Policy of Federal Aid Changed

The Morrill Act—This Act [1862] marked "definite changes in federal policy from grants in aid of education in general to grants in aid of specified types of education, and in the adoption of a formula for the distribution of subsidies to all of the states."

The Hatch Act—This Act [1887] inaugurated a new type of federally aided service in agricultural education, *i.e.*, scientific investigation and experimentation. It initiated the policy of annual subventions to the states.

Second Morrill Act—This Act [1890] reasserted and augmented the Act of 1862.

State Marine School Act—By this Act [1911] federal aid to promote nautical education was inaugurated. For the first time states were required to match federal funds.

Smith-Lever Act—This Act [1914] provided federal aid for a new type of service, "the diffusion of useful and practical information on subjects relating to agriculture and home economics."

Smith-Hughes Act—This Act [1917] was designed to promote vocational education. The George-Reed Act of 1929 further developed the work in vocational education.

Civilian Vocational Rehabilitation Act—This Act [1920] extends the activities of the Federal Board for Vocational Education into the field of vocational rehabilitation of persons disabled in industry and their return to civil employment.

The Recovery Program and Education

[1] Thru the Public Works Administration the federal government has made available the cost of constructing school buildings, 30 percent as a gift and 70 percent as a loan to the state or municipality. Another provision allows the federal government to furnish the cost of construction and then lease the building to the state or community. About \$35,000,000 had been allotted schools by the PWA up to December 23, 1933.

[2] Thru the Civil Works Administration, which received its funds from the PWA, funds were also made available for school building and repair activities; for the temporary employment of unemployed teachers; and for certain research projects.

[3] The Federal Emergency Relief Administration has provided funds for the employment of teachers. Two million dollars a month are being expended on this service and the plan is giving employment to 40,000 unemployed teachers:

[1] In rural schools that have made a maximum effort on their own part to continue their schools and have insufficient funds to do so.

[2] To instruct adults in reading and writing English.

[3] To instruct adults in vocational lines so they may be prepared for modern industrial life.

[4] To instruct adults who have been injured thru accident or disease, so that they may be self-supporting.

[5] To teach unemployed adults and others in general fields of adult education.

[6] In the establishment of nursery schools in sections where there is considerable unemployment so that the children may be given proper treatment and the parents may be taught how to feed and care for their children.

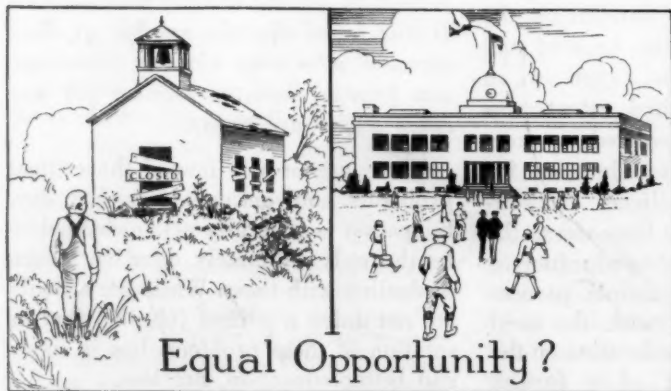
Certain other aspects of the New Deal have also affected education. Of special significance is the prohibition of child labor, which materially increases the burden of the schools.

The Civilian Conservation Corps is providing worthwhile occupation for 300,000 young men eighteen to twenty-five years of age who were out of work and out of school.

The Tennessee Valley Authority is a national planning agency for the development of the cultural as well as the economic welfare of seven states.

There is also the broader background of assistance furnished by the federal government. Its program to set the nation on the road to economic recovery will as fast as it succeeds provide the basis upon which schools and other public agencies may be restored to their former strength and enabled to meet the increasing demands of the times.

But, at best, it will be approximately two years before the gains in industry will begin to reach the schools. Present activities of the federal government are not adequately meeting the crisis in education. Emergency federal school finance legislation is imperative.



Emergency Federal Aid for Education Imperative

The treatment of the child may be considered as a forecast of social change because in the status and nurture of the child are expressed the knowledge and the hopes and values of a people which they are building into the future society.

In the last analysis the trends in child care and in the child population express the social values of the nation. In the longer perspective of history what we are doing to and for our children may prove the most significant of all social trends because the child is the bridge—biologically and socially—to the future.

—Lawrence K. Frank in *Recent Social Trends*.

Federal Action to Meet the Economic Crisis

A YEAR AGO the economic crisis was at its worst. Uncertainty and fear hung over the land. More than 12,000,000 persons were unemployed. Thousands had lost homes, farms, and life time savings.

The manner in which the American people are winning their way to economic recovery by cooperative measures carries on the pioneer spirit of their fathers.

In order to reestablish confidence and assist the various industries to regain the road to recovery the federal government entered upon a program that would have been declared unworkable, even un-American, not many years ago.

Banks—First came the banking moratorium designed to give the banks a chance to marshal their forces and to permit the opening only of those which were in a sound condition to do business.

Industry—The National Industrial Recovery Act was designed to set business and industry on the road to recovery, first by eliciting cooperation and fair play from the various industries; and second, by the establishment of a Public Works Administration to supervise the expenditure of \$3,300,000,000 for public works in an effort to provide employment and stimulate business.

Agriculture—The Agricultural Adjustment Act was passed in order to do for the farmer what the National Industrial Act was to do for the business man. The Farm Credit Administration was set up to enable farmers to refinance mortgages and develop cooperative markets.

Relief—The Federal Emergency Relief Administration gives federal aid to supplement unemployment relief. The Civil Works Administration, created in the fall of 1933, provided immediate employment for millions of unemployed who were thus taken off relief rolls.

Other activities—The Home Owners Loan Corporation, the Tennessee Valley Authority, the Federal Coordinator

of Transportation, the Reconstruction Finance Corporation, and other agencies are also designed to meet specific emergency economic problems.

Thus the federal government is engaged in new and farreaching activities designed to promote agricultural and industrial recovery and to restore the nation to economic health.

The importance of such a program and its significance to individual and national welfare can hardly be overestimated. To make needed adjustments in the economic life of America was undoubtedly the first duty of the new administration when it came into power March 4, 1933. That date marked the low point in banking, business, and agriculture. Under the stimulating influence of governmental aid these industries are on the upgrade. The participation of the federal government has been essential.

What About the Schools?

The winter and spring of 1934 find education at new low levels.

The time has come for the federal government to turn its attention to the crisis in education which affects the cultural and social life of the nation, which is completely denying educational opportunity to scores of thousands of future citizens, and which is subjecting millions of children to educational opportunities utterly inadequate for equipping them to meet the test of living successfully in our modern complicated civilization.

One superintendent's letter typifies the situation in many areas of the nation:

I have been appointed on a committee to study the school finance situation in this section, and the things we learn are startling. One system is now going on its fourth year in arrears; its

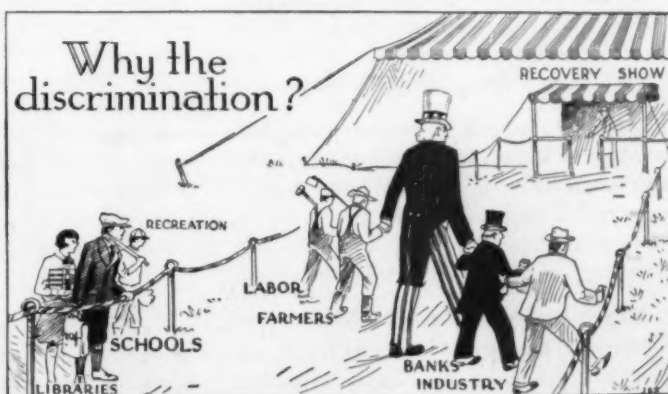
★ What About The Nation's Future Citizens?

teachers have not yet been paid for teaching in 1930-31. Only two city systems in this section are on a cash basis. Two city systems are wavering between continuing and closing. We feel that the end is in sight. I am sure that unless something is done toward giving financial aid, either from the state or the federal government, that many of these schools will close before the year is out and I can name a half dozen city systems which positively cannot open next year.

It is true that the federal government has taken some steps to assist the schools. But the assistance given thus far has been mostly on [1] material phases of the school program such as building construction and repair; and [2] on educational projects outside the scope of the regular school program, with the exception of limited assistance to rural schools. [See opposite page.]

The combined judgment of the educational leadership of the nation is that the crucial need for emergency aid to schools calls for further and prompt action on the part of the federal government. A program which should go far toward meeting the emergency has been outlined and is presented on the first page of this special feature on federal aid.

Certainly the federal government owes as much to children and to future citizenship as it does to banking, industry, agriculture, and public works. No one denies that assistance to these industries is essential. But it is no more essential than is the need today for emergency federal aid to education.



The Federal Government's Responsibility



Whether America will continue to exist as a free democracy depends to a great degree upon whether we can develop a program of education in keeping with our reconstructed economics program. If we continue to attempt to finance education as it was financed in the days when local communities could be selfsustaining, we shall fail. Those days are gone. We face entirely new conditions. Those conditions demand that the problem of financing the education of our children be handled as a national problem.—Paul R. Mort.

THE situation in education has reached the proportions of a major national crisis

—Thousands of children are denied the heritage of their rightful educational opportunities. The purchasing power of the teaching profession which is exceeded in number of employees by only four industries—agriculture, construction, railroads, and textiles—continues downward in the face of rising commodity prices.

The states are unable to meet the crisis—Even before the depression there were tremendous variations in the relative ability of the states to support education. The depression has accentuated these inequalities. The states are unable to cope with the present emergency.

Education is of vital national concern—One of the most farflung and complicated socio-economic experiments in the history of the world is being tried. Only an educated people can carry out such a program successfully. Untrained intellects, unskilled hands, and selfish hearts have no place in the war against depression. Critical problems confront the nation. To drop back fifty or a hundred years in public education will be fatal. No nation can cut off the education of its children and endure.

Federal aid to education is not a new proposal or a new course of action—The federal government has given aid to education in one form or another almost since its inception; but in recent years aid has been provided only to special forms of education. The present period demands aid for education generally, especially in certain areas where the breakdown is most acute.

The federal government has assisted banking, industry, and agriculture—Few people question the wisdom of such action. Attention to the economic crisis was undoubtedly the first duty of the present administration.

Emergency federal aid to education is imperative—Altho it was necessary to deal first with the economic

crisis and to provide food and clothing to those in need, the time has now come to nourish and protect the minds and hearts of the American citizens of tomorrow thru the adequate restoration of educational opportunities which only the federal government has the power to accomplish in the near future.

Form federal aid should take—According to the National Conference on the Financing of Education: "Emergency funds should be made available for the support of education in general; they should be made to the states; and should be used under the direction of state authorities." *Federal emergency aid for education does not mean that the states will surrender their constitutional control over public education.*

What emergency federal aid should do—Congress should pass emergency school finance legislation at once, as outlined on the first page of this special feature, in order to:

[1] Open closed schools and prevent other schools from closing or from drastically shortening their terms.

[2] Prevent drastic retrenchments in educational programs which will lower still further the quantity and quality of educational opportunity provided the boys and girls of the nation.

[3] Provide for the employment at appropriate salaries of qualified teachers who are now unemployed and who are needed in school systems to carry on essential phases of educational work.

[4] Provide credit and other financial aid on the security of delinquent property taxes and frozen school funds in closed banks to enable the payment of salaries and other obligations now in arrears.

[5] Provide federal funds for the repair and construction of needed school buildings.

[6] Provide federal relief funds to assist the states in the maintenance of a foundation program of public education in every community during the period of the emergency.

[7] Secure the further liberalization of federal emergency acts thru which relief is now being given to public education in some communities.

Federal aid to education will stimulate recovery—Money spent on schools will be fully as effective in stimulating recovery as the money now being expended on other projects no more important than the education of a nation's children. Moreover, education is a major and socially constructive opportunity for taking care of workers released from other lines of endeavor thru technological development. It is clear that an increasing proportion of manpower must go into human services rather than into technological employment.

The time for action is at hand

—The federal government is the only agency sufficiently powerful to meet the present emergency promptly. Failure to act will eventually cost many times the price of the action. Human resources are at stake. Whoever is to blame for the economic and educational crisis, the child is guiltless. Yet children are paying the penalty. And the penalty to society is only a few years delayed.

Congress and the President should take action at once. It is possible, but not probable, that action will be taken before this JOURNAL reaches its readers. Action will not come unless there is sufficient demand backed by actual evidence from the field. Have you done your part? Write at once to members of your congressional delegation, to the President of the United States, the Secretary of the Interior, and the United States Commissioner of Education and vigorously urge the need of federal emergency relief for public education. Send copies of your letters to National Education Association headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

[This 8-page feature on emergency federal aid to education has already been preprinted with a special cover by the Legislative Commission of the NEA. Single copies 15c; discounts for quantities: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33-1/3 percent. Order from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.]

Types of Taxes: The Property Tax

MR. HOWE owns ten acres of land on the edge of the Mojave Desert, San Bernardino County, California. There is nothing on the land—no house, no crops, no fence even, nothing but shining sand. Someday, when water for irrigation can be provided, the land may be quite valuable. What is it worth now? The county assessor guesses that it is worth five dollars an acre. Each year Mr. Howe receives a bill for taxes on this land. The rate for schools, roads, and all other purposes adds up to 20 mills on the dollar, or \$2 on a hundred dollars, or 2 percent. Mr. Howe therefore sends a check for \$1 to the county tax collector. Sometimes the bill is a little more or less, according to the rate fixed by the county supervisors each year. If Mr. Howe does not send the money when it is due, the tax collector charges a penalty for delay. If Mr. Howe still fails to pay this tax the sheriff will, after certain legal steps, sell the land to meet the claims of the county against Mr. Howe.

This simple illustration brings out the main features of the property tax:

[1] The *assessment* or determination of the value of the property for taxing purposes. This is always a difficult process involving problems which require careful thought and study.

[2] The *levy* or fixing the rate at which the tax is imposed. This depends ordinarily upon the needs of the various taxing units and on the total amount of property assessed for taxation.

[3] The *collection* of the tax and the enforcement of penalties for non-payment.

Most people think first of property taxes when they think of taxation in general. The tax on property is, in fact, by far the most important tax used in the United States, at least as far as its yield is concerned. This tax alone accounts for approximately 50 percent of all federal, state, and local taxes collected, and for about 90 percent of all local taxes.

The property tax may be readily described by noticing its two chief parts, with two subdivisions under each:

[1] Taxes on real estate:

- [a] Taxes on the land and its improvements
- [b] Taxes on land resources [mines and forests]

[2] Taxes on personal property:

- [a] Taxes on tangibles [furniture, cars, and the like]
- [b] Taxes on intangibles [money, securities, credits]

THERE HAS BEEN a great change in the fundamental attitude toward taxation on the part of all modern democracies. . . . Taxation is no longer regarded as a burden to be exacted from an unwilling victim but as a contribution cheerfully rendered by those who are alive to the sense of collective responsibility implicit in the very conception of democracy. The only limitation on this idea is the insistent demand for equality and uniformity of treatment, giving to those terms the broadest interpretation that has resulted from modern enlightenment.—Edwin Robert Anderson Seligman. *Studies in Public Finance*. The Macmillan Company. New York. p214.

In the form here outlined, we have the "general property tax," so called because all kinds of property, or property in general without distinction or separation by classes, is to be assessed and taxed uniformly. Altho it has been a mainstay of American local finance, the general property tax has become increasingly unsatisfactory because of the practical impossibility of taxing all kinds and classes of property at the same rate. States using the general property tax have usually been prevented, under their constitutions, from developing adequate plans of tax reform, and the struggle for constitutional change has frequently been opposed by all who would be adversely affected by a more rational tax system. Altho the general property tax is now archaic and inequitable, some plan of property taxation may be expected to endure for a long time. The important issue is how to improve it.

[1] Classification of property—

The first step should be the recognition of different classes of property and the necessity of taxing these classes in a manner appropriate to each. In other words, we should not seek to tax property in general, but different classes of property. Mines and forests should be taxed on a different basis from that used for city real estate and farm lands. The mass of personal property should be broken up. The worst defects of the general property tax have appeared in

the case of intangible property, which is easily hidden or removed if tax rates are too heavy.

[2] Equalized assessments and better administration in general—

Wide differences exist in the accuracy with which the value of property for tax purposes is determined. Furthermore, in some places property is assessed at, say, 80 percent of its true value, while in other places within the same state the assessment may be only 50 percent of its true value. One assessor may make only a rough and careless guess as to the value of property, while another may work with scientific care. Even if both assessors are honest and careful they may reach quite different results, because there is no agreement as to what "value" really means. To correct such unfair and confusing situations, various administrative changes, chiefly in the direction of centralized state responsibility, are suggested. State boards of equalization and permanent professional state tax commissions are important results of this tendency. We shall return to the matter of better tax administration in a later article.

[3] A broader tax base—The average state which has relied upon the property tax for a heavy proportion of its revenue, should broaden the tax base in order to collect a larger proportion of the taxes from citizens other than the owners of property. Governmental expenditures benefit all of the people, and the attempt to finance these expenditures from property taxation has resulted in extremely burdensome tax levies. The administrative and other difficulties experienced with the property tax are due in large measure to the heavy taxes imposed. A broader tax system, coupled with economy and efficiency in governmental expenditures, would permit such reduction in property tax rates as to remove a large part of the criticism which has developed against this form of taxation.

In spite of all its shortcomings, therefore, it is not at present feasible to abolish the property tax entirely. One of its chief troubles is overwork. It can be made into a useful part of the revenue system if other taxes, such as those on sales or incomes, are used to relieve it of the full burden.—Harley L. Lutz, Princeton University, and William G. Carr, Research Division, NEA.

The Fruit Basket Turns Over

AS CHILDREN we played the game, "fruit basket turnover." At a given command the children left their chairs and raced across the room to find other chairs. In like manner, vacation periods act as a command to the American people to leave their location and to travel to other parts of the United States over our elaborate system of national highways. Furthermore, for business purposes, long trips are made over our highways to nearby and far distant towns.

To a great many people, the "greenest grass is on the other side of the fence"; hence, the pleasure and business trips over our national highways bring about migration of families with their children to new and often distant locations where residence is established for a shorter or a longer period of time. As a result of the foregoing changes of residence many children attend school in two or more different localities in which the educational opportunities may widely differ.

Just as the federal government has become interested in the great arterial highways of the nation and because of its evident responsibility has assumed a share in their construction, there also exists a national responsibility for the education of the children in the states thru which these national highways pass. It is generally accepted that the federal government is responsible in part for the education of all the children in all the states since these same children not only become citizens of the states in which they live but are also citizens of the United States. Children may be born in one state, educated in several others, and later actually reside in some other distant state. Those interested in the development of good citizenship must become interested in the type of school offered in every state of the union. Ignorance, and crime—which

is bred by ignorance—disseminate very readily to all parts of the nation. The amount of shifting of school population and its effects on the education of children indicate clearly that the federal government should take further and more substantial interest in the education of all the children in all the states.

In order to obtain facts relative to the amount of shifting in school population a study was made of the question in three representative towns in Missouri. Since Missouri is located near the geographical center of the United States, it is thought the facts will be reasonably representative of a large number of states in the Mississippi Valley. Three towns were selected near the center of the state and situated on firstclass highways. None of these towns has a population over 14,000 and it is believed that all three are fairly typical of towns of their class in Missouri as far as mobility of population is concerned. Furthermore, none of them contains a state educational institution which might account for undue shifting of population.

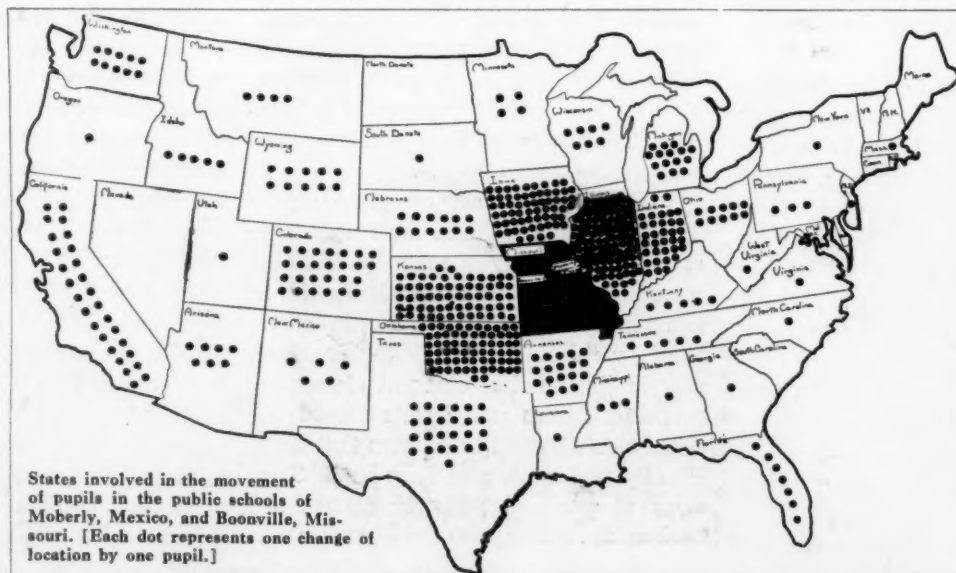
A study of the total school population of these three towns reveals 4218 pupils enrolled. These children are being educated by the local communities and by the state. That we in Missouri should be interested in the training offered in the other states of the union is indicated by the fact that *the pupils now enrolled in these three towns have at some time in their school career attended schools located in thirty-nine of the forty-eight states of the union.* Each transfer from

one school to another, whether within or without the state, by any student who is now enrolled in these systems was considered a movement. When a student transferred from some school outside Missouri, either to another school outside Missouri or to a school within Missouri, the transfer was considered as a movement outside the state. When a student transferred from one school located in Missouri to any other school located in Missouri, the movement was considered as being within the state. Five hundred sixty changes of location by the 4218 pupils now enrolled in the public-school systems of these three towns, or practically 20 percent of all the movements, were outside the state of Missouri.

It is easily seen on the accompanying map that the largest number of transfers classified as outside the state started in states bordering Missouri. One hundred eight transfers started in Illinois, 68 in Oklahoma, 63 in Iowa, and 61 in Kansas. The number of transfers starting in Nebraska, Arkansas, Tennessee, and Kentucky, all of which also border Missouri, was not as large as were those starting in certain states more distantly located from Missouri.

These data clearly indicate that even our stable towns in Missouri must become interested in the educational offerings of other states since a considerable portion of their school population will have spent part of their school life in the schools outside of our own state. This is doubtless true of other states. The federal government should not only

take an interest in the education of the children of all of the states but it is also morally obligated to assume a portion of the financial burden for the support of the education of all of these children who are, after all, citizens of these United States—A. G. Capps and W. W. Carpenter, professors of education, University of Missouri. ♦ ♦



Save Hearing and You Save Ambition

CONSERVATION of hearing means, among other things, preservation of ambition in gifted children.

The other day I was talking with a teacher who was paying a visit to our demonstration school. "And what do you think of our college students?" I asked.

The visitor's eyes rounded. "You don't mean to say that some of these children are in college!"

"Exactly that," I replied. "One of the girls is a sophomore at Hunter and another expects to graduate from New York University in June. Both have been coming here for years for Saturday morning lip reading. The Hunter student was only eight when she began."

A few weeks ago I sat talking with a friend who held the national lip reading championship in 1930. We had been watching a Christmas play presented by these same older children of the demonstration school and were commenting upon the poise, the freedom from any sense of handicap, the extraordinary lip reading ability, and the delightful, normal speech of these young people who had lost some part of their hearing after their school days had begun. As we talked, a good-looking young man came up to wish me a Merry Christmas, seizing both my hands to place a gift to the League in them.

"Your own earnings, Davie? Can you really afford it?" I asked, knowing how hard he is working to get his education.

"Yes, indeed! I've a fulltime job now," was the proud reply—full realization of what it means to be that lucky in these times. "That's why I haven't been here Saturday mornings. And you know how my engineering course fills up the evenings." His radiant face visualized the glorious professional future for which he has a real aptitude.

My friend, the champion, drew a pensive sigh. "The ambition of these children, going to college like that!" she exclaimed. "They just don't seem to know there's such a thing as a physical handicap!"

Right! They do not! What would keep them coming year after year on their precious Saturday mornings if their good minds did not argue that regular practise makes the expert lip reader who marches steadily thru the grades without retardation, enjoys all that high school has to offer, and grasps college as a gate to opportunity which he is perfectly able to open? This free-

dom, moreover, reckons with facts. These gifted children all know their aural hygiene and they practise it. Limitations are accepted more as a challenge than a burden. Exceptional children, in the classification of the White House Conference, they may be; handicapped, in that sense, they may be; and surely they are fulfilling the Conference's ideal for the handicapped child in their intention to live lives of increasing growth, richness, release of energies, and joy in achievement!

It is fascinating to see how many of these gifted children whose hearing is impaired know just what they want to do. Marvin, who is thirteen now and has broken into print a number of times, had his ambition to be a writer welldeveloped when he came to us at ten. His serious loss of hearing seemed to drive his active mind to this kind of expression. The child of plain people without literary associations, he naturally turned to the handiest form of printed matter, the newspaper, and worked hard to get into the children's columns and corners of his favorite dailies. Many of his essays and paragraphs have been published and he has won several prizes besides running a little paper of his own.

Then there is Irish Molly, now a husky Amazon of nine, who was so frail-looking and timid three years ago that she wept aloud at the winning of her first lip reading competition. Now she wreaks physical violence upon any boy who jeers—as the immemorial habit is—at her impaired hearing. An expert lip reader herself, she has also observed that her teachers in demonstration school share her disability. So, if you please, she has decided to be a teacher of lip reading, and what is more, she shows marked aptitude when she is allowed to teach the baby class of six-year-olds.



Hearing thru their fingers

Gifted children are frequently discovered among our little lip readers—the old story that a handicapped body need not indicate handicapped intelligence and learning power. Every teacher should own a copy of Charles Scott Berry's monograph, *How the Teacher May Help the Exceptional Child*, and should keep it handy, especially in these days when people value good hearing more than formerly. School systems, including our vast City of New York Department of Education, are adopting the simple practical program of the NEA Department of Lip Reading in which our League social workers and teachers have been represented ever since the department's inauguration, by Martha E. Bruhn, Caroline F. Kimball, and Marion S. Clark. This school program has three main sections: [1] Periodic group testing [4A audiometer] and individual retests [2A audiometer]; [2] follow up; notification and advice to teachers and parents; written reports on medical examination; [3] education; lip reading in the regular school, which in New York is taught by the grade teacher who has taken the necessary course in methods. Education should include careful vocational counseling and work and play association with normally hearing children.

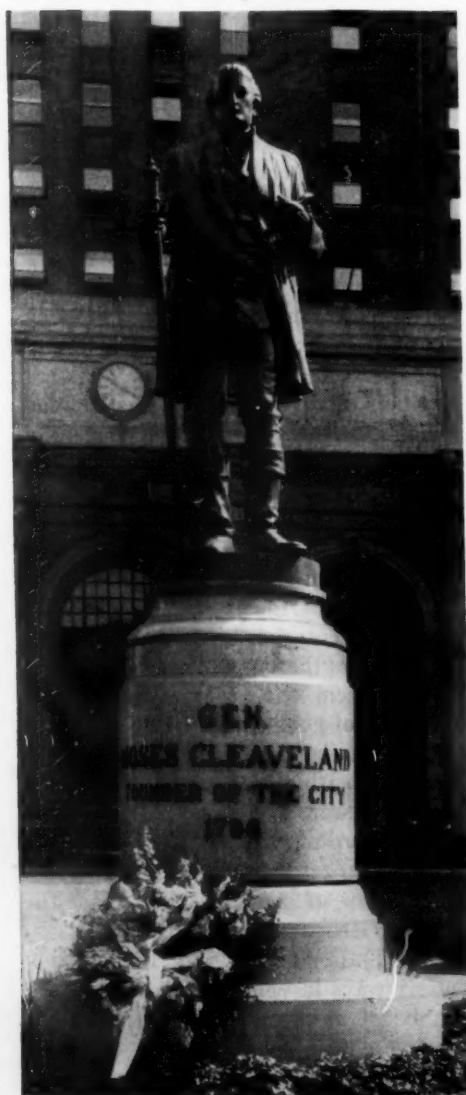
Superintendents, principals, and teachers show increasing interest in our NEA Department of Lip Reading as larger numbers discover the value of its annual meetings. During the 1933 convention at Chicago the Department held a most interesting meeting and presented an exhibit in the general exhibit of the Association. At the 1934 meeting of the National Education Association, the Lip Reading Department hopes to make a strong presentation of its work for conservation of hearing. This is the only way to stem the rising tide of adult tragedy—of good minds baffled by their human service thru early neglect of the sense of hearing.—Annetta W. Peck, executive secretary, New York League for the Hard of Hearing.

[*The Federation News* (American Federation of Organizations for the Hard of Hearing, 1537 35th St., Washington, D. C.) for October 1933, points out six ways in which the grade teacher can be of most service to the hard of hearing child: prevention of deafness, early detection of deafness, readjustment, correction of defects, sympathy and understanding, and informing herself.]

Department of Superintendence Presents



Superintendent Paul C. Stetson, Indianapolis, president, Department of Superintendence of the National Education Association



One of Cleveland's pioneers

TENTATIVE General Session Program for the 64th Annual Convention of the Department of Superintendence, Cleveland, Ohio, February 24-March 1, 1934.

Saturday, February 24

Registration all day. Exhibits open at 12:00 noon

Sunday, February 25, 4:00 P.M.

Vesper Service

Presiding—Paul C. Stetson, superintendent of schools, Indianapolis, and president, Department of Superintendence

Invocation—Rev. Harold C. Phillips, First Baptist Church, Cleveland

Welcome to Cleveland—Charles H. Lake, superintendent of schools, Cleveland

Religion and Democracy—William Lowe Bryan, president, Indiana University

Monday, February 26, 9:30 A.M.

Education for the New America

Presiding—Paul C. Stetson, president, Department of Superintendence

Invocation—Rev. L. C. Wright, Epworth-Euclid Church, Cleveland

The Contribution of Colleges of Education—William F. Russell, dean, Teachers College, Columbia University

The New Leisure Challenges the Schools—John H. Finley, New York Times

The Contribution of the Public Schools—Harold G. Campbell, deputy superintendent of schools, New York

Monday, February 26, 2:00 P.M.

General Subject Committees

I. The Administration of Teacher Training

II. A Comprehensive Program of Public Education

III. Financing Public Education

IV. Education for the New America

V. Public Education and Public Welfare

VI. A National Outlook on Education

VII. Interpreting the Schools to the Public

Monday, February 26, 6:30 P.M.

Dinner Meeting

Presiding—Paul C. Stetson, president, Department of Superintendence

Music and entertainment

Economy, Wise and Otherwise, in Municipal Government—Charles E. Merriam, University of Chicago

Tuesday, February 27, 9:30 A.M.

Some National Problems in Education

Presiding—Paul C. Stetson, president, Department of Superintendence

Invocation—Rev. John R. Hagan, superintendent of Cleveland Catholic Schools

Planned Teacher Production—Arthur B. Moehlman, School of Education, University of Michigan

Interpreting the Schools to the Public—Merle Sidener, president, Sidener, VanRiper, and Keeling, Advertising, Indianapolis

The Case for the Public Schools—Wm. J. Shroder, president, Board of Education, Cincinnati

Presentation of the Yearbook—*Critical Problems in School Administration*—Ben G. Graham, superintendent of schools, Pittsburgh Report—Committee on Resolutions

Tuesday, February 27, 2:00 P.M.

General Subject Committees

I. The Administration of Teacher Training

II. A Comprehensive Program of Public Education

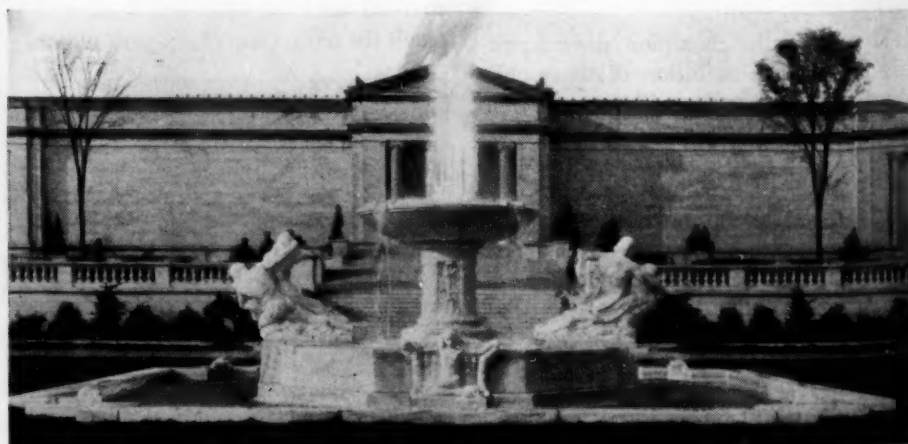
III. Financing Public Education

IV. Education for the New America

V. Public Education and Public Welfare

VI. A National Outlook on Education

VII. Interpreting the Schools to the Public



Cleveland Museum of Art and Fountain of Waters

Program of Its Sixty-fourth Annual Session

Tuesday, February 27, 8:30 P.M.

Presiding—Frank Cody, superintendent of schools, Detroit

Progress and Problems in Negro Education—Robert R. Moton, president, Tuskegee Normal and Industrial Institute

Education at the Crossroads—Payson Smith, state commissioner of education, Massachusetts

Wednesday, February 28, 9:30 A.M.

Public Education and National Welfare

Presiding—David E. Weglein, superintendent of schools, Baltimore, and second vice-president, Department of Superintendence

Invocation—Rabbi Barnett R. Brickner, Euclid Avenue Temple, Cleveland

Public Education and National Welfare—George F. Zook, United States commissioner of education, Washington, D. C.

Public Education and the Nation's Business—Edward A. Filene, merchant, Boston

Our National Dividends from Public Education—E. C. Hartwell, superintendent of schools, Buffalo

Wednesday, February 28, 2:00 P.M.

A Comprehensive Program of Public Education

Presiding—Carroll R. Reed, superintendent of schools, Minneapolis

The Elementary Schools—Frank G. Pickell, superintendent of schools, Montclair, New Jersey

The Relationship Between Secondary Education and Present Economic Trends—Howell Cheney, manufacturer, South Manchester, Connecticut

The Secondary Schools—Thomas W. Gosling, superintendent of schools, Akron, Ohio

Higher Education—James B. Edmonson, dean, School of Education, University of Michigan

Wednesday, February 28, 8:30 P.M.

Financing Public Education

Presiding—Jessie Gray, president, National Education Association

The Cleveland Symphony Orchestra

Financing Public Education—A Report of General Subject Committee III—Frank W. Ballou, chairman, and superintendent of schools, Washington, D. C.

Thursday, March 1, 9:30 A.M.

Reports of General Subject Committees

Presiding—Paul C. Stetson, president, Department of Superintendence

Invocation—Rev. Dan F. Bradley, Pilgrim Congregational Church, Cleveland

Reports of Committee Chairmen:

The Administration of Teacher Training—Edward D. Roberts, superintendent of schools, Cincinnati

A Comprehensive Program of Public Education—J. Stevens Kadesch, superintendent of schools, Medford, Mass.

Education for the New America—Willard E. Givens, superintendent of schools, Oakland

Public Education and Public Welfare—Leslie A. Butler, superintendent of schools, Grand Rapids, Mich.

A National Outlook on Education—John K. Norton, Teachers College, Columbia University

Interpreting the Schools to the Public—Frank A. Jensen, superintendent of schools, Rockford, Ill.

Important—Special railroad rates to Cleveland, one and one-third fare, round trip. Identification certificates furnished to members of NEA upon request. Write to J. W. Crabtree, secretary, 1201-16th St., N. W., Washington, D. C. or your state director, or your state secretary. Ticket sale begins in central territory, February 18, return limit 30 days from date of sale.

Write to A. H. Slean, Terminal Tower Building, Cleveland, for hotel reservations.

Convention headquarters, registration, post office, exhibits, and general sessions will be located in the Cleveland Public Auditorium.



Superintendent Charles H. Lake, Cleveland, host to the sixty-fourth annual convention of the Department of Superintendence



A modern note in Cleveland



John Hay Commercial High School, Cleveland

The New Leisure Challenges the Schools

Dramatics

THIS is the second article in a series reprinted from the book, *The New Leisure Challenges the Schools*, by Eugene T. Lies. The first article appeared in *THE JOURNAL* for January. In making this study, Mr. Lies visited many public-school systems, large and small, in different parts of the country. Most of the schools visited were selected because it was previously ascertained that they were doing things worthy of study. A few were chosen because it was felt they could furnish "contrasting information."

All the world's a stage,
And all the men and women merely players,
They have their exits and their entrances;
And one man in his time plays many parts.
—William Shakespeare.

Excellent examples of dramatics are found in the elementary and junior high schools of Winnetka, Illinois.

Program content—What is done in dramatics in this school system arises largely out of the general social-science activities program which has been highly developed as a major part of the educational scheme. The activities program is in a general grade sequence with units

of increasing social complexity; for example:

First grade, local environment; second, primitive life; third, a peasant type of culture; fourth, stars, earth development, ancient man, and early civilization; fifth, Greek and Roman civilization; and sixth, medieval life and the Renaissance. Within each grade level there are many units, such as peasant cultures of Switzerland, Holland, and Russia, in the third. One or two units are used each year, the teachers plus pupils making the choice. From all this rich background a greater part of the dramatization flows.

Time allotment—To social studies about one-half of the morning and one-half of the afternoon are devoted. While no exact part of this time is set aside for dramatics, at least two or three times a week something is going on in all grades along that line. In addition, when preparations are on foot for an assembly program or a public performance, an extra hour or so after school is used.

Furthermore, in this system there is a plan whereby a group of representatives of different grades comes together during school time once a week for dramatic purposes. This is known as a "common interest group."

Methods used are based firmly upon the creative expression principle. Everybody does something; all in a class or a group within a class participate; there are no "wall flowers"; it is all a social process.

Planning is done by teachers and pupils in conference, with the teacher as far in the background as possible; she is more of a consultant than anything else. Decisions as to characters, costumes, properties, and the like are joint decisions. The making of costumes, scenery, and other material necessities is the happy task of groups.

In the first three grades emphasis, naturally, is put upon dramatic play and upon acting out of stories read. There is also considerable original play construction and in junior high grades, some use of published plays.

There is no memorization of parts. Rather, the child is encouraged to become saturated with the life of a character and of a scene and then to go ahead. His acting is to become a thing of the spirit, vivid, honest. "The lack of fear about forgetting makes for ease and poise," said one of the teachers. "Children are led to feel that what is said and done does not matter so long as it is what might have been said or done by the people whom the children are pretending to be."

Besides regular plays, there are puppet shows, shadow shows, charades, creative dancing, and occasional pageants. There is natural correlation of subjectmatter due to the particular methods used. Reading, construction, geography, history, art, music, and other fields are splendidly integrated.

Conscious objectives—"A means for living vividly, experiencing richly, and expressing beautifully"—this is one of the important aims of the work in dramatics in this school system. It is an immediate aim and its achievement must mean much beyond, namely, a permanent possession of the child. Methods used are likely to achieve the objectives. We have here another important means of education for leisure.

Personnel—The superintendent of schools in this community is keenly interested in the problem of leisure and has given thought to its many significant educational angles. He is desirous of providing children with every possible means for living richly during school years. He



Colonial days live again each February

Children love to dramatize Uncle Remus

has an "activity adviser" in his system who helps to train teachers to devise and carry out creative activity programs. She is especially prepared for her job. Then the teachers are carefully selected for personality, teachability, and genuine teaching ability. They are "quality A."

Facilities—Modern schoolrooms with movable desks and seats which can be easily pushed aside to make room for drama production, all necessary tools and materials for creation of costumes, scenery, and other properties, and beautiful auditoriums with well-equipped stages.

Special comment — Considering methods used, aims in view, high quality of personnel, one must conclude that here is a good example of education for leisure in the field of dramatics. In the community one finds much interest in amateur dramatics, various groups giving performances annually in the local community center and in the churches.

A poor example in dramatics:

Program content—Unusually little is being done in dramatics thruout this system. Even in the lower grades there is no real emphasis upon its value. The fact is that only here and there are teachers imbued with the creative education philosophy. In general, kindergartens excepted, traditional pedagogy holds the fort in all subjects—so many pages to learn, recitation, marks, examinations, discipline, "learn what you're told and ask few questions." In this atmosphere, anything like dramatics could not flourish.

There are, of course, occasional entertainments, when playlets are given in the elementary schools and junior and senior high schools but no laid out plans for giving to pupils the great opportunities for expression that inhere in participation in various types of drama production.

Little is said about the whole matter in any courses of study. The senior high school has no elective courses in dramatics. Shakespeare's plays are studied as literary productions; no other plays or playwrights are mentioned in the outline of English courses or in the supplementary reading lists. The only mention of dramatization is in one short sentence: "Dramatization work may be used if time permits."

It should be added, however, that in the list of highschool extracurriculum activities, there is a dramatics club, which has the largest membership, 200,



of any organization in the school. This appears to reflect the hunger of young people for just this sort of thing. This club meets but once a week, however. Thru the year it puts on a three-act play and appears in other school entertainments, on the annual stunt night program, encourages members to compete for a place on the program of amateur night at one of the local theaters, and conducts an annual dance.

Time allotment—Practically none, the only apportionment of time being that for the highschool dramatics club.

Methods—Where there is no "program content" there are no methods—as far as the regular scheme of things is concerned. Coaching or drill of dramatics club groups for its affairs involves the matter of method and the selection of plays.

Conscious objectives — Whatever objectives regarding dramatics in the school program there may be in teachers' minds must be included in the aims for the work in English, as none are stated specifically in any material which the writer was able to lay hold of. Those are

"to establish right habits in written English; encourage selfexpression and thus develop individuality; help the pupil to talk clearly, easily, and naturally before an audience; teach the pupil to read rightly, so that when he goes out into life he may use his leisure hours wisely

and well; cultivate an appreciation and love of the good, the beautiful, and the true."

Nobody would say that these are not sound aims but the point is that with so little in the program that has to do with dramatics the aims are not carried out thru that medium, which is unfortunate in view of the potential effectiveness thereof.

Personnel—The superintendent was not very keen in his interest in dramatics as a powerful aid in life enrichment. A supervisor has general jurisdiction over elementary grades. There are no specialists in English in the elementary grades; there are in the junior and senior high schools but no teacher as far as could be learned, except those in the kindergarten, had had very special training in the field of dramatics.

Facilities were poor in teacher and available book material. Only nine out of fifteen elementary schools have auditoriums. The junior high being in the same building with lower grades, uses that building's auditorium. The senior high school has none at all.

Special comment — Certainly, an educational opportunity of high value is being lost. The natural hunger of children for creative expression is not being satisfied. Cultivation of taste is being neglected and yet the moving picture theaters go right on giving their shows, good, bad, and indifferent, day by day, year in and year out!

Important facts and observations:
Dramatics natural — To "make-believe" is almost an instinct in youngsters and can be used as the basis of great human experiences if taken in hand by the skillful. Boys and girls want to act and reenact, want keenly to use their imaginations and express themselves and their experiences as well as portray others' experiences in a living way—and what's more, they do, outside of school. If it is sound to say that the children's experiences outside give excellent clues as to what should go on inside of school, why not use this dramatics clue?

Educationally, what does participation in wholesome dramatics do to a child, besides satisfy this longing? It develops mind; arouses desire to read; relates him to other subject fields; enriches him in grace of manner and poise of spirit; exercises constructive imagination; gives him a chance to break thru barriers of environment and self; encourages him to look for inner meanings in life; helps him to master the significance of words, phrases, sentences, and whole compositions; releases and trains emotions under guidance; does something salutary to his character; elevates his taste; gives him something of lasting value. All of this is worthwhile in an age when judgment, taste, and choice are such important considerations in the face of the welter of leisuretime offerings from the theatrical world. ♦ ♦ ♦

Dramatics neglected—It is safe to say that the generality of schools are not doing what they could or should in this matter of dramatics. Their courses prove the lack of interest. Moreover, the national curriculum experts say all too little about this rich field in their published documents. Passing remarks are made, but little else.

Teachers—It is safe to say also that all too many English teachers lack adequate training as dramatics teachers and that so many have not acquired an adequate philosophy or set of technics to be able to do a good job at it. Kindergarten teachers usually do better than most of the others up the line.

Auditoriums—Our study showed that all of the thirty-six school systems visited had auditoriums in some schools and that there was a tendency to put them in all new schools. Four cities, Montclair, Winnetka, Ponca City, and Bronxville, had them in all schools. Newark and Winston-Salem had them in all but three or four schools.

Mention must be made, also, of New York City with 632 out of 691 schools; Kansas City with 79 out of 101; Cleveland with 98 out of 156; Portland, Oregon, 59 out of 79; Dallas, 49 out of 67; Richmond, Virginia, 30 out of 45; and Milwaukee, 84 out of 112.

Dramatic clubs—As a rule, wherever extracurriculum activities are encouraged in junior and senior high schools, one finds dramatic clubs and they are among the most popular groups in the list. ♦ ♦ ♦ ♦ ♦

May Days—Many school systems have May Days when various types of dramatic presentations appear on the program, such as Maypole dancing, folk dancing, fiestas, pageants, and the like.

Model theaters—Los Angeles, Newark, Bronxville, and some other cities visited do much by way of construction of small model theaters of various periods, together with figure costuming activities which it is said greatly intensify interest in the study of dramas of these periods. To get the information necessary for authentic reproduction much research is called for and in the carrying out of projects, correlation with the fields of art, handicraft, and history.

Dramatics in the community—The number of adult dramatic groups throughout America seems to be growing. They offer splendid opportunity to highschool and college graduates with dramatic experience to continue that interest as a leisuretime pursuit. Every community of course should have such groups and the local school and recreation authorities are in a position to aid in bringing them into existence and fostering them after they are established.—Eugene T. Lies. [An excellent list of eighteen books on dramatics is given on page 309 of *The New Leisure Challenges the Schools*, published by the National Recreation Ass'n, 315 Fourth Avenue, New York, N. Y. 1933. Cloth. \$2; paper. \$1.50, price postpaid.] ♦ ♦ ♦

Confidence Wins

DURING those depressing days of early March 1933, when business and banking had virtually ceased, when the wreckage of business failures jammed the entire national economic stream, confidence, too, was wrecked. The lack of confidence in men and institutions would make the work of rehabilitation the more difficult. It is worthwhile, therefore, to note the return of confidence and the power it carries with it.

Following the moratorium on banking, all of the banks save one in Dunkirk, New York, reopened. The one which failed to secure permission to open its doors had been responsible for much of the industrial development of the city. It was a commercial bank. It was a poor man's bank also in that it had large numbers of small depositors. Its board of directors tried repeatedly but unsuccessfully

to evolve plans which would lead to the bank's reestablishment. All of their efforts seemed to arrive nowhere or ended in failure. They must look for help. They needed a man—a man with the confidence of the people and with ability. They turned to Frederick R. Darling, superintendent of schools in Dunkirk. They sought his help and he gave his consent.

Superintendent Darling went to work. He was assigned the technical assistance he needed. He studied the situation. He learned what was needed. He made trips to Washington and to New York City. With the assistance given him he worked out a plan and then he remade it. The plan was approved. It then became necessary to bring about the reorganization sary to bring about the reorganization.

Superintendent Darling then accepted the chairmanship of the depositors' committee. Under his leadership the consent

of the necessary 75 percent of depositors to the carrying out of the plan was secured; the subscriptions to the capital stock and surplus fund of \$250,000 were secured; and on September 27 the governmental consent to reopen the bank was received in Dunkirk.

The bank opened on September 30, 1933. In all probability the depositors will be paid in full, and it appears likely that the former stockholders will receive a dividend.

This is a striking tribute to the honesty, the integrity, and the ability of Superintendent Darling. The community and business turned to him in the time of need, and he served them well. Modesty should not forbid mention of the fact that herein lies an answer to those who so frequently by word and act imply that schoolmen are all business imbeciles and spendthrifts.—Leslie Gregory in *New York State Education*, Dec. 1933.

The Tragedy of a Half Principal

LAST SUMMER it was "How do you like this weather?" Now it's "How do you like being principal of two schools?"

The answers are the same.

I suppose the next question will be "Do they ask anything a principal doesn't know?" I should say so. Up to date I actually do not know the names of all my eighty teachers—and as for their grade, their equipment, their strengths and weaknesses, I have to ask the clerk. If I should try to visit each teacher five minutes a day [allowing a minute in transit] it would take me just eight hours. If I should try to give each of my three thousand pupils one minute, a day would have to be just fifty hours long.

The glory of the principalship was in the clinic where teacher and parent and principal met on the subject of making a man of a boy. It was in the quiet talk with, and wise adjustment of life for, the boy and girl. It was in watching the results of human engineering.

The principalship is now a combination of policeman and clerk. It's full of things and empty of souls.

Then they've taken out the fads and frills—manual arts. I was playing tennis last Sunday when between sets a well-to-do citizen whose Packard was sitting

out by the curb eyeing my Ford said, "I think mothers can teach their children all the cooking they need."

"You're tired!" I said: "Listen to me a moment." Then I told him how in Chicago about eight of each hundred cannot be taught to read effectively. They never can learn the trick. It used to be, I told him, that I could take these boys and give them work in the manual arts. Then I could match their handicraft with Jonny Boston Bean's geography. I could save their selfrespect. And now—

Now—well now the glory of the principalship has passed. Now, as far as the non-adjusted child is concerned, I'm warden of a couple of good penitentiaries with neither time nor facilities to help him find his way. If some convict tires of being mocked by brighter [but not better] children and some day escapes to the airport or the alleys, I send an officer out to grab him by the neck and sock him down in a seat before his failures.

Oh, well, I don't need the manual arts any more for I haven't time for human engineering, anyway. I'm the warden. I knock 'em on the head. I chase truants. I chase bums out of the basement. I walk into rooms where I don't know a darned thing about what's going on and

I puff out my vest and order, "Let no dog bark."

I remember the statement of Calvin Coolidge that when his son died in the White House, the glory of the presidency passed away. When I was forced to give up my intimate personal touch with my teachers and my pupils, the glory of the principalship passed away.

I suppose there were some seat-polishers among principals. Human nature is that way. But most of them were conscious that human lives were in the hollow of their hands, clay to the molder.

Principal of two schools! I'm sure the Board of Education will, when the bitter need of retrenchment is past, put back all those earnest men and women who believed so thoroly in their work. Some day we'll understand. "Crime," says Senator Copeland, "costs ten times as much as education." A single boy gone Fur Sammons can cost the state a principal's pay for life. I don't get as much money as the school engineer who falls asleep watching a fireman stoke a couple of boilers, but I get a lot of exercise.—
From the *Chicago Teacher Voter*.

[Note: Most Chicago schools have an engineer assigned to each building altho one principal is assigned to two elementary schools.] ♦ ♦ ♦ ♦

Group Study and Faculty Meetings

DURING 1933, a simple questionnaire ballot was sent to all the schools having 100-percent membership in the National Education Association, asking for information in regard to group study and faculty meetings. This ballot was sent to 5860 schools; replies were received from 972. The information received will be of interest to JOURNAL readers, because schools of many kinds in every state are represented. The questions and replies follow:

[1] *How frequently are meetings called?* Monthly, 36 percent; weekly, 32 percent; semi-monthly, 27 percent; remaining, irregular intervals.

[2] *On what day of week are meetings held?* Monday, 31 percent; Tuesday, 22 percent; Wednesday, 14 percent; remaining, divided among other days.

[3] *Usual length of meeting?* One hour, 60 percent; one hour and a half, 7 percent; three quarters of an hour, 7 percent; remaining, so divided as to be

not significant for any time. ♦ ♦

[4] *Time of day when meetings are usually held?* After school, 84 percent; before school, 8 percent; noon, 7 percent; remaining, evenings or other times.

[5] *Who is responsible for planning meetings?* Principals plan or participate in planning, 70 percent; teachers plan or share in planning, 44 percent; superintendents plan or share in planning, 21 percent. Note the overlapping because of cooperation of groups.

[6] *What is the attitude of teachers in your school toward their group meetings?* Cordial, 87 percent; indifferent, 4 percent; opposed or combinations of indifferent and cordial, 9 percent.

[7] *What provision is made for teacher participation?* In 895 schools, teachers participate in discussion; in 650 schools, teachers participate in committee work; in 400 schools, teachers participate in planning; in 289 schools, teachers participate in presiding. In a

large majority of these schools, combinations of two or three or all of these methods are used, as well as demonstration lessons and other methods.

[8] *What materials are regularly or frequently used as a basis for discussion?* 650 schools report use of the JOURNAL of the National Education Association; 491, the journal of their state education association; 306, NEA Research Bulletins; 288, NEA yearbooks; 244 report use of books on education; 112, school problems; 99, general magazine articles; 50, state reading circle books. In lesser numbers, a wide variety of other magazines, outside speakers, convention reports, courses of study, visits to other schools, and the like.

[9] *What improvements have been made recently in your faculty meetings?*

[10] *List one or two things needed to make your teachers' meetings more effective.* Replies to these two questions will be given in a later JOURNAL.

What Progressive Communities Are Doing

Racine, Wisconsin

WHAT shall the highschool graduate do? He cannot find a job. He cannot go to college. Shall he be allowed to drift about in his community, taking up whatever occupations, or hobbies, or recreation he can find?

A highschool teacher—Miss Harriet A. Harvey of Racine, Wisconsin—like many other persons, was deeply concerned about this problem. But, unlike many other persons, she decided to try to do something about it. She talked with the secretary of the YWCA, and together they talked with other civic, educational, and religious leaders of the city. Something could be done, they decided, something which the idle high-school alumni immediately said that they would like to have done.

There was no money in the community for a project such as had come to the minds of the planners. But the community did have other resources. For example, there were educational, welfare, and religious institutions with trained leaders; possible teachers with time on their hands; young people with an eagerness to carry on; the public library; and a sincere concern of family and friends for individual young people.

This is how there came into being the first Leisure Time School in the United States. The faculty was made up of employed professional people who volunteered their time, and unemployed persons who wanted to be teachers. The students were highschool alumni who had an enforced idleness on their hands. The courses were a delightful assortment of academic and recreational subjects, enrolment in the latter being contingent upon the former. These courses included: gymnasium, social dancing, bridge, dramatics, art, creative writing, public speaking, literature, life problems, library orientation, nature study, photography, astronomy, and philosophy.

Starting its second year, the Leisure Time School is now offering some work that will receive credit at the University of Wisconsin. Last spring the legislature appropriated \$30,000 in scholarships for students who might want to take freshman college work for credit. Two large classes in English and mathematics are being taught by university professors.—Abridged from *The American Observer*, November 15, 1933.

Clarksdale, Mississippi

WHAT can be done by wise, intelligent, and honest management of local affairs is shown by facts set forth—in the *Memphis Commercial Appeal*—by J. M. Talbot, city attorney, Clarksdale:

During the past fiscal year beginning with October 1, 1932, and ending September 30, 1933, the city of Clarksdale paid all of its current bills, \$135,000 in bonds and interest [not defaulting in the payment of or refunding a single bond], \$15,000 on floating debt, discounted all bills upon which a discount was allowed, paid all other bills promptly when due. This was accomplished notwithstanding the fact that a two-million-dollar reduction has been made in tax assessment rolls.

No school teacher or any other holder of a city of Clarksdale warrant has ever been compelled to borrow against or discount one, and they are all payable at face value at the depository upon which they are drawn. Clarksdale has sixteen miles of paved streets. It owns its water and light plant, appraised at \$1,000,000. The average rate in the U. S. for electric current is about 5.58¢ per kwh, and the rate for Clarksdale averages about 5¢ per kwh. This rate does not take into consideration the fact that the streets, schools, library, and all other city property, the airport, all churches, and a few other community projects receive free current. Taking these into consideration, the rate is 3.42¢ per kwh consumed. We have four subways, providing a safe passage under railroad tracks in any part of the city.

We have a public library with a branch for the colored people, which, together, contain 46,000 volumes. A library truck provides a circulating library for the people outside the city limits.

Our school buildings and equipment are conservatively appraised at around half a million dollars with an efficient and a wellpaid corps of instructors.

Our tax collections have averaged 93¢ on the dollar due for taxes thru these years of depression. Such property as has been sold to the state for non-payment of state and county taxes has been redeemed by the city to protect the city's tax lien, and the title to such property is now vested in the city, and much of it is being repurchased by the original owners. Clarksdale—population, 12,000—is in a cotton-raising section.

Tulsa, Oklahoma

DO YOU UNDERSTAND the many social, economic, and political questions confronting us—or are you in a dilemma? Every act of our government seriously affects your business, your job, your home. The NRA is a good example of this." With the foregoing statement, the Tulsa, Oklahoma, board of education announces the Tulsa Public Evening School, which provides the citizens with a series of free lectures followed by discussions, presented by men and women of Oklahoma who have made a special study of the topics which each will discuss. The audience is invited to ask questions and take part in the discussions. This public forum was held in the highschool auditorium each Monday evening during October, November, and December 1933.

Merle Prunty, superintendent of the Tulsa schools, writes: "This is our first attempt at setting up a program of public forums in Tulsa which look toward the impartation of social, economic, and political information. Our various state educational institutions and members of our school faculty are contributing their services free to this enterprise. If it proves successful, we plan to extend the service next semester, using all the junior high schools as centers for the various sections of the city."

The subjects discussed during the first semester are as follows:

Should State and Local Governments Be Reorganized?

Can the Government Give Us a New Deal?

Public Control and Private Initiative in Business.

Can We Insure Against Unemployment?

What's Happening in the World Today? Europe.

To What Degree Can Our Economic System Be Stabilized?

Balancing Urban and Rural Prosperity.

The Agriculture Debt Problem.

Capitalism and Frontiers.

What's Happening in the World Today? Asia.

The Next Step in Government—The International Unit.

Can We Have a Fair System of Taxation?

Master Builders of Our Profession

HUGH NIXON, secretary of the Massachusetts Teachers Federation, lists the following arguments for joining the National Education Association:

- [1] We need a national professional organization to represent teachers and the schools before Congress and thruout the nation. There is a national trend in school matters and a likelihood of increased federal financial support.
- [2] THE JOURNAL alone is worth the cost of membership.
- [3] The national conventions in winter and summer serve a useful purpose in bringing the nation's teachers together for consultation and action, and also give the schools desirable publicity.
- [4] The research service of the NEA is tremendously valuable in its program of gathering and disseminating information on a national scale.
- [5] Teachers need national organization as much as do doctors, lawyers, manufacturers, bankers, laborers.
- [6] It is unprofessional for teachers to accept the benefits of national organization without returning their support.

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on January 1 was 5165. A life membership in the National Education Association, presented to Mrs. Eugenia West Jones by the members of the Los Angeles Kindergarten Club, expressed the love and esteem in which she is held. This presentation was made by F. L. Thurston, executive secretary of the California Teachers Association, Southern Section. The following life members have been reported since the list was published in the January JOURNAL.

CALIFORNIA—Edwin Oscar Smith.
DELAWARE—Lester W. Barnett.
INDIANA—Robert A. Dougherty.
IOWA—Lucy E. Hall.
MAINE—William E. Wing.
MISSOURI—Ralph C. Bedell.
NEW JERSEY—Helen G. Stevenson.
NEW YORK—Cecil H. Crickenberger, W. H. Garwood, W. Howard Pillsbury.
NORTH DAKOTA—Margaret Montgomery.
OHIO—Ethel C. Budke, Thomas W. Gosling, Augusta D. Seaman.
VIRGINIA—D. C. Berry, James Hurst.

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

Completed Enrolments

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

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten



RAY FIFE, Columbus, Ohio, state director of agricultural education, was re-elected president of the American Vocational Association at the eighth annual convention of the organization in Detroit, December 6 to 9. Dr. Fife's re-election broke a precedent of several years in which no chief officer of the AVA has succeeded himself.

study. The list includes schools which have reported since the list was published in the January JOURNAL.

Sixteen Years

COLORADO—Pueblo, District Number 20, Danforth

Fifteen Years

MISSOURI—Sedalia, Horace Mann.

Fourteen Years

ILLINOIS—Decatur, Roach.
MISSOURI—Sedalia, Broadway.
NEW YORK—Mount Vernon, William Penn.

Thirteen Years

CALIFORNIA—Santa Barbara, Garfield, Lincoln, McKinley, Wilson.
COLORADO—Arvada, Grade.
ILLINOIS—Maywood, Washington.
MASSACHUSETTS—Brookline, John D. Runkle.
NEW YORK—Mount Vernon, De Witt Clinton Elementary, Robert Fulton, Hamilton.
OHIO—Scienceville, Buckeye, Coitsville Center, Geography Hall, Warren Richey, Thorn Hill, Thorn Hill Avenue, John White.

Twelve Years

ARIZONA—Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin,

Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Special Teachers and Supervisors, Washington, Booker T. Washington.
CALIFORNIA—Los Angeles, Utah Street; Santa Ana, Roosevelt.
COLORADO—Boulder, Highland.
CONNECTICUT—East Hartford, Second North, Union.
ILLINOIS—Decatur, Oglesby.
MICHIGAN—Grand Rapids, Sibley.
NEW JERSEY—Kearny, Franklin; Long Branch, North Long Branch Number 3.
NEW YORK—Mount Vernon, Columbus, James M. Grimes, Lincoln.

Eleven Years

ARIZONA—Phoenix, Wilson.
CALIFORNIA—Los Angeles, Cahuenga, Melrose Avenue; Santa Monica, Grant, Jefferson, Roosevelt; South Pasadena, El Centro.
COLORADO—Boulder, Whittier.
ILLINOIS—Decatur, Roosevelt Junior High.
INDIANA—Fort Wayne, Washington.
OHIO—Zanesville, Zanesville Public Schools, Grover Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash Senior High, Lincoln, Madison, McIntire, Monroe, Munson, Norval Park, Pioneer, Theodore Roosevelt Junior High, Sheridan, Westview, Wilson.
PENNSYLVANIA—Mauch Chunk, First Ward; Pittsburgh, Friendship.
TEXAS—Beaumont, Averill.
WYOMING—Worland, Worland Public Schools.

Ten Years

ARIZONA—Tempe, Grammar.
CALIFORNIA—Los Angeles, Amestoy Avenue; South Pasadena, Lincoln Park.
DELAWARE—Wilmington, Evan G. Shortlidge Number 30.
ILLINOIS—Dundee, Dundee-Carpentersville Public Schools; Elmhurst, Lincoln, Roosevelt.
INDIANA—Hammond, Franklin; Michigan City, Jefferson; South Bend, Elder, Linden, Muesel, Henry Studebaker, Washington Junior High.
IOWA—Dubuque, Jackson.
KANSAS—Kansas City, Kansas City Public Schools, Abbott, Louisa M. Alcott, Argentine High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library, Lincoln, Longfellow, Lowell, Maccochaque, Horace Mann, McKinley, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, Booker T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High and Kansas City Junior College.
MASSACHUSETTS—Melrose Highlands, Whittier; West Springfield, Park Avenue.
MINNESOTA—Minneapolis, Hiawatha, Irving, Simmons.
NEW JERSEY—Englewood, Franklin; Neptune Township, Ocean Grove Grammar, Ridge Avenue.
OHIO—Columbus, Fairwood, Reeb Avenue; Cuyahoga County, Beechwood, Bratenahl, Brooklyn Village, Independence, North Royalton, Olmsted Falls, Solon, Strongsville; Findlay, Lincoln; Warren, Roosevelt.
PENNSYLVANIA—Clearfield, Fourth Ward; Greenville, Columbia, Washington; Lehighton, Lehighton Public Schools, First Ward, High, Third Ward; Mauch Chunk, Mauch Chunk Borough Public Schools, First Ward, Asa Packer; Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jackson, Junior High, Lincoln, New Grade, New Madison, Old Madison, Richards, W. W. Rupert, Senior High, Union, Van Buskirk.
UTAH—South Sanpete District, Gunnison Valley.
VIRGINIA—Lynchburg, John Wyatt.
WASHINGTON—Bellingham, Roosevelt.
WYOMING—Casper, Jefferson, McKinley.

Builders of Our Profession

years or more, see "Master Builders of Our Profession."

Nine Years

CALIFORNIA—Anderson, Union High; Davis, Joint Grammar, Joint Union High; Hermosa Beach, Hermosa Beach Public Schools, North Grade, Ocean View, Pier Avenue, Prospect Avenue, South Grade; Los Angeles, Amelia Street, Commonwealth Avenue, Dahlia Heights, Garvanza, Lockwood Street, Thirty-sixth Street, Van Ness Avenue.
ILLINOIS—Jerseyville, Jersey Township High.

INDIANA—South Bend, Central Junior High, Collax, James Whitcomb Riley.
MASSACHUSETTS—Everett, Devens; Gloucester, Hovey; Malden, Judson; Newton, Eliot, Stearns; West Springfield, Mittlemeage.
MISSOURI—Kansas City, Greenwood, Sanford B. Ladd.
NEW YORK—Mount Vernon, Longfellow, Nichols Junior High; Schenectady, S. B. Howe.
OHIO—Cleveland, Landon; Lancaster, High; Lima, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; Logan, Junior High; Lorain County, Avon Lake Village.

PENNSYLVANIA—Carbon County, Packerton Independent; Indiana, State Teachers College; York, York Public Schools, Burrows, Central, Continuation, Franklin, Garfield, Hartley, Aquilla Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hannah Penn Annex, Hannah Penn Junior High, William Penn Annex, William Penn Senior High, Pine Street, Princess Street, Ridge Avenue, Betsy Ross, Smallwood, Stevens, Wilson.

SOUTH DAKOTA—Belle Fourche, Belle Fourche Public Schools, Departmental, High, Lincoln.

TEXAS—Dallas, Sam Houston.

WISCONSIN—Kenosha, Frank; Madison, Lowell.

WYOMING—Casper, Junior High.

Eight Years

CALIFORNIA—Dinuba, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington; Los Angeles, Cienega, Clifford Street, Soto Street; Santa Barbara County, Montecito Union.

COLORADO—Fort Morgan, Baker Platoon, Central, Lincoln.

ILLINOIS—Decatur, Dennis, Mary W. French, Garfield, E. A. Gastman, Johns Hill Junior High, Oakland, Riverside, Ullrich, Warren; Elmhurst, Hawthorne.

INDIANA—Fort Wayne, Nebraska; Michigan City, Michigan City Public Schools, Central, Eastport, Elston, Garfield, Jefferson, Junior High, Marsh, Park, Senior High.

MINNESOTA—Minneapolis, Edith Cavell, Washington.

NEW JERSEY—Atlantic County, Northfield, Mill Road; Dunellen, Lincoln, Whittier; West Deptford Township, Verga.

NEW YORK—Mount Vernon, Washington Junior High.

OHIO—Columbus, West Broad Elementary; Lancaster, Lancaster Public Schools, East, High, North, South, Utica, West; Lima, Lima Public Schools, Central High, Emerson, Fauror, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, South Junior High, South Senior High, Washington, Whittier; Logan, East, Senior High, West; Powhatan Point, Powhatan Point Public Schools; Warren, Warren G. Harding Senior High.

OREGON—Pendleton, Washington.

PENNSYLVANIA—Clearfield, Clearfield Public Schools, Fourth Ward, Junior High, Market Street, Senior High, Third Ward.

TEXAS—Dallas, Mirabeau B. Lamar.

VIRGINIA—Richmond, Oak Grove.

WASHINGTON—Centralia, Centralia Public Schools, Edison, High, Lincoln, Logan, Oakview, Roosevelt-Jefferson, Washington.

Seven Years

CALIFORNIA—Los Angeles, Cheremoya Avenue, Fortyninth Street; Modesto, Franklin; San Diego, Central, Ocean View; Santa Barbara, Harding.

COLORADO—Denver, Evans; Laird, Laird Combined.

FLORIDA—Daytona Beach, Lenox Avenue.

ILLINOIS—Decatur, Centennial Junior High, H. B. Durfee, Grant, Lincoln, Pugh, Washington.

MASSACHUSETTS—Everett, Hancock; Melrose, Winthrop.

MONTANA—Great Falls, Roosevelt.

NEVADA—Battle Mountain, Grade.

NEW JERSEY—Alloway, Alloway; Atlantic County, Northfield, Northfield Public Schools, Mill Road, Mount Vernon Avenue.

NEW MEXICO—Van Houten, Van Houten.

NEW YORK—Mount Vernon, De Witt Clinton Junior High, Wilson Elementary.

OREGON—Pendleton, Hawthorne.

PENNSYLVANIA—Dormont, Pittsburgh, Hillsdale Elementary, Kelton Avenue; Hollidaysburg, Hollidaysburg Public Schools, Gaysport, Hillcrest, Junior-Senior High.

TEXAS—Texarkana, Texarkana Junior College.

UTAH—Logan, Logan Public Schools, Benson, Ellis, Junior High, Senior High, Webster, Wilson, Woodruff; North Summit District, North Summit District Public Schools, Echo, Henefer, Hoytsville, North Summit High, Upton, Wanship.

VIRGINIA—Newport News, High; Norfolk, Larchmont.

WYOMING—Casper, Roosevelt.

Six Years

CALIFORNIA—Huntington Beach, Huntington Beach Elementary Public Schools; Los Angeles, Aldama, Hoover Street, Santa Barbara Avenue, Twentyeighth Street; San Pedro, Barton Hill; Santa Ana, Edison; Santa Barbara, Peabody; Santa Monica, McKinley; Vallejo, McKinley.

ILLINOIS—Decatur, Decatur Public Schools, Centennial Junior High, Dennis, H. B. Durfee, Mary W. French, Garfield, Grant, E. A. Gastman, Johns Hill Junior High, Lincoln, Oak Grove, Oakland, Oglesby, Pugh, Riverside, Roach, Roosevelt Junior High, Senior High, Ullrich, Warren, Washington.

INDIANA—South Bend, Benjamin Harrison, James Madison.

MICHIGAN—Flint, W. C. Durant.

NEBRASKA—Omaha, Windsor.

NEVADA—Battle Mountain, High.

NEW YORK—Ithaca, Central, East Hill, Falls Creek, Open Air, Reconstruction Home, Henry St. John, Belle Sherman, South Hill, West Hill.

OREGON—Coos County, Sitkum District Number 65.

TENNESSEE—Chattanooga, Mission Ridge; Hamilton County, Amnicola, Apison, Bakewell, Birchwood, Bonny Oaks, Chickamauga, East Dale, Fairmount, Fairview, Friendship, Ganns, Harrison, Lupton City, Meadowview, Miller's Grove, Mowbray, New Providence, Ooltewah, John A. Patten, Sale Creek, Salem, Shady Grove, Snow Hill, Tyner Elementary, West View.

TEXAS—Texarkana, Senior High.

WYOMING—Casper, Willard.

Five Years

ARIZONA—Phoenix, Madison, Phoenix Junior College, Stevenson, Whittier.

CALIFORNIA—Coronado, Grammar; Los Angeles, Bandini Street, One Hundred Ninth Street, Sixty-first Street; Monrovia, Ivy; San Diego, Benjamin Franklin, Garfield, Andrew Jackson; San Fernando, El Retiro High.

CONNECTICUT—East Hartford, Center, Silver Lane.

ILLINOIS—Elmhurst, Elmhurst Public Schools, Hawthorne, Lincoln, Roosevelt, Washington; Maywood, Roosevelt; Reddick, Community High.

INDIANA—Michigan City, Riley; South Bend, Benjamin Franklin, Girls' Pre-Vocational, Marquette.

MICHIGAN—Lansing, West Junior High.

MINNESOTA—Minneapolis, Pillsbury.

NEW JERSEY—Dunellen, Dunellen Public Schools, Lincoln, Roosevelt Junior High, Whittier; Moorestown, Stanwick; Summit, Senior High; Wychoff, George Washington.

NEW YORK—Mount Vernon, Nathan Hale, Special Teachers and Supervisors; Poughkeepsie, S. F. B. Morse.

OHIO—Canton, Henry S. Martin; Columbus, Garfield, Highland Avenue, Linden; Kent, Kent Public Schools, Roosevelt Senior-Junior High; Nelsonville, Junior-Senior High.

OKLAHOMA—Oklahoma City, Shidler.

OREGON—Coos County, Lincoln District Number 8.

PENNSYLVANIA—Bloomsburg, Fifth Street; Hanover, Eichelberger, Hanover Street, High Street, Junior High; Hazleton, Green-Vine Junior High, Hazle Street.

SOUTH DAKOTA—Aberdeen, Garfield, Lincoln, Monroe.

TENNESSEE—Hamilton County, Red Bank Elementary.

VERMONT—Brattleboro, Academy.

WISCONSIN—Edgerton, Edgerton Public Schools.

Four Years

ALASKA—Nome, Nome Public Schools.

CALIFORNIA—Claremont, Claremont Elementary; Elsinore, Union; Los Angeles, Eagle Rock Elementary, Graham Street, Yorkdale; Riverside, Independence; Santa Ana, Delhi, Franklin; Santa Barbara, Franklin; Siskiyou Union High School District, Siskiyou Union High School District Public Schools, Fort Jones High, McCloud High, Mount Shasta High, Yreka High.

CONNECTICUT—East Hartford, Woodland.

ILLINOIS—Cicero, Columbus, Hawthorne; Elmhurst, New Field; Glen Ellyn, Glen Ellyn Public Schools, Forest Glen, Junior High.

INDIANA—Bloomington, Department of Special Education; Indianapolis, Public Number 90; South Bend, Kaley, John F. Nuner.

IOWA—Dubuque, Fulton.

KANSAS—Paola, Junior High, South.

MAINE—Bangor, Bangor High.

MASSACHUSETTS—Beverly, Ryal Side; Springfield, White Street.

MICHIGAN—Flint, Jefferson.

NEVADA—Austin, Elementary, High; Ely, Ely Public Schools.

NEW JERSEY—Trenton, Mott.

NEW YORK—Ithaca, Ithaca Public Schools, Central, East Hill, Falls Creek, Junior High, Open Air, Reconstruction Home, Henry St. John, Senior High, Belle Sherman, South Hill, West Hill, Wychoff.

NORTH DAKOTA—Carrington, Carrington Rural Schools, Lincoln High, Washington.

OHIO—Dayton, Fairview; Lancaster, Cedar Heights; Nelsowville, Nelsowville Public Schools, Central, East, Junior-Senior High, West; Sandusky County, Jackson Centralized.

OREGON—New Pine Creek, Modoc Union High; Rainier, Grade.

PENNSYLVANIA—Bloomsburg, State Teachers College; Bucks County, Capitol View, William E. Case and Manor Park in Morrisville; California, State Teachers College; Carbon County, Beaver Meadows Borough, Bowmanstown Borough, Mauch Chunk Township; Cheltenham Township, Edge

Hill, Glenside, George K. Heller, La Mott, Benjamin R. Myers, Thomas Rowland, Shoemaker, Wyncote; Confluence, High; York, Arch Street.

SOUTH DAKOTA—Aberdeen, Aberdeen Public Schools, Central Senior High, Garfield, Lincoln, McKinley, Monroe, Henry Neill, Roosevelt Junior High, Simmons Elementary, Simmons Junior High.

TENNESSEE—Hamilton County, Anna B. Lacey.

VERMONT—Ludlow, High Street, Woodward.

WEST VIRGINIA—Crab Orchard, Crab Orchard.

Three Years

ALASKA—Cordova, Cordova Public Schools; Kodiak, Kodiak Territorial.

ARIZONA—Gila Bend, Gila Bend Public Schools.

CALIFORNIA—Gridley, Union High; Hermosa Beach, Children's Convalescent Home; Los Angeles, Anandale, Grape Street, Serrania Avenue; San Diego, Alice Birney, John Muir; Santa Barbara, Jefferson; Santa Monica, John Muir; Siskiyou Union High School District, Happy Camp High.

COLORADO—Denver, Edison.

ILLINOIS—Du Page County, Public District Number 7; Edwardsville, Edwardsville Public Schools, Columbus, Junior High, Lincoln; Highland, High.

INDIANA—Fort Wayne, Adams; Michigan City, Special Teachers and Supervisors; South Bend, James Monroe.

KANSAS—Paola, Paola Public Schools, Junior High, North, South; Topeka, Gage.

MAINE—Brunswick, Bath Street.

MICHIGAN—Flint, Dewey.

MISSOURI—Kansas City, Benjamin Harrison, Mark Twain; Webster Groves, Avery.

NEW HAMPSHIRE—Portsmouth, Farragut Training.

NEW JERSEY—Camden, Liberty, J. W. Starr; Trenton, Parker.

NEW YORK—Irondequoit, Laurelton; Ithaca, Atypical; Kenmore, Special Teachers and Supervisors; Mount Vernon, Pennington, Wilson Junior High; Poughkeepsie, Governor Clinton, Christopher Columbus, Continuation, Edward Elsworth, Benjamin Franklin, George W. Krieger, Abraham Lincoln, Senior High.

OHIO—Cincinnati, Bond Hill; Fairfield County, Rushville Union; Zanesville, McKinley, Special Teachers and Supervisors.

OREGON—Coos County, Washington District Number 8, Remote District Number 50, Leneve District Number 69.

PENNSYLVANIA—Bucks County, Falls Township; Hanover, Special Teachers and Supervisors; Mahoning, High; Pittsburgh, Bane; York, Phoenix Davis Junior High, Duke Street, Theodore Roosevelt, Edgar Fahs Smith Junior High.

SOUTH CAROLINA—Clinton, Clinton Public Schools.

SOUTH DAKOTA—Belle Fourche, Washington.

TENNESSEE—Hamilton County, East Brainerd, East Ridge, Falling Water, Hixson, Jersey, King's Point, Signal Mountain, White Oak.

TEXAS—Dallas, John H. Brown, T. C. Hassell, Libbon, T. J. Rusk, Ascher Silberstein.

VIRGINIA—Norfolk County, Ingleside.

WISCONSIN—Port Washington, Port Washington Public Schools; Superior, Bryant, Dewey, Lincoln.

Two Years

ARIZONA—Casa Grande, Grammar.

CALIFORNIA—Campo, Campo; Los Angeles, Santa Monica Boulevard; Santa Ana, Wilson; Venice, Theodore Roosevelt.

COLORADO—Denver, Central, Ironton, Maria Mitchell; Fort Morgan, Junior-Senior High.

CONNECTICUT—Stratford, Putney.

FLORIDA—Barberville, Barberville.

HAWAII—Honolulu, Puowaina.

ILLINOIS—Decatur, Special Teachers and Supervisors, Woodrow Wilson Junior High; Freeport, Harlem; Litchfield, J. D. Colt; Peoria, Kingman; Springfield, Enos.

INDIANA—Fort Wayne, Miner; Gary, East Pulaski; Hammond, George Rogers Clark; South Bend, Jefferson.

KENTUCKY—Louisville, Emma Dolfinger.

MARYLAND—Baltimore County, Chase; Smithsburg, Forrest.

MASSACHUSETTS—Acushnet, Marie S. Howard; Holden, Chaffins; Wellesley, Senior High.

MICHIGAN—Flint, Doyle.

MINNESOTA—Minneapolis, Douglas.

MISSOURI—Kansas City, John J. Pershing.

NEW JERSEY—Bergenfield, Lincoln; Camden, Henry H. Davis; Moorestown, High; Mount Holly, High; Roselle, Washington; Wychoff, Coolidge.

NEW YORK—Johnstown, Irving Street, Warren Street; Mount Vernon, Edison Vocational and Technical High, Sophie J. Mee; Oneonta, High; Port Jervis, West End; Valley Stream, Public, District Number 13.

[Continued in Notes and Announcements]

ONE MILLION
TEACHERS

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PART IN THE NATIONAL WORK

LET YOUR INFLUENCE
COUNT FOR RECOVERY

Lyman and Johnson

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NOTES and ANNOUNCEMENTS

Greater Need of Service

WILL YOU help send to every citizen the information necessary to stimulate his defense of education? It is only when all the people know all the facts that united action is possible. The cost of the far-reaching services of the National Education Association is large. Your membership and interest are of paramount importance! Will you put the form below into the letter box of a non-member, and follow it up with a visit to inspire membership, cooperation, and extension of service? It is a joy to feel the financial support that makes a campaign victorious from the start! Give us this eagerness for service by your interest and cooperation.

Thank you and best wishes.

Jessie Gray.

SPECIAL MEMBERSHIP BLANK

To Jessie Gray, President, National Education Association

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

Because I am convinced that our profession should lead a constructive campaign to defend education, I enclose \$2 for membership in the National Education Association—

- [1] As an evidence of my professional interest in the constructive work of education.**
- [2] To indicate my willingness to help finance professional service beyond the classroom.**
- [3] To express my belief in the value of the services rendered by the Association to myself and my profession.**

Name _____

School _____

City _____ **State** _____

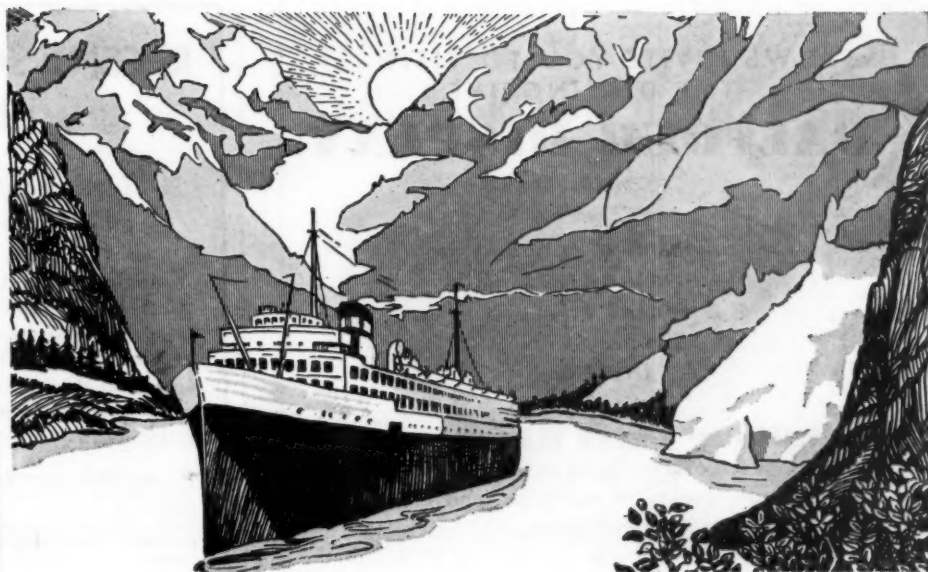
First make schools safe—Secretary Crabtree thinks that the time has come to call a halt on members of the profession who give aid and comfort to those who are trying to destroy our American system of public education. Heretofore we have been in the habit of giving these iconoclasts places on programs and we have applauded them for their daring. The public takes this recognition to mean that these men are the chosen representatives of the profession.

Let us suspend that practise at least until the school is once more safe. This "boring from within" provides food for the organized opposition to the schools. It is doing an immense amount of harm at the present moment. Remember that freedom of speech is one thing; license to destroy it quite another.

The American Educational Award presented each year by the Associated Exhibitors of the National Education Association to one who has contributed in an outstanding way to education, will be given to Walter J. Damrosch during the Cleveland meeting of the Department of Superintendence in February. The award goes to Dr. Damrosch because of his successful effort to develop in our schools a finer appreciation of music. Dr. Damrosch will acknowledge the award over a nationwide hookup of radio stations on February 27 during the annual banquet of the Associated Exhibitors in Cleveland.

The School Masters' Rotary Club will have a joint luncheon with the Cleveland Ohio Rotary Club, Thursday noon at 12:00 o'clock, March 1, at the Statler Hotel. The organization is composed of Rotarians with classification "Education" from every section of the United States. This year Charles H. Judd of the University of Chicago will be the speaker, with the subject "Education and Prosperity." Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania, is president of the organization, and S. T. Neveln, superintendent of schools, Austin, Minnesota, is secretary-treasurer. The price of the luncheon is 85¢ a plate. Reservations for the luncheon may be made by mailing a check to the secretary, and tickets will be mailed. Tickets may also be secured at the desk at Registration Headquarters.

Jessie Gray, president of the NEA, and Willis A. Sutton, former president, have been appointed to the Educational Commission of Allied Youth. The Commission is studying the educational



Miss Hale Invites You for This Alaskan Adventure

WE'RE off to Alaska next July—our special party of American teachers—and we hope you'll come with us. You will be guests of Governor Troy.

We can promise you strange sights! You'll see totem poles, Alaskan natives, glaciers and fjords. The sun will sink crazily to the north, out of sight for only a few short hours. Above wild, icy peaks, Northern Lights will flash and swirl and weave heavenly patterns in the sky. We are going beyond the Inside Passage—clear across the Gulf of Alaska to Prince William Sound and Seward.

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aspects of the post-repeal beverage alcohol problem. Detailed information and the reports of the Commission, when published, may be obtained by writing W. Roy Breg, director of Allied Youth, Investment Building, Washington, D. C.

World Goodwill Day will be observed by the schools of this and other nations on Friday, May 18. To assist the schools in this celebration, the Division of Publications of the NEA has prepared a special packet of plays, pageants, articles, special messages, songs and stories, pictures, posters, and suggested programs. These packets are now available at the cost price of 50¢ each and may be obtained from the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C.

The Journal is especially interested in the problems of unoccupied youth and would appreciate hearing from readers who are working to understand and help solve this problem. See page 62 of this issue.

Have your alumni taken this stand?—In a letter to the alumnae of Colby College, Waterville, Maine, the alumnae council of that institution urges "each one of you to use your influence

in your community to guard the interests of the schools. Will you not inform yourself concerning the educational situation in your city or town, and if the school budget has been decreased so as to impair seriously the efficiency of the schools, will you not take steps to prevent such a condition? This may possibly be done thru the parent-teacher association, the League of Women Voters, or other such body. At any rate, let all Colby women stand firmly for the rights of pupils and teachers."

There are signs among the American people of a vast new burst of appreciation for public education. Those who have worked together thru the National Education Association are in large measure responsible for this outlook.

The Beaver Dam, Wisconsin, high school has completely withdrawn from interschool dramatic tournaments. We have stopped spending money and training on the minority that an interschool contest play demands and we have extended it to the majority that an interclass contest sponsors. One season our Drama Club spent over \$50 and a month's time with eleven students in a one-act play contest. The next season we staged an interclass tournament, one

play by each class in the senior high, cleared \$50, and gave over thirty-three students the benefit of the training.—Theodora Jax in *Wisconsin Journal of Education*.

The Lincoln Schools is a bulletin published by the Board of Education of Lincoln, Nebraska, to inform the community about its schools. A recent issue contains this statement: "School libraries, except in senior high school, are a development of the past few years. 'If we had taught our children in past years to read and to like good books as we do now,' said one principal, 'the forced leisure time that many of them now have would be used more profitably.'"

Home Visiting: Some Results [See pages 37-38] is the third in a series of articles by Elwood V. Hess on the important subject of school counseling and home visiting. In this connection Adelaide S. Baylor, chief, Home Economics Education Service, U. S. Office of Education, writes:

The vocational teachers of homemaking now in many of the schools are employed for twelve months and enter on their duties at least a month before school opens, for the purpose of visiting homes in the community and becoming aware of the situation so that their program of work may conform to the needs

The first objective in arithmetic teaching— how to attain it!

WE urge that you send for the folder, *The Teaching of Problem Solving*, which explains the outstanding method of developing problem solving ability. In it are listed the 21 problem-study helps of Clark-Otis-Hatton's *Modern-School Arithmetic*, a series for grades 3 to 8 that gives pupils a new interest in arithmetic.

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and conditions in that community. During the year they visit the homes frequently, and all the girls who are enrolled in the homemaking classes carry on projects of various types in their own homes in cooperation with their families, as a part of their regular school work.

A **JOURNAL** reader requests articles on the use of leisure time by teachers. Unfortunately, many teachers have had little leisure. The editor will appreciate hearing from readers as to your personal experiences in leisure, your hobbies, and recreations. If teachers are to give to their communities leadership and guidance in leisure which the future clearly demands, they need varied and rich experiences in their own lives.

A **ten-point program for the improvement of labor**—Secretary Perkins in an address before the Railway Labor Executives' Association, December 21, outlined the following program for the improvement of labor:

- [1] Permanent limitation of hours of labor.
- [2] Prohibition of child labor.
- [3] Standard minimum wages for women.
- [4] Requirement of safe and healthy working conditions.
- [5] Provision for aged workers.
- [6] Some form of unemployment reserves.
- [7] Adequate workmen's compensation laws.
- [8] Free public employment bureaus.
- [9] Stronger administration of labor laws.
- [10] Steps to make permanent improved labor conditions.

Walter Albert Jessup, president of the University of Iowa since 1916, has been elected president of the Carnegie Foundation for the Advancement of Teaching, New York City, according to an announcement made by Henry S. Pritchett, president emeritus of the foundation, who has acted as its head until the choice of a successor to the late Henry Suzzallo, who died in September. Dr. Jessup has submitted his resignation to the Iowa State Board of Education, asking to be relieved on May 1.

The American Legion, at its latest convention, passed the following resolution:

Whereas, education is a prime requisite to good citizenship, and a thoro program of education is even more essential in troubled times like the present than usual, and

Whereas, there seems to be a tendency in some quarters to make educational appropriations carry more than their share of reductions for the sake of economy; therefore be it

Resolved, by the American Legion in its Fifteenth Annual Convention assembled, that it is the sense of this organization that education should be given its proper consideration by legislative bodies and should not be made to bear a major part of the sacrifices for economy.

Make the Graduation Season Count in 1934—A special packet of materials useful in making the graduation

program an effective means of interpreting the school to the community has been prepared. It contains summaries of twenty-five of the best programs which were used for this purpose in 1933; the actual text of one junior highschool program and one senior highschool program designed for this purpose; and other materials. Many orders have been coming in, showing the increasing interest in this type of program thruout the country. If you wish one of these packets, send 50c—to cover the cost—to the Division of Publications, NEA, 1201-16th Street, N. W., Washington, D. C.

The following resolution adopted by the House of Delegates of the Pennsylvania State Education Association, December 28, 1933, calls attention to a matter of immediate, pressing importance.

Because of the dangers and misrepresentations fostered by the misleading advertising of certain business concerns manufacturing and producing cosmetics, proprietary medicines, drugs and foods, we recommend that the members of the Pennsylvania State Education Association individually and collectively, use every means within their power to secure the passage of the so-called Tugwell Bill which has been introduced in the U. S. Senate by Senator Copeland [New York] as Senate Resolution S. 1944 [now S. 2000] and commonly referred to as the new "Federal Foods and Drugs Act."

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We are beginning the year with a new outlook, a new faith in our educational institutions. We are entering a new era during which the educational birthright of every child will be secure. By universal cooperation, President Roosevelt is bringing the country out of the throes of the worst depression of all time. The teaching profession must cooperate in the same whole-hearted fashion as all citizens are cooperating with the President. By enrolling as a life member, you indicate your permanent interest in the profession and it places you solidly back of the program of the N. E. A. We need you. Enlist now, if at all possible.

We cannot recall the past year, but we can make amends for some of the thoughtless mistakes and see that the child is not

deprived of his rightful heritage. Financial debts can be paid later, but you cannot repay a year or even six months of a child's life. We, of this generation, are enjoying a great heritage of public conveniences and social institutions, including our educational system, which our forefathers gave us and we are under deep obligation to pass these along with all possible improvements to the next generation.

We are dealing with citizens of to-morrow. 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.

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You are cordially invited to visit the Merriam-Webster Booth, No. K-12 and 14, at the Cleveland N. E. A. Meeting.

The new cover design which appears on this issue of THE JOURNAL is the work of a typographical artist of long experience, F. Erle Prior of Falls Church, Virginia.

Teacher and Public: A Handbook of Interpretation for Teachers, the Eighth Yearbook of the Department of Classroom Teachers, will come from the press this month. The book has been developed in response to the need of teachers for practical guidance in the task of educational interpretation. It contains definite suggestions as to agencies and methods to be used by teachers and excellent references provide an incentive to further study of the problem. Send your order now to the National Education Association; price \$1.

The special feature on federal aid [see pages 45-52] should be used as promptly and as effectively as possible. These suggestions may be helpful:

[1] Encourage its use by study groups in parent-teacher associations, women's clubs, service clubs, farm organizations, and other groups.

[2] Present a copy to the local editor, with suggestion that he reprint each of the eight pages as a series.

[3] Provide influential citizens with copies. [Preprints are available. See page 52.]

[4] Distribute copies to local and county schoolboards.

[5] Use this booklet as the basis for a unit of study in civics classes in high school.

[6] Teachers colleges will find this material useful as the basis for study of the relations of the federal government to education.

Teachers of the great—The Illinois State Teachers Association is going to place a modest stone in a roadside cemetery near Petersburg, Illinois, to mark the grave of Mentor Graham. Why? Because a man by that name found time, amid his duties as teacher of the village school in New Salem a century ago, to give pointers on books to read and things to study to the homely gangling clerk in Offcut's general store. He was, in short, Abraham Lincoln's counselor at the turning point. The Illinois teachers, we may be sure, would be the last to make the boast that a prairie schoolmaster bore the lighted taper from which Lincoln's great beacon caught its flame. There is a profession of modesty and work and patience, and their remembrance of Mentor Graham is merely a quiet salute to a fellow worker. What the rest of us know is that some day someone will write a book about the teachers and tutors of great men and pay a debt of recognition long past due.—The Harrisburg, Illinois, *Daily Register* [Cont. on page A-20]

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[Cont. from page A-19] January 5, 1934 [sent in by Fred J. Armistead, principal, McKinley School, Harrisburg].

The cartoon on page 49 was drawn by Norma Cherry, a senior highschool girl in the Los Angeles schools. It was submitted to THE JOURNAL thru the courtesy of Mrs. Alice K. Strawn, of Lincoln High School, Los Angeles.

The New Leisure Challenges the Schools—This series of articles [see pages 58-60] is but a small part of a most excellent book by that name. This book should be in every teacher's personal library. It is published by the National Recreation Association, 315 Fourth Ave., New York, N. Y. Cloth, \$2; paper, \$1.50, prices postpaid. Superintendent Paul C. Stetson, president of the Department of Superintendence, comments in regard to this book:

The New Leisure Challenges the Schools is the most carefully planned, clearly written, and scientifically developed discussion of the grave problem of the wise use of free time which has been published up-to-date. I have read it with great care, interest, and profit, and congratulate Mr. Lies upon his achievement and the teachers of the country because they have available such a fine workbook of practical help.

The life membership of Floyd T. Goodier, listed in the January 1934 JOURNAL, was presented by the teachers of Chicago Heights, Illinois, elementary schools. Mr. Goodier has been superintendent of Chicago Heights schools for fifteen years, leaving that position recently to become assistant state superintendent of schools in Illinois. All the elementary teachers of Chicago Heights belong to the National Education Association.

Dates to be remembered:

February 24-March 1—Sixty-fourth convention of the Department of Superintendence of the National Education Association in Cleveland.

February 26-28—Eleventh annual meeting of the National Council of Teachers' Retirement Systems to be held at the Carter Hotel, Cleveland. On February 27 a joint meeting with the Committee on Retirement Allowances of the National Education Association is scheduled.

April 15-21—Kindness Week for Schools.

Project Making in Elementary Science is a 25-page pamphlet, prepared by Grace Fisher Ramsey, associate curator of the American Museum of Natural History of New York and president of the NEA Department of Visual Instruction. This booklet will help teachers and young people in constructing small museum groups for geography, science, and history, and in working out projects for leisure time. For further information, write the Museum, 77th Street and Central Park West, New York, N. Y.

Let other associations adopt similar resolutions and let teachers and others write to their representatives in Congress, urging action to protect the health of the people in these matters.

The following resolution was adopted by the Department of Superintendence of the Mississippi Education Association:

We urge that all superintendents and principals assume and exercise an aggressive leadership in getting the members of their respective teaching staffs to join the National Education Association, as well as the Mississippi Education Association, since the problems of public education are national, and the National Education Association is waging a determined fight in the nation and in Mississippi for adequate school support.

Santa Cruz, California, recently paid tribute to Mary E. Morgan, who has completed fifty years of service as teacher and principal in that community. In addition to her work in the schoolroom, Miss Morgan has given valuable service as a citizen and layman on the Santa Cruz county board of education for the past eighteen years.

[Continued from page 64]

NORTH CAROLINA—High Point, Johnson Street.
OHIO—Cincinnati, Douglass; East Cleveland, Prospect; Salem, Columbia; Wood County, Milton Township.
OREGON—Coos County, Powers District Number 31, Coos River District Number 36, Templeton District Number 38; Pinehurst, North Pinehurst.
PENNSYLVANIA—Bucks County, Bensalem Township High, Hulmeville Township, Langhorne-Middletown District, Lower Makefield Township, Middletown Township, Newton Township, Sellersville Borough Elementary, Solebury Township, Wycombe, Yardley Borough; Hanover, Walnut Street; Manheim, Manheim Borough Public Schools, Elementary High; Pittsburgh, Bennett; Reading, Millmont; Rostraver Township, Rostraver Township Public Schools, Collinsburg, Darr, Junior-Senior High, Kerr Junior High, La Grange, Lebanon, Webster; Whitehall Township, Whitehall Township District Public Schools, Cementon Elementary, Egypt Elementary, Fullerton Elementary, Hokendauqua Elementary, West Catasauqua Elementary, West Coplay Elementary, Whitehall High, Whitehall Junior High.
TENNESSEE—Bristol, Bristol Public Schools, Anderson, Central, Fairmount, Haynesfield, High, Holston Heights, Rosemont, Special Teachers and Supervisors.
TEXAS—Beaumont, Amelia; Dallas, Colonial, Richard Lagow, San Jacinto.
WEST VIRGINIA—Canebrake, Grade; Skelton, Skelton.
WISCONSIN—Milwaukee, Morgandale.

Current Year

ALABAMA—Birmingham, Cunningham, Lakeview, Ullman.
ALASKA—Cordova, Government; Unga, Unga.
ARIZONA—Maricopa County, Alhambra.
CALIFORNIA—Alhambra, Central, Marguerita, Ramona; Anaheim, Broadway, Citron; Emeryville, Sutter; Los Angeles, Ann Street, Avenue Twenty-one, Griffin Avenue, Harrison Street, Hermon, Malabar Street, Mayler Street, Ninety-second Street, Ninety-sixth Street, Paducah Street, Queen Anne Place, Rosemont Avenue, San Pascual Avenue, Wonderland; Monrovia, Wild Rose; Riverside, Lowell, Palm; San Diego, Florence, Fremont; San Luis Obispo, Emerson; Santa Barbara, Evening High.
COLORADO—Denver, Berkeley; Fort Morgan, Grant; Pueblo, District Number 20, Bessemer, Carlile, Central Grade, Central Junior High, Columbian, Edison, Lake View, Lincoln; Sterling, High.
CONNECTICUT—Bristol, Clarence A. Bingham; Stamford, Julia A. Stark; Stratford, Garden, Whitney.

[Continued on page A-22]

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