

JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

•
The Most Important
Question of All

Harold L. Ickes

•
Evaluating the Pub-
lic School Program

John K. Norton

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The Future Comes
Charles A. Beard
and George H. E.
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The Government
Takes Steps to Aid
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JOY ELMER MORGAN
Editor

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Published by the National Education Association

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Between Editor and Reader

THE officers of the Association, who are working as never before to safeguard and improve the schools, greatly appreciate the fine spirit which is revealed in the thousands of letters that stream into Association headquarters from every branch of the profession.

THE JOURNAL staff—constantly searching books, studies, periodicals, and reports for the latest information and ideas—is greatly aided by being in the national capital, which is very much the center both of information and action, and by the helpful cooperation of readers in every part of the country who write about their own experiences and needs.

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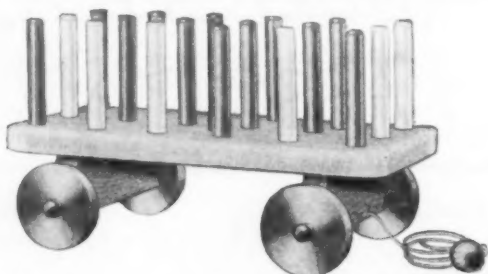


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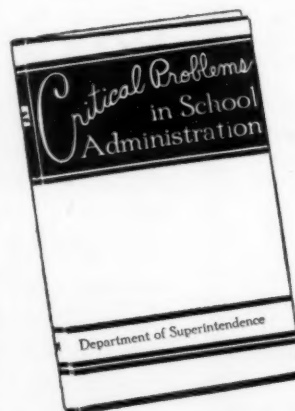
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The Teacher and the People

DEAN J. B. EDMONSON of the School of Education, University of Michigan, a most resourceful and valued member of the Joint Commission on the Emergency in Education, has issued a small sheet giving "The Dark and Bright Sides of Recent Developments in Public Education."

The dark side—[1] The marked and rapid decrease in teachers' salaries thruout the country.

[2] The decrease in funds and in the number of teachers employed regardless of increased enrolments.

[3] The tendency to blame schools for local indebtedness and for the breakdown of local systems of taxation.

[4] The evidence that many persons are jealous of the salaries paid to teachers.

[5] The evidence of the opposition of some private and parochial schools and colleges to appropriations for the maintenance of public educational institutions.

[6] The reactionary tendency in many communities to curtail or eliminate the newer, more social parts of the school program.

[7] The overcrowding of the profession due in part to the decrease in the number of positions, the overproduction of new teachers, the return of former teachers, and the edging into teaching of the unemployed from other professions.

[8] The reluctance of some teacher-training institutions to recognize the obligation to restrict the production of new teachers in terms of the demand.

[9] The fact that employing authorities in some localities have discriminated against well qualified teachers and in favor of poorly prepared candidates who were available at starvation wages.

[10] The inability of schools to provide an adequate supply of usable instructional materials.

[11] The hostile attitude assumed by certain influential newspapers and periodicals.

[12] The evident lack of authoritative direction and leadership in our profession.

[13] The fact that the general public was slow in showing real concern about the plight of the schools.

[14] The evidence that considerable numbers of citizens question our American policy of free secondary education for all boys and girls.

[15] The inability of many of our professional organizations to be effective in meeting the problems of the depression.

The bright side—[1] The aggressive and enthusiastic activities of local, state, and national parent-teacher associations.

[2] The real concern about the welfare of schools exhibited by such national groups as the American Legion, the American Federation of Labor, the American Association of University Women, and other organizations.

[3] The increasing interest in professional problems taken by the classroom teachers, especially those in the larger towns and cities.

[4] The sympathetic support given to public education by the editors of many newspapers and by other leaders of public opinion.

[5] The admission by some lay leaders that the schools are entitled to much credit for maintaining the morale of the people during the depression.

[6] The possibility that professional organizations may be operated on a more effective basis.

[7] The interest shown in plans to improve the quality of the training of prospective teachers.

[8] The growing recognition of the need for coordinating educational agencies within states and on a national basis.

[9] The provision of the opportunity for a longer period of schooling for many children thru the elimination of child labor.

[10] The recognition by government officials of the importance of supporting programs of adult education, and of preschool training, as well as educational programs for the Civilian Conservation Camps.

[11] The reorganization of the federal Office of Education to unite general and vocational education.

[12] The possibility of efforts to translate into practise many significant recommendations of national committees and commissions.

[13] The possibility that a national planning agency for American education may be developed on a cooperative basis.

[14] The interest in developing greatly improved taxation systems in many states.

[15] The possibility that federal aid for the relief of public education within the states may be secured.

[16] The splendid work of many professional organizations and of the professional fraternities.

[17] The constructive activities of the Joint Commission on the Emergency in Education and the strong support given the Commission by the profession.

Dean Edmonson's points furnish a good beginning for faculty study of conditions in the community. Each school

faculty will think of other questions which might receive consideration. Much will depend on general conditions. If there is marked improvement, the pressure on the schools will tend to lessen. If conditions remain bad or grow worse, attacks on the schools may increase.

How will the fact that large numbers of highschool and college graduates cannot secure employment affect sentiment toward the school? Will these young people conclude that education is not worthwhile and even resent the time and money spent on their schooling?

How will the large demands which public works and growing public debts make upon the taxpayers tend to affect public education? How will the school be affected by the concentration of industry and business in supercorporations which tends to concentrate tax payments and industrial policy in the hands of absentee managers who do not see firsthand the needs of the children in the community?

How is wealth produced in your community? Is the community growing richer or poorer? Thru what channels does money come into the community? Thru what channels does money go out of the community? Is there a proper balance between the money that goes out and the money which returns to the community? Has enough money been kept in the community to finance new activities for the young people? What can the school do to encourage a study of local economic conditions? Can courses in local economics be added to the school? Can adult study groups be formed?

This is a good time for every teacher to become a visiting teacher. One good way to spend a part of the coming summer vacation would be to go among the people to study conditions and needs in an effort to find ways of making the school more helpful. How can present and prospective vocational needs be surveyed and estimated?

THIS DRIVE against public education was nationwide. It was definitely and completely put over in seventeen states. In California this drive was powerful enough to put its program over completely in the State Senate. Fortunately for the public schools of California it was stopped in the Assembly. What organization engineered this drive and led this attack? The program was planned by the California Taxpayers Association. They used the State Chamber of Commerce as a shield. Investigations and the preparation of the reports and bills that furnished the basis of the attack came from the California Taxpayers Association. The California Taxpayers Association is an organization made up primarily of the great public utilities of California. It is largely financed by these utilities. Its dominating directors are prominent utility officials.—State Senator Herbert C. Jones, San Jose, California.

Evaluating the Public-School Program

THE TEACHING PROFESSION is learning many things from the trying period thru which the schools are passing. One of the most important of these lessons is that the American public is the court of last resort in deciding what the American school system should attempt to do, how it should do it, and how it should be financed. School people have learned that the American public cannot be expected to support an educational program which it does not understand.

Educational interpretation is important. But the experience of the last three years has proved that something more is needed. It is not enough merely to explain to the people what the schools are trying to do. In the period of educational reconstruction which lies just ahead, opportunities should be created whereby the people will actually participate in the formulation of educational policy. The sound pedagogical doctrine that we learn best by doing is pertinent in this situation. If we want the people really to know what modern education is all about, then we must not only be willing that large numbers of intelligent citizens shall actively participate in the formulation of broad policies affecting the purposes and scope of public education, but must also take the lead in developing opportunities for such participation. We need educational interpretation, but even more we need lay participation.

In a democracy the people ultimately decide important questions of social and economic policy. This is particularly true with respect to the public school, partly because this institution touches the everyday lives of the people so closely, and partly because the current rapid changes in social organization require corresponding developments and adjustments in education. Since the people must decide, they should decide wisely. In all communities questions concerning the scope and nature of public education are now being persistently raised. Decisions, sound or unsound, are being rendered daily. In such circumstances the duty of those who are professionally responsible for conducting the schools is clear. They must place educational policies squarely before the public, welcoming and encouraging complete, frank, and impartial discussion of

them by individuals and organized groups. They must provide the technical advice and the educational vision and leadership needed by the people in developing educational programs appropriate to the demands of twentieth century civilization.

Because of these considerations, the Joint Commission on the Emergency in Education is issuing a pamphlet entitled *Evaluating the Public School Program*, which is designed to assist superintendents of schools, principals, and officers of teachers associations in organizing and conducting public discussions of current educational problems. At what point should education at public expense begin? Where should education at public expense stop? What are the points of strength and weakness in the public schools? Is universal education at public expense financially practical? The pamphlet defines and briefly explores these and other important questions.

The Joint Commission clearly recognizes the possible dangers of this proposal. There exists today, and has existed since the beginning of the public school, a small minority that because of ignorance or selfish interest has opposed the idea of public education. Fair and open discussion will offer this minority an opportunity to do its worst. But what will that worst be? Nothing which any courageous, honest teacher need fear. Horace Mann in the teeth of the depression of 1837 carried the most critical educational issues directly to the people and won the victories for equality of educational opportunity which have been the foundation stones upon which our systems of free public schools have been built. Similar victories can be won in the teeth of the current depression, if we have the courage to carry the crucial issues affecting educational development directly to the people.

Full and frank discussion of important educational issues will be impossible unless we who work in education are more tolerant toward honest criticism than we have sometimes been in the past. Education, particularly since 1929, has been the victim of many vicious and unfair attacks. It is not surprising that teachers should be somewhat sensitive towards criticism, even when it is intended to be constructive. It is of the greatest importance that we shall over-

come our sensitiveness and develop the ability to distinguish between attacks which aim to destroy the schools and constructive criticism designed to improve educational purposes and practices. For every destructive critic there are ten citizens who wish better schools than we have ever had.

The publication of *Evaluating The Public School Program* has been made possible by the financial support of Phi Delta Kappa, a professional fraternity in education. Not only has this fraternity assisted in a financial way on this and other phases of the Commission's program, but its chapters thruout the nation have, for the past few months, been intensively studying material to be used in this publication.

The Joint Commission is issuing the pamphlet in the belief that if the case for public education is strong, its strength is increased every time it is tested. The general program of public education is undoubtedly defensible. If it contains elements that are indefensible, the profession should take the lead in making the needed changes. This attitude on the part of educational leaders is an excellent defense against unfair attacks on public schools made by selfish interests or seekers after publicity. Moreover, this attitude on the part of school people inspires the confidence of the ordinary citizen when he raises honest questions about the schools. In raising them he is doing exactly what he should do, and his questions should not be ignored. Educational leaders are obligated to help him find the answers to them.

Faith in the people, faith in free thought, and faith in open discussion as the only way to reach sound conclusions on all social issues, are fundamental to the further development of public education. Let leaders in education and representative citizens meet in conference groups to discuss freely the most incisive questions relating to their schools. Out of such discussion there should come, not merely a better understanding of the present school program, but the democratic evolution of a school program for the new age.—**John K. Norton**, chairman, Joint Commission on the Emergency in Education, professor of education, Teachers College, Columbia University, New York City.

The Most Important Question of All

HAROLD L. ICKES

Secretary of the Interior, Washington, D. C.

HOW MANY of us have stopped to consider what would be the result if all the schools of America were to be closed tomorrow and kept closed for one full generation. One could not undertake to describe the conditions that would exist at the end of that comparatively short period, but there can be no doubt that the effect would be startling. We would have a country made up almost entirely of illiterates. Culture would have disappeared. Science would be merely a word of Latin origin. In the course of a generation we would have gone back literally hundreds of years as to all the essentials that distinguish this period from that of the dark ages.

It goes without saying that the higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up thru advancing stages more and more education was needed to fit him for the life that he was called upon to live.

You all remember the boast of proud Douglas in one of Sir Walter Scott's poems that none of his sons save the one who had entered the priesthood "could pen a line." There was here described a period postdating by hundreds of years the emergence of man from the savage state. And if our anthropologists are to be believed, hundreds of thousands of years had elapsed before the distinctive form of man had developed in the animal kingdom. Scott was writing of the days of chivalry when men had acquired many of the arts and graces of living. Yet aside from the churchmen, the statesmen, and those few who were gradually building up the other learned professions, men were still, generally speaking, illiterate. Every book was a closed book. Knights in armor who could not write their names rode full tilt at each other

in tournaments to win the favor of a lady's smile, little caring that that same lady did not know her alphabet. The generality of the people lived dull and sodden lives, tending their flocks or eking a scanty harvest out of the soil with the aid of crude and clumsy instruments.

Gradually more and more people began to acquire the rudiments of learning but they were indeed rudiments. The United States of America is a comparatively young country, and even as late as our pioneer days the people got along with little formal schooling. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were, were kept open for only three or four months a year and few indeed were the children who studied more than the Three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained thru experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The Three R's were considered merely as finishing touches to the practical education received outside of the school. The masses of the people had to be content with this smattering of an education, altho there was a college here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent to the education that the modern child can receive in an uptodate high school.

But life never stands still. It either goes backward or forward, and the course was an upward one following these early pioneer days. Life became more complex as commerce and industry developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common-school education. Our wellbeing as a people and the relative position of our country in the family of nations required

us to turn our attention more and more to education. So a noncompulsory school system gradually gave way to a compulsory one, until now school attendance for a certain number of years is required in every state in the union. The mere statement of this fact is all that is necessary to demonstrate the universal belief in this country that we must educate our youths broadly and generally in order to assure the best possible citizenship and the wellbeing and security of the state itself.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go thru the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Like air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours for the taking when we were children, and that it will be our children's children for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve unimpaired this essential tool of democracy. There is an enemy within the gate. Apparently there are those in the land who are taking advantage of the economic strain and stress under which we have been suffering to dim the light that has guided our course since pioneer days. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the Three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civiliza-

tion is undermined, our civilization itself will suffer to a corresponding degree.

In moments of reverie we may idealize the simple bucolic state in which our ancestors lived. With the edges of our imagination we may play with the idea of reverting to a condition of society of a hundred or two hundred or three hundred years ago. We may longingly wonder how it would seem to substitute the kerosene lamp for the electric bulb or even the tallow dip or the rush light for the kerosene lamp. We may romanticize about dressing again in homespun, raising all our own food, and producing all our own clothing on our own little farm. To give up the automobile for the plodding cart, to discard the tractor for the horse-drawn plow, to throw away our ice-making machines, our bath tubs, and all our modern comforts and conveniences may be an idea to play with in an idle moment, but I am certain that no man, woman, or child would in reality want to revert to the dull, drudging, unimaginative existence of our great-grandfathers.

Yet some such retrogression will follow if we allow our educational system to slip back to what some people apparently are willing it should revert to. Such a highly complex civilization as we have built up requires highly trained intelligences for its maintenance and further development. No one would thrust an intricate and highly sensitized machine into the hands of a man just emerging from the jungle and expect him to operate it. If anyone thinks that I am drawing a strained and out-of-focus picture, let him try this experiment: Take any finely built, well-developed, and strong youth from the jungle. Put him into a factory containing complicated and delicate machinery, turn on the power, lock the doors, and leave him free to run that machinery. Can anyone doubt that the result in a short time would be the utter ruin of that machinery because the savage hand with all the willingness in the world lacked a trained and educated mind to direct it, as to which levers to pull and which wheels to turn?

So intimately is the general education of the people related not only to their own happiness and wellbeing but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. The natural resources of our country are no greater

today than they were a hundred years ago. As a matter of fact, they are much less. Quantities of the gold, silver, coal, and iron have been mined, and to a considerable extent our oil has been exploited and our forests cut down. Probably our native ability as a people is little, if any, greater than it was a hundred years ago. Yet none will deny that the value of the people to the nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. Of the three factors in the production of material wealth, namely, natural resources, native ability of the people, and education, education is the only one that varies to any considerable extent. And it should be borne in mind that education can vary in either direction. If our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality, it goes without saying that with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind.

We have been made sadly aware during these last few years of the necessity for economy. With our private incomes sharply diminished, with our means of livelihood cut off, with less pay forthcoming for the same amount of work, we have had to pinch and scrimp to make both ends meet. If this condition has been true in our private affairs, it has also been true as to those common enterprises which we maintain by the taxes that we pay to government. Our schools have suffered along with everything else. Hundreds of thousands of children are either being denied educational opportunities entirely or they are able to attend school only on a parttime basis. Thou-

sands of schools have been closed. Equipment has been deteriorating and replacements of essential tools for education have been lacking.

I do not deny that of necessity some economies must be made in our schools. But we are going too far in that direction. Our schools ought to be the last to feel the pinch of economy, just as they ought first to experience the return of prosperity. Undoubtedly the educational tree needs some pruning. There may be some dead and decayed branches that ought to be cut off. But if such pruning is necessary it should be done scientifically, by experts. It serves no good purpose of economy and it is immensely damaging to our educational system to slash into a budget regardless of whether we are cutting into a vital spot or not.

Even in these days of tremendously pressing problems, to my mind the most important question of all is: *What are we going to do about our schools?* That education should be universal goes without saying. By education I mean more than the Three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of using to advantage.

He should have this not only for his own sake but for the good of the whole. The intelligence of a nation is the sum of the intelligence of all of its citizens. Intelligence is the product of education and education is the greatest national asset that we have. No nation in these times can hope to survive, to say nothing of progressing in the arts and the sciences, in commerce, in trade, or in industry, unless it is composed of a well-educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in cooperation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficent and capable government.—An address in the NEA series of radio programs, "Our American Schools," October 29, 1933.

Reading and Literature



personal library of every educator.

THIS ARTICLE and two others in preceding JOURNALS are a small part of a most excellent book, *The New Leisure Challenges the Schools*, which should be in the

AN EXAMPLE of excellence in reading is the schools of Baltimore, Maryland.

Program content—As in all good schools today, reading is taught before the alphabet. In the first six grades there is much storytelling by both children and teachers. The best graded basal reading texts form the core of the in-school program. But great emphasis is placed upon reading supplementary books in many subject fields. Much is made of the correlation principle. References to articles in magazines are increasingly made from one grade to the next. Reading material is related, grade by grade, to the understanding and experience of the child. Creative story, descriptive, and narrative writing is stimulated in all these grades.

In junior and senior high school grades, both texts and supplementary reading materials, together with more magazine reading, make up the program content. There is increased emphasis upon writing; also, instruction in library methods and encouragement of ability in the boys and girls to find their way about among bookshelves and card catalogs.

Time allotment—In the first six grades there are reading and literature periods scheduled daily of 60 to 100 minutes each. In the junior high schools reading and literature come five times a week with 45 minute periods, and in the senior highs three times with 45 minute periods.

Methods—Every effort is made to understand and remove reading difficulties in individual pupils. For example, slow readers are given eye examinations and recommendations are made to parents for remedying defective vision wherever discovered. Children are also taught

the art of taking in whole sentences at a time instead of laboring over words and syllables. They are helped to overcome lip and tongue movements during silent reading. All this effort is of the greatest importance, according to authorities in this field. It has been found that physical defects like those mentioned make for complex deterrents to reading which may mean that their possessors will do little or no reading after school days are over, and thus be deprived of one of the most delightful and profitable means of enriching their leisure.

Large emphasis is put upon silent reading and reading for understanding and pleasure in order to encourage extensive exploration of books and magazines. Thruout all grades, but especially below junior high school, much is made of correlation of reading with other subject fields. Reading aloud with effect and relating what has been read, as a social accomplishment, is furthered in classrooms. Much attention is given to individual needs from the point of view of home, race, and other backgrounds, unfavorable and favorable. In all grades freedom of choice in selection of books from school library shelves during free hours is given wide range. There is much memorizing of poetry and the children are helped to like it.

Teachers are trained to make reading and the ends of reading fascinating, giving young people the sense of opening doors to wonderful treasure chambers. Overanalysis of structure, paragraphs, sentences, sections, especially below senior high grades is avoided and stress laid upon genuine enjoyment, for enjoyment means desire created for more.

Even in grades as low as fourth and fifth in some schools, book reviews, oral and written, are presented to fellow class members, thus deepening in the mind of the reviewer what he has read. Stress is put upon the value of dramatization of stories or parts of stories read by pupils and much of this is done thruout all grades. In senior high school an important project has to do with the matter of interesting pupils in the reading of good magazines. This would seem to be of great value in impressing the worthwhile, as against the trashy types of periodicals, upon the minds of young people.

Conscious objectives—Wise use of leisure is one of the outstanding longtime aims of all teaching in the reading-English-literature field in this school system.

"To cultivate taste and desire for reading; to develop appreciation of literary beauty, recognition of good literary form, and love for the admirable qualities which the great characters in literature reveal, thus ministering to

hero-worship and idealism; to beget in children the feeling of enjoyment and ever-increasing enjoyment in delving into the printed page; to enrich the imaginative and emotional life of the pupil; to fix in memory selections of poetry and prose to serve as lifelong assets of joy; to get young people to love the best books and magazines instead of the mediocre or worse"—all these are among the very definite objectives which teachers in this system are charged to keep ever in mind—charged, indeed, by themselves thru their own departmental committees. They have set up their own standards; no ruler on a pedestal has handed them down with a threat. Hence the greater likelihood of seriousness of effort to achieve them.

Personnel—Those who have to do with planning, directing, supervising, and teaching English, reading, and literature are the assistant superintendents, kindergarten-primary supervisor, elementary-junior high supervisor, special expert in the research bureau, the principals, heads of departments in junior and senior high schools, special teachers in platoon, junior and senior highs, and regular classroom teachers in non-platoon schools.

Some of the older ones, trained in the traditional ways, find it difficult to break their bad habits but the writer was told of numerous victories gained even among these, thru patient work of supervisors and principals. The guiding beacons toward effective procedures and great accomplishment are before all—and that is much.

Facilities—Printed courses for all grades, with texts setting forth objectives, methods, program material, booklists, and professional bibliography, all worked out by teacher committees and periodically revised. Special descriptive and illustrated booklists for all grades prepared jointly by the public librarians and teachers. Use is also made of the admirable compilation for high schools published by the National Council of Teachers of English in 1930 and one for junior high schools in 1932, both of them with descriptive notes and illustrated in black and white and colors. The locally prepared lists can be had by pupils, free of charge. The National Council's lists sell for 20 cents each for single copies and 15 cents in quantities. Pupils are encouraged to obtain these for permanent use in and out of school and to put them at the disposal of their families. They are great aids for the enrichment of leisure.

Teachers and pupils have an excellent help for guidance in getting the utmost out of school libraries in a document entitled "Adventures



Oakland, California, students doing research work in the library

in the Library," prepared by the research department.

Seventy-five percent of the elementary schools have special libraries as have all but one of the junior highs and all of the senior highs. Many of these have been put in old buildings in recent years; others are to get them as fast as possible, all new buildings being provided with them in the planning. A large number have beautiful, inviting interiors, all are well-stocked and in nearly all cases are presided over by trained librarians. In addition, all classrooms have special book supplies on shelves and in nooks, many of which have been constructed by the pupils. Books are provided both by the schoolboard direct and by the public library which is under the control of the former, a situation which lends itself to the closest kind of team-work.

Special comment—There can be no question that with the one hundred percent encouragement and help of the administration in this system, with the facilities present and with the worked out plans and objectives ever before them, and with a large grant of freedom for experimentation, the teachers of reading here have a glorious opportunity for achievement.

The writer visited numerous reading and literature classrooms in all grades in this system and found in practically all of them a real effort being made on the part of teachers to do a fine job. There was informality, happy eagerness and in some cases, the utmost enthusiasm displayed over what was going on. In a number of instances pupils were seated on chairs instead of in desk seats, arranged in semicircles with the teacher in

an easy chair or standing, in the center of the arc, with lively discussion back and forth over some book or magazine article. These were no cut and dried recitations of the old style; they were life and living right then and there. Here was "pursuit of knowledge and understanding," in a real sense—and victory!

The research bureau is constantly making studies which are of service to teachers and then there is the year-round effort at training on the job, together with the stimulation given to take advantage of extension courses offered by local colleges and other institutions during the summer.

Another thing that is being done by teachers which has a direct bearing upon the matter of education for leisure is to encourage children to take out public library cards in their own names, thus habituating them early in the use of one of the community's most important leisure-time resources. It was estimated that close to 85 percent of all children above the third grade held such cards, an excellent showing compared to many other cities.

A poor example in reading was found in a city with 40 elementary, 14 junior high, and 2 senior high schools. Enrolment 30,000.

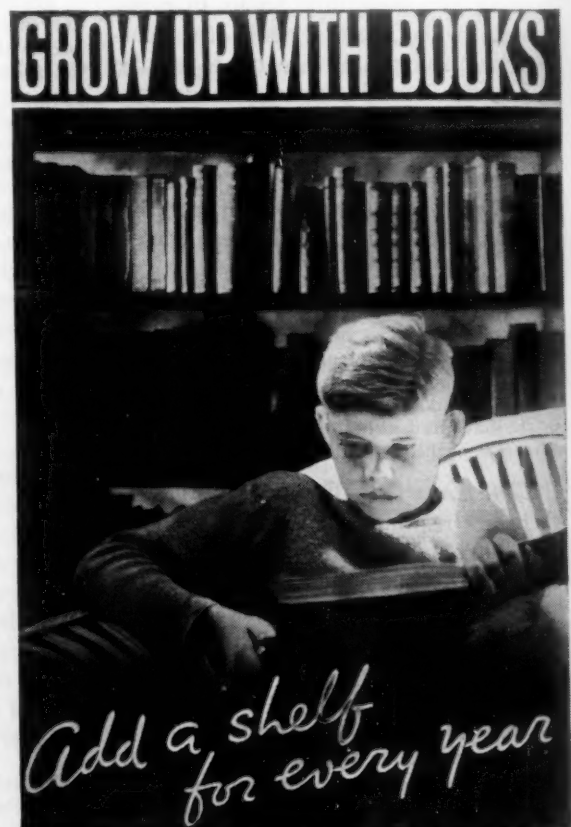
Program content—A large number of teachers are still punishing innocent youngsters

in the primary grades by overemphasizing the alphabet, punctuation, parts of speech, spelling, and other nuisances before they are permitted to do much reading in school. Basal texts are used throughout all grades but some are not of the best. Very little stress is put upon supplementary reading in or out of school. Too little is made of storytelling by pupils and teachers.

Time allotment—60 to 100 minutes daily in grades thru sixth and 40 minutes in junior and senior highs.

Methods—Tho the course of study says a little about developing love of literature for life-time use, yet it must be said that the methods in vogue, with but few exceptions, according to all the evidence, are bound to do a lot of alienating of interest in reading either during school days or after.

The recitation idea is too much in the minds of teachers. There is too much thought of tasks to be done, too little instilling of the spirit of adventure and exploration in the book world, too much adherence to the prescribed texts. Minutes are made altogether too much of. Small attention is given to individual difficulties and difference and to ability grouping. Something is said in the course of study about correlation of reading with other subjects, yet in practise this is largely ignored. In a talk with one elementary principal on matters like cor-



National Association of Book Publishers

Book Week Poster, 1933

relation, the project method, and other modern pedagogical devices, the writer was asked naively by this principal: "Is there a book on these things?" Much reading aloud is done in the lower grades; but this has too much of the recitation flavor rather than an intent of developing effective interpretation and expression. Book reviews and study of magazines are not mentioned in the course of study and just about nothing is done along these lines. Nor is there much dramatization in any of the grades, tho plays are given at rare intervals at school entertainments.

In short, the methods in use lack inspiration and enthusiasm and in this important field are dead in respect to preparing young people for one wise use of leisure.

Conscious objectives—In a general way the stated objectives in the course of study for the lower grades are to be approved—"develop in the child a love for reading, to give him from the very beginning a taste for good literature," but the dull methods employed simply cannot win out.

Instructions given to teachers are of the mince-meat sort. For example, suggestions to intermediate grade teachers on how to achieve great ends—"tasks that will bring practical results in reading"—number seventeen, seven of which have to do with "word study" and ten with "thought-content." Four points of the latter group call for copying words and sentences from the text. Only one point emphasizes the big issues: "Why do you like the story? Compare the characters. Compare this with other stories as to scenes, setting, plot, and the like."

The special senior high course of study expresses conviction that the "restrictive plan of study of a few great classics gives a firmer foundation for culture in the future life than does the comprehensive plan"—this as against the opinion of the best authorities in the field of reading and contrary to the conclusions based upon experiments conducted in other parts of the country. There is here, then, no encouragement to indulge individual tastes, no approval of adventure in the vast field of the printed page. "Here is the lesson. Do it. There is nothing beyond, worthy of your interest." And thus has it been for years and years!

Personnel—There is a supervisor for intermediate and junior high grades, none for primary or senior high grades. There

is no research bureau in this system, hence no testing or subject studies. There are no specialists in reading and literature in grades below junior high.

A survey of teachers which was made in 1930 showed that of the elementary teachers in this system only 28.8 percent have had two years or more of special education beyond high school; 14.3 percent have had between one and two years; 18.2 percent have had less than one year; 24 percent had gone thru high school only and 10 percent had never completed high school. Of all elementary teachers only 57 percent had gone in for any sort of supplementary

supplementary reading books, or with many other modern teaching materials, for that matter. Only recently has a professional library for teachers been begun.

A few schools at the time of our visit to this city had improvised library nooks and the books were provided by teachers themselves.

The public library in this city has a standing offer to teachers to provide them with revolving supplies of supplementary reading material but few teachers, it was said, avail themselves of the opportunity.

Special comment—From all that has been said about conditions in this system in regard to what is being done and not being done in this all-important realm of reading and literature, it can be concluded that here are being committed plenty of sins of omission and commission. A great opportunity is being lost and one wonders about the present leisure time habits of all those thousands of young people who have come out of these schools. Surely they cannot be living as rich lives as



The popular "summer book wagon" of Multnomah County, Oregon

education in the last ten years and one-third had not gone to school in the last twenty years.

Up to recently when a new administration took charge of the schools there was little or no stimulation from the "higherups" to teachers to better equip themselves for their great task of developing future citizens, but not so long ago the new superintendent caused the new schoolboard to decree that henceforth at least a college degree would be required of all teachers entering the system. Herculean effort will be needed to bring the majority of the present staff up to anywhere near par. This task is being heroically faced, however, under the new régime.

Facilities—Meager guidance material is provided for teachers in courses of study or other documents. Reading lists for pupils are not provided by the school system or by the public library. No school up to recently had a library of its own or contained a public library branch. Furthermore, the schoolboard never had the practise of providing classrooms with

would be the case, if they had had thru their school experience more alluring inducements to go on delving into the wonders awaiting them in the printed page.

School authorities agree that reading is the great key subject of the curriculum. Without reading ability and real liking for reading the child is handicapped in all his other studies and for life. Hence, obviously it should be handled by teachers in such ways as to develop this ability and this liking early. The best methods evolved to date are a matter of record, open to all. Anything less than the best, used by teachers, is unfair to the pupil. The old "coroner's inquest" style of approach to literature will not do.

—Eugene T. Leis. [*The New Leisure Challenges the Schools* is published by the National Recreation Association, 315 Fourth Avenue, New York. Cloth, \$2; paper, \$1.50; prices postpaid.]



A sunkissed gardener—aged six.

DO YOU THINK there's anything in that old saying about a whistling girl and a crowing hen? Because if there really is, then I shudder to think what may become of me some of these days, for my life work has grown out of—just whistling!"

It was Miss Rainwater, supervisor of natural science for the public schools of Atlanta, speaking. She is a little bit of a woman—Hattie Rainwater—Southern to her fingertips with a soft, rather low voice, and keen grey-blue eyes that are alive with interest and enthusiasm. A charming woman, she is possessed of rather more than her share of that elusive quality called personality and coupled with it is the ability to put over successfully whatever she undertakes.

"Yes, just whistling—."

Naturally, I looked a bit surprised and Miss Rainwater then proceeded to explain that about twelve years ago, while still a grade teacher in the Atlanta schools, she began, on her own initiative, organizing little bird clubs among the school children. In those days many of her afternoons and all of her precious Saturday mornings were spent tramping about the woods with these interested groups, observing with them the habits of the birds of the Southland, and teaching the boys to imitate their calls.

In time, some of her whistlers became quite famous locally and were much in demand for school programs and other entertainments. They knew the bob-white's urgent "Come-right-home; come-right-home!" as she called to her biddies along the dusty summer roads; the whip-

"A Whistling Girl—"

poor-will's sorrowful "Whippoor-will-poor-will"; the chickadee's notes—one long and one short; the black crow's raucous cry, and many more. But best of all they liked to mimic the cardinal with his melodious "Sweet-sweet-sweetheart," and that lovable clown among birds, the mocker, whose repertoire includes the

songs of all the others. These boys and girls spent many hours taming their shy friends in feathers, for at about that time a local newspaper offered a prize of twenty-five dollars to the schoolchild who could first coax a wild bird to feed from his hand.

From these small beginnings and



These bird houses are made of everything from gourds to tin cans.



Iris time at English Avenue School, Atlanta.

largely thru the efforts of Miss Rainwater, who was later appointed supervisor of natural science, has grown the entire elementary science program as it is now carried out in the Atlanta public schools. The complete course provides that each pupil from the kindergarten child to the grammar-school graduate—and there are some 35,000 of them—must include in his schedule so many hours per week of some form of nature study and research.

Ten years ago there were no school gardens in Atlanta. Now, every school of the fifty-four, both white and colored, carries on regularly some sort of gardening activity. With "Miss Hattie" to guide them, they have transformed gullies and red clay banks, hollows and hillsides, with remarkable success. By the work of their own small hands the children have evolved rock gardens, sidewalk gardens, farm products plots, lily pools, and beds and borders of infinite variety, to beautify their school grounds.

The two outstanding events of the year for these boys and girls are the citywide tulip show, staged by them in one of the large school auditoriums each April, and their autumn chrysanthemum show held annually in late October or early November, as the weather wills.

The flowers exhibited by the children in both these yearly shows are grown by them in their own backyards. Local garden club members are asked to act as judges and, in addition to the customary ribbons, collections of tulips and small chrysanthemum plants are awarded as special prizes at the autumn and spring shows respectively.

Of all the varied school garden activities carried on by the youngsters, perhaps the farm products plot at English Avenue School has elicited most favorable comment from visitors. Here, youthful farmer and farmerette work side by side to produce a little patch of each of Georgia's outstanding agricultural products, cotton and cane, peanuts, tobacco, and "yams." Literally hundreds of souvenir cotton bolls have been sent out from this plot to interested friends in distant states.

Of considerable economic value is the extensive kitchen garden planted and maintained thruout the year by the boys and girls at Georgia Avenue School, for practically all the vegetables prepared and served at the school cafeteria are grown here by the children themselves. Ofttimes when crops are abundant, the youngsters are able to realize from outside sales quite a tidy sum for the fur-



Courtesy of Girl Scouts, Inc.

ther improvement of their school grounds.

At the time of the sesquicentennial celebration at Yorktown in the summer of 1932, Miss Rainwater was selected by Richard B. Russell, then Governor, to represent the state of Georgia at the Virginia ceremonies. And in connection with Georgia's own bicentennial in 1933, Miss Rainwater, at the request of the Governor's Bicentennial Commission, has edited a most comprehensive and valuable volume entitled *Garden History of Georgia—1733-1933*. She has also been instrumental in establishing Georgia's Memorial Forest on a beautiful tract of natural woodland which was presented to the city of Atlanta for this worthy undertaking by a group of public-spirited citizens.

Even now the children in the nature study classes at the various schools are enthusiastically watching, day by day, the development of many small seed-

lings from Georgia's famous oaks—the "Lanier," the "Wesley," the "Oglethorpe," and the unique tree that owns itself—all from acorns "Miss Hattie" has had collected and distributed among the groups for planting. Some day these offsprings of the state's historical trees will have a proud place in the Memorial Forest.

So Miss Rainwater keeps busy about her many activities, always reaching out to find newer and better ways of capturing and sustaining the interest of her 35,000 boys and girls in the wonders of the world of nature all about them, for she is keenly alive to the importance of equipping her young charges for the profitable and pleasurable use of their leisure hours long after school days are done. — **Anne Norton**. [Can anyone estimate the value of such a teacher in a community? Pass this article on to parents.—Editor.] ♦ ♦ ♦ ♦

An Evening with the Magazines

WHAT PUPILS TEACH—"For thirty years it has been my privilege to be a teacher of boys," says Archibald Rutledge in the February *Good Housekeeping*, "but I have learned a great deal more from them than I have taught them. . . .

"Every teacher of experience has learned the salutary lesson that students silently demand complete integrity of mind. They will not tolerate disillusion thru a loss of faith; not necessarily religious belief, but merely the trust in intellectual honesty. Too many teachers lack the rugged manliness of Johnson who, being taken to task for a mistake in his massive dictionary, instead of making an elaborate and disingenuous defense, merely said to his friendly fair accuser, 'It was ignorance, madam; pure ignorance.' . . .

"My almost lifelong association with boys has wholesomely taught me that a teacher's superiority over his pupils is purely temporary and artificial. He sees, almost every day, possibilities in those he instructs that he himself never possessed. . . .

"There are teachers of many kinds—inspirational, routine workers, and those of the martinet sort. . . . But one attitude only is of universal appeal and power, and that is the attitude of sympathy. This is the open sesame to the human heart, and it is this alone which makes of the profession of teaching, which otherwise might be the dreariest drudgery, a delight and a consecration. For what a student remembers after he has left the classroom is usually that which is imparted from the heart to the heart, not that which is imparted by the head to the head."

The Soviet Way with the Child—Schooling in Russia is essentially political and realistic, altho a recent ruling permits the return of fairy stories, hitherto forbidden. Even these are to be carefully edited to eliminate witches, ogres, and other suggestions of supernaturalism. Ella Winter, in the *New York Times Magazine*, December 3, 1933, tells how the school children are kept close to the active working life of the community.

"Soviet education starts in the nursery school. The small children learn their A B C's from posters issued by Mopr, the Russian organization for the defense of political prisoners, and here is begun

the business of teaching the child the Communist Doctrine. A is for Atheist, 'whom the priests persecuted;' M is for Mooney, 'still a classwar prisoner in California.'"

TO WORK directly for and with people for their mental and spiritual advantage is probably the most fascinating task in all the world; and even if its material rewards were small, its privileges would remain inestimable. . . . The teacher is compelled to associate with the human springtime. He lives in a country of April tears and laughter. In other walks of life, a man grows old with his associates, or with his patients, or with his customers. In teaching, the pathway is always lined with perennials in full bloom. A teacher has no business growing old.—Archibald Rutledge, *Good Housekeeping*, February 1934.

One model school is conducted as part of a collective farm. "The school is a 'complex,' designed to include all the activities of the collective farm and not in miniature or as play projects. The children work on the farm with the farmers, plant potatoes with them, reap the harvest with them, feed the chickens, calculate wages. They are expected to learn from experience the routine, problems, and difficulties of the new socialist life on a farm. To have a hand in solving these problems will give them, the teachers hope, the sense of responsibility without which no member of any society can be a good citizen."

Planning for Secondary Education—"The public's investment of money and the pupil's investment of time in a universal four years of secondary education are not being well spent," says Cedric Fowler, in the *New Outlook* for January. "Pupils without the necessary mental ability to take advantage of the typical highschool course are being kept in school, wasting the time and strength of both these pupils and their teachers. Too many electives and trivial courses are offered; too much of the teaching is poor in quality. The national welfare demands that schools do more to provide political and social training, in terms of whatever intelligence the pupils possess."

Recent developments in America seem to point to a greater participation by the people in the government, according to Mr. Fowler. The quality of such participation, which can best be assured by edu-

cation, is a problem of national concern.

"To save the investment already made, we shall have to make improvements and perhaps even extensions in secondary education. . . . The need is critical.

"It is conceivable that more money should be spent. Four million highschool students is a large number, yet it is only half the adolescents in the country. . . . Unless we are to retreat from the thesis of mass education, we must see that it reaches all the people, and in form they can assimilate to the profit of themselves and of society. No one wants education curtailed. More education is the constant need—and chiefly more in quality."

Vocabulary and Success—A knowledge of the exact meaning of a large number of English words accompanies outstanding success more often than any other characteristic. This is one of the unforeseen results of a study of business and industrial executives made by the Human Engineering Laboratories at Stevens Institute. The director of the Laboratories, Johnson O'Connor, discusses some of the results of their findings in the February *Atlantic Monthly*. Their tests were given more than a hundred department heads and major executives of the American Telephone and Telegraph Company. Size of vocabulary rose with the level of executive authority possessed, and was higher for the whole group than for average college graduates.

Experiments with college students seemed to show that vocabulary gained one year resulted in a higher grade of school work the following year.

Mr. O'Connor's interpretations of his findings are of particular interest to teachers. He says "Why do large vocabularies characterize executives and possibly outstanding men and women in other fields? The final answer seems to be that words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought. . . .

"An exact and extensive vocabulary is an important concomitant of success. So much is known. Furthermore, such a vocabulary can be acquired. It increases as long as an individual remains in school or college, but without conscious effort does not change materially thereafter."

—Prepared for THE JOURNAL by the Educational Research Service.

Types of Taxes: The Income Tax

IT WAS March 1933. Mr. Howe frowned, sharpened a pencil, filled a fountain pen, reached for a supply of scratch paper, and began to fill in his name at the top of an imposing document headed "Individual Income Tax Return." Then he wrote his address and occupation and certain information about his family. Next he carefully listed under a heading marked "Income" the amounts that he had received during 1932. He set down his salary plus commissions and fees, the profit from his business, the interest on his bank deposits and investments—in short, all his income for the year. The total, when he added it twice, checked at \$5100. Next he filled in some information called for under "Deductions." These items included other taxes, his losses, and charitable contributions. They amounted to only \$100 in his case. He subtracted this amount from his total income and entered the sum of \$5000 after the words "Net Income for Tax Computation."

Mr. Howe was married and had one child twelve years old. Mrs. Howe was not engaged in any occupation other than that of homemaker. Mr. Howe therefore wrote \$2500 after the words "Personal Exemption" and \$400 after the words "Credit for Dependents."

This meant that he would not be required to pay income tax on \$2900 out of his net income. The remaining \$2100 was his "Net Taxable Income." Had he been a bachelor with no dependents his exemption would have been only \$1000. If more people had been entirely dependent on him his exemption would have been higher. The rate of tax in 1932 was 4 percent on the first \$4000 of taxable income. If his taxable income had exceeded \$4000, the part above that amount would have been subject to a tax of 8 percent. Had his net income been over \$6000 there would have been a graduated surtax on the excess.

Mr. Howe finished his work by calculating 4 percent of \$2100 and mailing a check for \$84 to the federal collector of internal revenue in his district. He was careful to tell the exact truth in reporting. He knew that wilful failure to file a report or wilfully false returns would expose him to heavy penalties. He knew also that employers submitted their payrolls to the revenue bureau and that his report might thus be checked at any time.

Mr. Howe felt that, on the whole, the income tax is fair and reasonable. It is levied so that the amount which the taxpayer pays varies with his ability to pay. The personal income tax is primarily a

tax on the *individual* rather than on any *thing*, such as land or houses. It is a direct tax; that is, it is paid out of income, the very thing that is used to measure the taxpayer's obligation. The citizen supports his government according to his capacity to support himself. [The income tax is usually imposed upon the incomes of corporations as well as of individuals.]

Operation of the income tax—Like any other piece of good and useful machinery, an income tax will not run itself. All authorities agree that skilful administration is necessary for successful income taxation. This is particularly important in America because we do not follow the English custom of assessing and collecting the income tax "at source"—that is, from the employer, banker, or broker of the taxpayer. In this country each taxpayer figures his own income tax and his self-assessment is checked by information collected at the source of the income.

Another important aspect of the income tax is the fixing of the rates at which it is to be levied. Rates should not be so high as to encourage fraud and evasion. Rates are said to be *proportional* when all incomes pay the same proportion in taxes. Thus a 4 percent propor-

TABLE 1: STATE INCOME TAX RECEIPTS, 1931

[Personal and Corporation]

State	Income Tax Receipts	State Tax Collections	State and Local Tax Collections	Percent which Income Tax Receipts are of:	
				State Tax Collections	State and Local Tax Collections
1	2	3	4	5	6
Arkansas.....	\$1,190,000 ¹	\$18,582,000	\$50,153,000	6.40 ¹	2.37 ¹
Delaware.....	2,389,000 ¹	12,441,000	17,980,000	19.20 ¹	13.29 ¹
Massachusetts.....	22,554,000 ¹	56,269,000	308,517,000	40.08 ¹	7.31 ¹
Mississippi.....	1,016,000	13,393,000	37,396,000	7.59	2.72
Missouri.....	4,609,000	36,757,000	128,554,000 ²	12.54	3.59 ²
New York.....	105,074,000	229,633,000	1,108,485,000	45.76	9.48
North Carolina.....	5,970,000	29,327,000	94,709,000	20.36	6.30
North Dakota.....	433,000	6,488,000	35,809,000	6.67	1.21
Oregon.....	1,112,000	20,441,000	67,914,000	5.44	1.64
South Carolina.....	1,726,000	17,877,000	37,367,000	9.65	4.62
Virginia.....	4,075,000	33,690,000	80,347,000	12.10	5.07
Wisconsin.....	17,259,000	49,191,000	173,700,000	35.09	9.94

Sources: Columns 2 and 4 from *Federal and State Tax Systems*, Fourth Edition, January 1, 1933. p197-200; column 3 from U. S. Department of Commerce, Bureau of the Census. *Financial Statistics of State Governments: 1931*. [Summary] p6-7.

¹ Personal income tax receipts only.

² Receipts from major taxes and licenses.

tional rate would call for \$40 from A with a net income of \$1000 a year and \$400 from B with a net income of \$10,000 a year. Obviously, B is more able to pay \$400 than is A to pay \$40. If the principle of ability to pay is to be applied in this tax, those who have the higher incomes must be taxed at higher rates than those with lower incomes. Rates of this kind which increase with the size of the income being taxed are called *progressive*. In line with this reasoning practically all income tax laws fix progressive rates on personal incomes and make provision for personal exemptions. These exemptions should coincide roughly with minimum living costs. With low exemptions and progressive rates, an income tax will result in many taxpayers contributing small sums of money and a few wealthy taxpayers contributing relatively large sums.

Advantages of the income tax—The principal advantage of the income tax is that it is a broadening of the tax base, and a departure from too exclusive reliance on some traditional type of tax-

ation, as the property tax in the case of the states, or the customs in the case of the federal government. Altho it has been introduced, for both federal and state use, primarily to meet the demands for larger public expenditure, it may possibly become, with proper management and control, a means of relief for overburdened classes of taxpayers. A second advantage is that the income tax represents the application of the principle of ability to pay better than any other tax, since each individual is required to report his entire income from all sources. A third advantage is that the income tax is not shifted. It is borne by the person on whom it is levied. This fact also accounts for much of the opposition often encountered by income taxation.

The principal disadvantage presented by the income tax is its variability under conditions of prosperity or depression. This variability has been greatly accentuated in the United States by the practise of taxing capital gains as income and allowing capital losses as a deduction from other income. The yield

is increased during prosperous years when stocks and other property are sold in a rising market, and badly curtailed in depression years when property is sold in a falling market. Elimination of casual or incidental gains and losses would materially steady the volume of taxable income and increase the dependability of the income tax as a source of revenue.

It is sometimes said also that if a state imposes an income tax, wealth and industry will be driven away from it. In rare instances an income tax may be the determining factor in the location of an industry. However, the income tax is only one of the taxes that may be imposed and it is the total tax burden that must be considered. Furthermore, there are other factors than the tax burden which are of equal or greater importance in attracting business to a state or in discouraging its location there. It is the sum of all these factors upon which a decision will be based.—**Harley L. Lutz**, Princeton University, and **William G. Carr**, Research Division, National Education Association.

TABLE 2: HISTORICAL DEVELOPMENT OF STATE INCOME TAXES

[CAPITAL letters indicate personal income taxes only; *italics*, corporation income taxes only; others, both personal and corporation income taxes.]

1913	1918	1923	1928	1933
1	2	3	4	5
MISSISSIPPI OKLAHOMA Wisconsin	MISSISSIPPI OKLAHOMA Wisconsin <i>Connecticut</i> DELAWARE MASSACHUSETTS Missouri <i>Montana</i> <i>New York</i> NORTH CAROLINA SOUTH CAROLINA Virginia	Mississippi OKLAHOMA Wisconsin <i>Connecticut</i> DELAWARE Massachusetts Missouri <i>Montana</i> New York North Carolina South Carolina Virginia Arkansas NEW HAMPSHIRE ¹	Mississippi OKLAHOMA Wisconsin <i>Connecticut</i> DELAWARE Massachusetts Missouri <i>Montana</i> New York North Carolina South Carolina Virginia NEW HAMPSHIRE ¹ North Dakota	Mississippi Oklahoma Wisconsin <i>Connecticut</i> DELAWARE Massachusetts Missouri Montana New York North Carolina South Carolina Virginia Arkansas NEW HAMPSHIRE ¹ North Dakota Alabama Arizona <i>California</i> Georgia Idaho Kansas Minnesota New Mexico Oregon Tennessee ¹ Utah Vermont Washington ²

¹ Personal income tax applies only to income derived from intangibles.

² Declared unconstitutional.

Life Insurance Is Safe

BECAUSE of the false and misleading character of much of the article in the December issue, entitled "How Safe Is Life Insurance?" I have taken the trouble to look up some of the essential facts from authoritative sources which bear on the chief contentions of the article referred to. This statement of the facts has been submitted to two university professors in the field of finance and to the actuaries of two large life insurance companies and is approved by them, both as to correctness of fact and of interpretation.

The first contention quoted from Mr. Schnitman's book is that policyholders "have neglected to safeguard their investment." On the contrary, policyholders have, thru their state legislators, safeguarded their investment with great care and minuteness. Some states, to be sure, have neglected to do this, but it is easy to avoid loss from such neglect by buying insurance from companies which can qualify in the states with adequate laws. State laws regulate, to take the example of New York, such matters as [a] the amount which may be expended in getting new business and on renewals, [b] the type of security which may be held as an asset, [c] the length of time real estate may be held other than for the transaction of their own business, [d] an annual report in detail to the superintendent of insurance, [e] permission of any policyholder to request an examination into affairs of the company, [f] the limitation of the contingency reserve [surplus] to a given percent of the net value of the policies [liabilities], [g] the approval of the superintendent of insurance of every contract form issued; and [h] life insurance companies are periodically and thoroly examined every three years by state insurance departments.

As a consequence of such safeguards, life insurance is today, relative to other investments, conspicuously safe; and, instead of "continuously mounting administrative and selling expenses, and greater and greater speculative excesses," administrative expenses are actually declining and speculative excesses are, in general, non-existent.

On the matter of safety, consider these facts. Up to the end of 1932 but 2 percent of the securities held by a group of larger companies which do the bulk of the business of the United States were

in default. [1] This was seven-tenths of one percent of the total assets of these companies. [1] With respect to mortgages, concerning which we hear so much, a group of companies with 92 percent of the assets of all the companies of the country have today, according to reliable estimate, but 5.8 percent of their assets in the form of real estate. [1] This includes real estate permanently employed in conducting business, such as the home office, as well as property acquired by foreclosure. The amount held by the same companies was 2.2 percent in 1929, 9.6 percent in 1899, and 11.9 percent in 1881. [1] If foreclosures had taken place to an alarming extent, the amount of real estate now held would be much greater. To this must be added the fact that the sale of real estate taken over by foreclosure has not thus far resulted in any substantial aggregate loss, and in some companies such sale has brought a profit over the amount of the companies' investment.

The statements concerning the income, expenses, and amount paid to policyholders are grossly misleading. The statement is as follows: "Our life companies have an annual income of five billion dollars. Their annual expenditures are somewhere near 3½ billions. Of this amount less than 2½ billions is received by policyholders each year, while almost one billion goes to administrative and selling expenses such as salaries, commissions to agents, medical fees, and the like. The administration of life insurance takes almost 20 percent of the total annual income of all our life companies. And the policyholders and their beneficiaries receive less than 55 percent of the total income of our life companies."

The essential facts in 1932 for the companies which are eligible to write business in the state of New York [having over 90 percent of the assets of all companies] are as follows: The total receipts of these companies in 1932 were \$4,111,214,000. [2, Page 29]. This, however, included receipts from other sources as well as from premiums and supplementary contracts. The total of these latter receipts was \$3,168,378,000. [2, Page 29]. The difference, amounting to nearly one billion dollars, was from interest, dividends, rents, and so on. This source of income, which accrues to the

benefit of policyholders, is commonly overlooked. The amount paid to policyholders and beneficiaries during this year was \$2,782,977,000. [2, Page 8]. Since this is much less than the receipts, a superficial observer might draw the inference that the difference is represented by expenses and profit. This, however, overlooks the large item of \$592,412,000 [2, Page 7] which goes to increase the assets, and which is, of course, ultimately returned to the policyholders with interest. The amount paid to policyholders plus the increase in assets totals \$3,375,389,000, which is over \$200,000,000 greater than the receipts from premiums and supplementary contracts. This is a good fact to remember. The amount paid to policyholders or set aside for reserve in 1932 was a fifth of a billion greater than the amount received from policyholders.

But what about expenses? I do not maintain that expenses are not larger than they might be. What I do maintain, however, is that we should use reason and commonsense in interpreting the expenses, and should interpret the figures fairly. The total expenses of this group of companies for 1932, including administration, commissions, and dividends to stockholders, were \$751,898,000. [2, Page 8]. This is between 18 and 19 percent of the receipts. The statement that "the administration takes almost 20 percent of the total annual income" is therefore incorrect, since many items besides administration are included in this amount. The entire expense, not only of writing new business but of conducting all the affairs of the companies, is included. It covers, for example, all salaries, all commissions, medical fees, rent, mailing and postage, dividends to stockholders, taxes, and all other expenses.

As has been said, the amount which can be expended in getting new business and on renewals is limited by law. In 1932 the amount spent by the companies doing business in New York in getting new business was \$18,872,000 [2, Page 51] less than the amount allowed by law, and the total amount spent was \$79,512,000 [2, Page 53] less than the amount allowed. Further, instead of "continuously mounting administrative and selling expenses," the amount paid to all home office employees [including officers] was reduced from \$2.31 per

\$100.00 of income in 1922 to \$2.05 in 1932, a reduction of over 11 percent. [1].

The statement that "policyholders and their beneficiaries receive less than 55 percent of the total income of our life companies" is so wild a statement that it is not worthwhile trying to guess what Mr. Schnitman may have in mind. Even leaving out of account the more than half billion which is added to reserve, the amount paid to policyholders and beneficiaries in 1932 was about 68 percent of the total receipts. [2].

The plain fact is that policyholders and their beneficiaries ultimately get back much more than they put in. The figures on this point are not at hand for a large block of companies, but the figures for one of the larger companies, which has been in business for over

eighty-five years, are representative. The balance stands as follows as of December 31, 1932. [3]:

Total receipts from premiums	\$1,188,580,769.00
Paid to policyholders and beneficiaries	\$838,854,013.00
Total assets	\$514,588,274.00
	\$1,353,442,287.00
Gain to policyholders and beneficiaries	\$164,861,518.00

It is plain that, by and large, the person who puts his savings into life insurances will have it carefully guarded, and that he or his beneficiaries will get back more than he has put in.

I was much disturbed by the article in the December issue for two reasons: First, it is a disservice to teachers to give them a false view of the safety of one of the safest institutions thru which they

can invest their savings. Second, if educators are to be intrusted with any share in the reconstruction of society, they must at the very least show balance and commonsense in appraising our present institutions. — Frank N. Freeman, University of Chicago.

References—[1] Lincoln, Le Roy A., vice-president, Metropolitan Life Insurance Company. A Colloquy on Life Insurance. Life Association News 28: 229-232, 257-263, December 1933.

[2] Seventy-fourth Annual Report of the Superintendent of Insurance for the Year Ended December 31, 1932. Part II, Stock and Mutual Life Insurance Companies. State of New York Legislative Document, 1933, Number 34.

[3] Reports of the Penn Mutual Life Insurance Company of Philadelphia, Pennsylvania.

Using the Rural Community in Teaching

TEACHERS in small rural high schools often feel that they are handicapped by their isolation from museums, large factories, and interesting social conditions such as slums, market centers, or bread lines for the unemployed. However, if they will look around their own communities, many significant things will be found which can be used in classroom teaching. And even better, that which is found is realistic and significant to their pupils.

This is the story of how Lennox high school, a small school of one hundred thirty pupils, located at Lennox, South Dakota, makes use of the community in the curriculum. Lennox is located in a rich agricultural district in southeastern South Dakota, where the main crops are corn and small grain. Hogs and cattle are fed extensively for market.

Vocational agriculture and vocational home economics are taught in the school as part of the federal Smith-Hughes program. English, social science, commercial science, natural science, mathematics, and music are the other offerings of the school. In all of the courses the community is used as a background and laboratory for what is taught in class.

Most of the graduates remain in the community to become farmers. Accepting the Golden Rule of Education proposed by Briggs that "it is the duty of the schools to teach pupils to do better the desirable things which they are likely

to do anyway," Lennox high school tries to follow this by fitting her graduates to her farm life.

In the vocational courses the classes spend much of their time on judging trips, and visiting model farms, hospitals, and homes. Use is made of the materials distributed by the state agricultural college, and each year some students attend "short courses" during Christmas vacation at the state college. In the fall they exhibit and demonstrate at the state fair.

The class in American problems gives major importance to farm problems such as production, surplus, consumption, farm prices, mortgages, rural social conditions, and national legislation. National and international problems and current legislation are examined in the light of their effect upon our community. . . .

To discover why the Farm Act was passed, the history of agriculture since the founding of our country was needed. Most of the pupils had relatives who had been among the pioneers in South Dakota. Farmers in the community could tell the story of what had happened to them since 1914. A visit to the county seat was made to study taxes and what they were as levied for each year.

When it became evident that the solution to the agricultural problem was international, study was focused upon tariffs, transportation, credit, supply and demand, unemployment, and government policies. A study of local market-

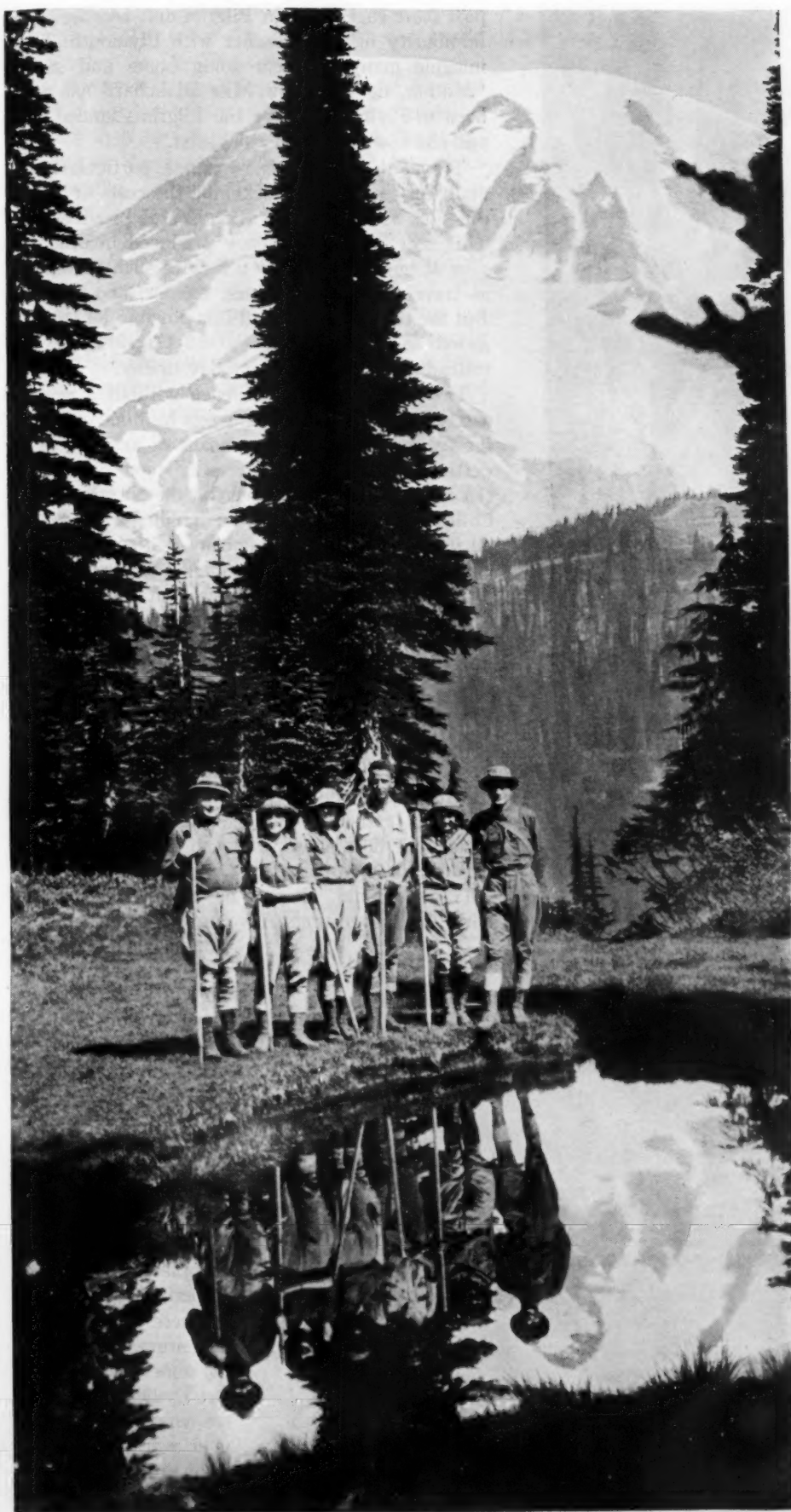
ing conditions involved an investigation of railroad rates, trucking charges, retailing, and wholesale marketing. Groups visited the local stores, the farm cooperative, the local railroad office and trucking terminals.

While studying money and banking, a visit was made to the local bank where the officers explained the functions of their institution and its value to the community. Copies of blank checks, drafts, notes, mortgages, and the different kinds of money were shown to the class.

As a part of the study of public opinion, and the effects of advertising and propaganda, a trip was made to the printing office. There the editor showed the class how the paper was made up, where the news came from, and how advertising was written. . . .

Lawyers, ministers, professional men of all kinds have been willing to help in the school work. Some of them have come into the school and given talks, while others have cooperated with pupils in their search for facts.

Everywhere there are problems in which the school is interested, and which the school should study. By developing a systematic cultivation of local conditions the teacher can make the community an important part of the curriculum.—C. Maurice Wieting and M. L. McCoy in Bulletin, NEA Department of Rural Education, *Economical Enrichment of the Small Secondary-School Curriculum*, February 1934.



"Mother, just think—teacher climbed a mountain in Rainier National Park this summer!"

Going Places

WILLIAM DOW BOUTWELL

*Editor-in-chief, Office of Education,
Washington, D. C.*

MARYLAND officially recognizes the value of travel for teachers. Maryland rules that her teachers must keep growing professionally by one of two methods: returning every two years to an institution of higher education for further training, or taking a long trip. A teacher can keep her certificate up to date either by making a tour to, let us say, Alaska or Europe, or by taking courses at a state teachers college, the University of Maryland, or some other institution of recognized standing.

How many other states officially recognize the broadening influence of travel I do not know. Our records at the Office of Education lack information on this point.

The wisdom of Maryland's policy was brought home to me recently when I served as a judge in a national contest to award prizes to units of work built on travel experiences of teachers. Reading over the many manuscripts I was deeply impressed with what travel meant to the teachers who wrote the units and to the children taught by these traveled teachers. They had, indeed, brought the "wealth of the Indies" back with them and shared their rich experiences with their pupils. One had been to Finland, another to Norway; another adventurous soul had floated down the Missouri River; another had become an expert on the great meat packing industry of Chicago; and a number had become quite intoxicated with the beauties of our national parks.

One teacher had profitably concentrated on one spot—Plymouth, Massachusetts. She had spent a few days of intensive study in the home town of the Pilgrims, visiting the historic buildings, the graveyard where the Bradfords and the Brewsters and the other worthies are buried, taking notes in the museum, looking down upon Plymouth Rock still lying on the gravel beach. I feel sure that every time Thanksgiving rolls around, this teacher turns with particular pleasure to the story of the Pilgrims. And I am sure that the pupils in her class take



"Honestly, Miss Brown? Did you *really* see Whittier's home in Danvers, Massachusetts?"



part more eagerly in the Pilgrim unit because of the familiarity of their teacher with Plymouth. I can imagine many of them going home and saying, "Mother, do you know Miss Blanchard has really been to Plymouth where the Pilgrims landed. Yes, and she saw Plymouth Rock, too."

Travel at this time, is, of course, particularly difficult for teachers. In reckoning the costs of the depression we must count the price of provincialism. This is a mental deficiency produced in otherwise normal human beings by a lack of such "vitamins" as travel, books, magazines, theater, and concerts. But the tide is turning and it is possible for teachers as well as other Americans to think again of growing instead of just existing from day to day.

Travel may be possible even without a raise in salary. The person who really sets his mind on traveling can usually find some means of arriving at his destination. Last summer as I stood in line for tickets to a symphony concert at the New York City College stadium a young woman hailed a girl next to me in line and the following conversation took place:

"I haven't seen you in a month of Sundays."

"Esther and I have been out of town—to Chicago."

"You have?"

"Yeah, we hitch-hiked. The nicest pick-ups. You oughta been with us."

"Go on."

"Sure, we hitch-hiked. Three thousand miles, three weeks, \$10. And no unpleasant experiences!"

Altho this mode of travel is not included in the standard textbooks and is scarcely to be recommended, it does show what can happen when two girls decide to go places.

Travel should always be undertaken in the spirit of adventure. Adventure is a habit of

mind. Some people can make an adventure out of a walk down town. Arnold Bennett found a book's worth of adventure in the life of a single hotel. You may recall how his characters visit the London produce markets early in the morning to see how the meats and vegetables are purchased for the Imperial Hotel.

There is the key to adventure in travel. Do something different. Get up before dawn to see what is going on in your world. Get away from the beaten paths.

"I've never seen the ocean. I love to hear you tell us about your trip to Atlantic City."

That is what the teacher did who floated down the Missouri. That is what the other teacher did who concentrated on Plymouth.

One friend of mine always searches out unusual foods in unusual restaurants—shrimp creole at Antoine's in New Orleans, enchiladas at the Original Mexican Restaurant in San Antonio, lutefisk in the Bergsing restaurant in Minneapolis, Indian pudding at Durgin and Park restaurant near Faneuil Hall in Boston, crab imperial at Herzog's above Washington's fish market, cheddar cheese at Morgan and Company in Montreal.

Another makes travel adventure by searching out American handicraft potters of first rank. Recently she practised amateur archaeology in ruins at Bennington, Vermont, and came home with some prized examples of the glaze of a bygone New England industry.

It is almost a rule that the more economical you travel, the more adventures you can have. The most exciting trip to Europe within my knowledge was that taken by a Long Beach teacher who rode to New York in a chicken car and scrubbed decks on a liner. He toured five countries on \$100. However, he has never eaten eggs since that ride in the chicken car.

To go thru France by canoe is fifty times as much fun as by rail. To tramp thru the high Sierras is more exciting and more economical than to go by bus.

Follow the nose of a camera and it will also lead you on travel adventures aplenty. By following a camera's nose I do not mean snapping a scrapbook of pictures: "Me feeding pigeons at St. Marks," "Me sitting on a beach at Waikiki," and "Gertrude and me in steamer chairs on S.S. Gambia." What I do mean is bringing back a beautiful and living record of the place you visited. Before me stands an enlarged photograph of the skyline of Quebec, etched against the misty morning sky. In the foreground fishing boats drying their sails reflect their images in the calm waters of Victoria Basin. No tour includes the spot from which this picture was taken. I would never have seen Quebec's skyline from this perfect viewpoint unless my camera had led me there early one September morning. Searching for a good "composition" I happened on this scene and brought

"Wonder if our creek would make as pretty a picture as that scene you found in Wisconsin."



"What a strange picture, the one you took on Vancouver Island. Where is that, anyway?"



it home with me, a prized possession.

If you really put yourself in the hands of a camera it will take you to strange places at strange hours and introduce you to people you would never otherwise meet. It will take you to markets in the morning, to backyards, to docks. It will command you to stop at a country church, to pause in front of a tree, to think about how light falls on objects and people, to consider and absorb the exquisite patterns that roofs, trees, sidewalks, fields, and leaves can make. Cameras can be the best of companions when you travel for adventure.

Travel advertisements feature the high lights, the Taj Mahal, Westminster, Eiffel Tower, the Coliseum, Muir Glacier. Thrilling as those sights may be, the real lure and value of travel is to be found in the byproducts—the incidents and details that make experiences personal and real and memorable.

And so for 1934 I could wish the readers of *THE JOURNAL* nothing better than—

To take a nickel ferry boat ride up New York Harbor from Staten Island to the Battery where clean-lined, thin skyscrapers mark the front gateway of our nation.

To hear the Moonlight Sonata played under the stars with real moonlight shining between the dark trunks of great lofty trees in Yosemite Valley.

To make shipboard friendships, which are so unlike ordinary friendships.

To enjoy the warm camaraderie of a club car anywhere west of the Mississippi.

To fly over any great city just at twilight.

To sit around a campfire in the high Sierras listening to the conversation of a dozen individuals momentarily welded into a circle of good companions by the welcome warmth of the blaze.

To experience the hospitality of that unique new American institution, a farm or small town combination home and roadside inn.

To see the Great Stone Face rugged and implacable amid the flying wrack of storm clouds.

To just stand and look at the Folger Library in Washington, D. C.

To hear a symphony concert in the Hollywood Bowl.

To find an empty bench on Dufferin Terrace at Quebec, high above the river, and watch ships moving silently up and down the St. Lawrence during the long twilight.

To spend a half hour in the Dutch masters room at the Metropolitan Museum or with the Malvina Hoffman bronzes in the Field Museum in Chicago.

To attend an Atlantic City auction, ride in a wheel chair at night, and dive thru the breakers.

To sit in a windsor chair on the verandah at Mount Vernon and look out upon the winding Potomac just as George Washington did on many a summer day.

These are a few of the good things of life. What a shame it would be to miss them!



"Say, wouldn't I have liked to help my teacher explore those prehistoric ruins in southwestern Colorado"

Home Visiting: More Results

A DIFFICULT STRUGGLE — A visit was planned to the home of Helen Lee. Her attendance and punctuality were unsatisfactory; she was nervous and irritable. Several teachers reported her classwork as average but said that she would neither do any home work nor explain her refusal to do so. When she was talked with, she usually cried or became sullen.

The visit to the home disclosed the fact that the father, who had been ill for some time, had passed away just the week before. The family of mother, sister, and brother was left with little money. The brother had been an exceptionally bright art student but for six months had been showing signs of "queerness," getting worse as time went on. During the short visit of the counselor, he wandered in and out of the room no less than fifteen times. Occasionally he would go into the kitchen and put his head under the faucet to cool off. The sister said he often went out in front of the house without his shoes or shirt on.

The mother was nervous and upset. She greatly appreciated the interest of the school in making a visit. She explained that she realized her daughter was dropping behind in her studies, but the mother was ill and Helen had to do most of the housework. The mother did not allow any school books to be brought home, as the sight of the girl's studying seem to accentuate the son's trouble.

The visit cleared up many things in this case. Helen, striving to keep her courage up and not worry her mother, was too proud to tell her troubles to the teachers. She was tardy because she did not want to leave for school while students were passing by her house when her brother was out in front. When the girl's home conditions were explained to her teachers, all of them seemed to understand her trouble and admire her courage. They made unusual efforts to assist her in her school work. No home study was given and satisfactory arrangements with regard to her punctuality were made. An immediate change was noticed in the girl. Her nervousness seemed to decrease and she again found happiness in school.

A week later Helen stopped in the counselor's office. She had been selected for a leading part in the school operetta,

but her mother did not want her to be "on the stage." Would the counselor visit again and see what could be done? A second visit was made and the mother was told how well the music teacher thought her daughter could sing. The loveliness of the operetta was discussed as well as the great happiness and joy the girl would experience by taking part in it. The mother agreed to allow the daughter to participate. Helen made an excellent performance a few weeks later.

Here was a case where a girl was carrying a heavy mental burden not known in any way by the school department. The knowledge of home conditions enabled the school to adjust its methods to meet the existing conditions.

The value of a good home—Don Allen and his two brothers attended McClymonds, establishing excellent records for conduct, attendance, punctuality, and school spirit. The counselor had no trouble in receiving an invitation to visit the home. The family owned a grocery store in one of the poor districts in town and lived in the rear of the store. The mother, pleased that the counselor had called, invited him in. The father had been ill and was sitting in an arm chair near the stove. Five children, father, mother, and counselor formed a circle around the stove. A pleasant hour was enjoyed, during which cakes, cookies, nuts, and fruit were served. The cakes were prepared in the same manner as the mother used to make them in Syria. The mother had always taken an interest in the children's school work and often visited the lower grade schools, but since their graduation to high school she had been afraid to visit there. Both parents expressed their appreciation of the visit and praised the work of the school. "We have sent three of our children to your school and have two more to send you in a year or two. We are thankful that America gives our children such opportunities." A cordial invitation to return was extended as the visitor departed.

The influence of a good home even tho in a poor environment was easy to understand. A wholesome philosophy prevailed. The father was delighted in the knowledge of machinery his son had obtained in the auto shop. A fine co-

operative feeling exists between the home and the school.

Finding herself—Just getting by seemed to satisfy Rose Sayre in all her school work. Her attitude and effort were a little below average and her school reputation was not the highest. She was rather headstrong and had a violent temper. If she didn't feel in the mood to do anything, she didn't do it. She didn't see why she should put herself out for anyone. At times her attitude would change and she proved to be generous, kind, and thoughtful. With all her faults she was well liked and was a recognized leader of the girls.

A visit to the home revealed some of the reasons for the girl's actions. The father and mother had separated, leaving the mother with two girls and a boy to care for. The struggle to get along was a hard one and the girl became rather embittered toward her father and things in general. The mother was exceptionally good to her children and the thoughts of her continued worry embittered Rose still more. Her mother recognized Rose's temper and disposition, and attributed it to one of the girl's inheritances from her father. The girl was a willing help to her mother, cheerfully made sacrifices, and was very generous.

Following the visit to the home, contact with the girl was much easier. She talked freely and expressed her opinions of school work and activities frankly. A change in her attitude toward the efforts of the school and the teachers began to be noticed. Her sportsmanship on the field improved. The counselor got her interested in competing with her past records in conduct and in school service. Her improvement was rapid and her influence for the best with the girls became noticeable. She is now a member of an athletic society and was chosen to represent the school in an outstanding ritual. Her conduct record for the past two years has been excellent.

While her improvement has been remarkable, there is still much for her to do to gain control of her temper. Last year she was injured in an accident and one of her teachers, with whom she had had trouble, visited her. Several other teachers sent her little messages of sympathy. On her return to school, she said

to the counselor: "Gee, Miss Smith is a good sport. As mean as I have been to her, she came to visit me. And can you imagine it, Miss Clair sent me a card. I'll show 'em I appreciate it."

The counselor's visit was worthwhile. Understanding the various influences affecting the girl's nature has led to a change in counseling methods that has been justified by favorable results.

Off to a bad start—Clyde Jones had been to school "in and out," being out more than in. He was a likable young fellow, full of harmless pranks, but a disturbance in all his classes. Threats of suspension had no effect on him. The visit to his home, at the boy's request, was arranged for 6:15 P. M. and his parting admonition was, "Be sure and don't eat." Arriving at the home, the counselor was greeted by Clyde and introduced to his mother and father. The home tho not expensively furnished was comfortable. A delicious Italian dinner was served. Everyone was hospitable and becoming acquainted was an easy task. There were four children in the family, two boys and a girl in high school and one younger girl. The boys entertained between courses by playing on the cornet and accordion. During the evening many interesting facts were learned. The mother and father were worried over the way both boys were getting along in school. The sister was as brilliant and ladylike as the boys were troublesome, and it was confusing to the parents. The father worked hard and received \$2.40 per day. From this amount both boys were given music lessons, and payments were made on their home. Clyde was good to his mother and father, never complained about going without things other boys had, but just couldn't get along in school. The mother and father were certainly anxious to know what could be done and seemed to look to the counselor to offer a solution. A pleasant evening ensued and the counselor left, assuring the parents

that their son would be taken care of.

A few days later Clyde was called into the office. He was out for football and, regardless of his small stature, was making the first squad. The counselor commended him on his success and asked if such determination and courage couldn't also be applied to his school work. The sacrifices of his parents in allowing him to go out for football and their efforts in giving him an education were discussed.

"Won't they be happy and proud, Clyde, when you make your Block M and start taking home better report cards? Don't know of anything you could do that would please them more."

That seemed to appeal to Clyde. His work became better; his attendance improved; and his deportment was raised from F to C and B. One teacher became especially interested in him after hearing of his home environment, and thru her untiring efforts the boy was elected to an athletic honor society. He occasionally goes on a "rampage"—not a bad one. That is to be expected. But his great improvement has more than

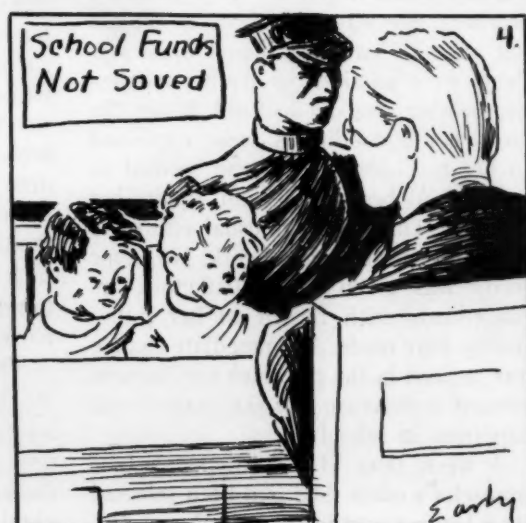
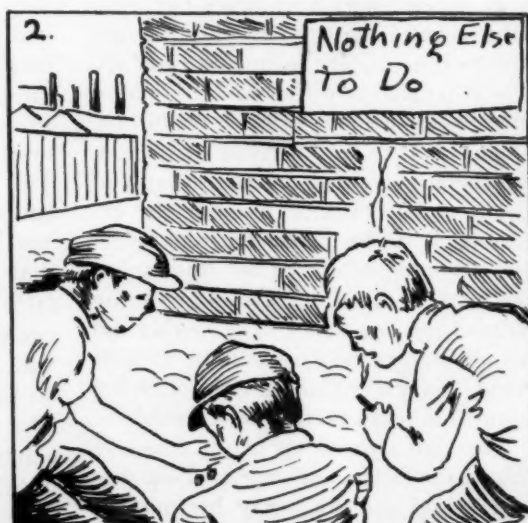
justified all efforts expended on him.

One day Clyde called in the office and asked if he could take part in an amateur boxing bout.

"Can you whip the fellow, Clyde?"

"Don't know, but I can get a merchandise order for a pair of football shoes that I need, and say, Ma wants to know when you're comin' down for another spaghetti feed."

Here is a worthwhile young fellow whose problems were made clearer by the visit to his home.—**Elwood V. Hess**, teacher, McClymonds High School, Oakland, California. [This concludes the series on school counseling by Mr. Hess. Actual cases are reported in the above article, but fictitious names have been used. During this period of crisis there is perhaps no single thing that teachers can do which will so directly, immediately, and powerfully affect the attitude of citizens toward the schools as to make personal visits to the homes of children, and to plan with parents for a better opportunity for those children. Does your school stress home visiting?]



Letter of an Old-Timer

DEAR EDITOR—A few years ago almost every “business man” speaking to a group of public officials or lamenting the inefficiency and dishonesty of government would throw out his chest and ask the moss-covered rhetorical question, “Why isn’t public business run like private business?” Well, we now thank God that it wasn’t! When we look at the wreckage of the once strong institutions that clutter up the economic landscape, we should hold some prayer meetings and humbly offer up our thanks that we were spared in state service a Wiggin, Mitchell, or an Insull. . . .

I am not indicting all business—not by a long shot. Most businesses are honest, honorable, and safe. But by the device of the corporation and holding company the business inflationist blew up a group of financial balloons which burst with terrific repercussions for all of us. I doubt if government inflation of money and credit could possibly go the dizzy pace that bond and stock inflation did. As one looks back at it now one is terrified by the ease with which manipulation of credit took place. And by one of Fate’s

grimmiest ironies, the financial genius who was blowing his inky bubble and making paper profits was also shouting lustily for the gold standard, for reduced taxes, and, Heaven save us, for “more business in government and less government in business.” . . .

All of which is common knowledge and leads me to this observation: The people whom we serve must understand better what government is doing for them and what it could do if they would devote a little more attention to our common problems. I know it’s a large order to shoot at and it will take a long time to sell it. Just think of the problems which you and I are asked to decide by our opinions, our influence, and our votes. There is the money question, the tariff, foreign debts, liquor control, crime, lynching, schools, and a dozen others about which we must make decisions. Now I ask you if I can be informed about all of these and make an honest and intelligent decision worthy of my citizenship. Obviously I can’t. I’ve read within six months a half dozen authoritative books on money, and with a lot of

discussion I still am not clear as to what I should do if I had to vote today on the specific question of setting up a monetary policy for this country. Of course I would vote—I should have to make a decision, but I would vote with my fingers crossed. Yet we expect a whole nation to inform itself in a few weeks about the most vital problems in our modern life. No wonder the demagog and the charlatan have the best chance of winning. With sophistry, slogans, and appeals to self-interest they can give us a terrible trouncing.

But I don’t despair. We have triumphed over many a terrible situation before. Human nature has tremendous resiliency; it can bounce back from seemingly impossible sufferings and go chastened but contentedly on its way. An intelligent optimism and an enlightened public opinion are not incompatible. Democracy is young; it hasn’t failed; the way out is to use it, not run away from it to either of its alternatives: communism and fascism. Our job is to prove it. —Sincerely, John Old-timer. [From *The Wisconsin State Employee*, Dec. 1933.]

Group Study and Faculty Meetings

A STATEMENT under the above title in the February JOURNAL, page 61, gave replies from the first eight questions in a questionnaire ballot, sent to schools having 100-percent membership in the National Education Association. Replies to the last two questions are given herewith, compiled from returns from 972 schools in all parts of the country.

What improvements have been made recently in your faculty meetings? [1] Planning faculty meetings for a semester or year in advance was mentioned 405 times. [2] More teacher participation was mentioned 136 times, with comments like the following: “Discussions become more general each time, principal does less talking.” “Teachers having charge instead of principal.” “For some reason our teachers are more active. Possibly the times have impressed them with the need for group action and group consciousness.” [3] Vital topics or material used, mentioned 103 times, with comments like these: “Study of ways and means to improve teaching of subjects not so well taught.” “An intensive study of the crisis

in education and remedial measures proposed.” “Studying retrenchment and reform and new proposed state legislation.” “Studying individual pupil problems.” “Current magazine articles briefly reviewed at each meeting; study of industrial and economic status of community.” “Attacking the problem of failures.” “Studying the tax situation.” [4] Definite planning, as to time, place, number of meetings, topics, advance announcements, mentioned 49 times. [5] Brief social time before meetings with light refreshments “to freshen teachers from the day’s work,” or dinner meetings, or other social times. [6] Professional meetings magnified, as shown by such comments: “Refused to let administrative detail crowd out professional discussion.” “Spend less time in giving necessary notices and reports of extracurriculum and administrative matters.” [7] Group meetings—sometimes the meeting together of several school faculties; more often, the division of one faculty into smaller groups of similar interests. [8] Outside speakers, occasionally, to summarize discussions or for new viewpoints.

[9] Demonstration lessons. [10] Beginning and ending on time.

List one or two things needed to make your teachers meetings more effective. All the points mentioned above were given in answer to this question with one added—that of more time. The ranking of the needs follows: [1] More participation. [2] More time for study and discussion, with comments like these: “The difficulty is to find time without too much interruption.” “Other activities and meetings sometimes interfere.” “More time when teachers are not tired out or worried because time is needed for other things. Elimination of some clerical work that eats into time and strength of teacher.” “We need to do more professional study but outside activities of teachers in connection with school work are great.” [3] Better planning. [4] Helpful, new material—more books, magazines, and the like. [5] Greater professional interest and enthusiasm. [6] More suitable hour for meeting. [7] Professional meetings, rather than routine business. [8] Group meetings. [9] Outside speakers for variety.

Membership in Education Associations

States and other units	Number of teachers	Membership in National Education Association						Membership in State Associations			
		Jan. 1, 1933	Jan. 1, 1934	Percent of teachers members 1934	Relative rank Jan. 1, 1934	Life membership		Jan. 1, 1933	Jan. 1, 1934	Percent of teachers members 1934	Relative rank Jan. 1, 1934
						Jan. 1, 1933	Jan. 1, 1934				
1	2	3	4	5	6	7	8	9	10	11	12
Total.....	930,234	207,418	189,173	20		4,926	4,993	682,607 ^a	652,338 ^a	73 ^a	
Alabama.....	17,362	1,204	886	5	47	69	69	8,612 ^a	6,431 ^a	37	47
Alaska.....	262	192	148	56	4	5	5				
Arizona.....	3,496	2,305	1,929	55	5	49	46	2,205	2,797	80	20
Arkansas.....	12,112 ¹	654	547	5	48	72	69	8,445 ^a	5,003 ^a	41	46
California.....	41,093	20,416	18,361	45	7	438	441	37,145	33,449	81	17
Canal Zone.....	226	7	3	1	54	3					
Colorado.....	9,973	4,381	3,645	37	11	60	62	8,651	7,464	75	27
Connecticut.....	10,606 ¹	1,916	1,830	17	24	52	54	10,862	10,539	99	2
Delaware.....	1,624 ¹	1,035	1,048	65	2	24	25	1,563	1,520	94	5
District of Columbia.....	2,986	1,563	1,209	40	10	74	76	1,400 ^a	1,509 ^a	51	43
Florida.....	11,606	1,898	1,132	10	39	53	54	7,954 ^a	6,598 ^a	57	40
Foreign.....		172	146			11	13				
Georgia.....	19,023 ¹	1,589	1,232	6	44	68	69	14,000 ^a	12,500 ^a	66	34
Hawaii.....	2,702	2,618	2,371	88	1	133	130				
Idaho.....	4,388 ¹	664	685	16	27	25	28	4,374	3,660	83	16
Illinois.....	49,295	9,842	11,045	22	20	242	255	36,473	38,159	77	22
Indiana.....	21,010 ¹	6,144	5,333	25	18	126	128	14,684	14,172	67	32
Iowa.....	25,898	3,605	3,324	13	33	102	101	18,935	16,608	64	37
Kansas.....	20,000 ¹	3,225	2,903	15	29	66	65	17,173	14,689	73	28
Kentucky.....	17,727	1,469	1,315	7	43	49	50	12,537 ^a	13,538 ^a	76	23
Louisiana.....	12,681	685	520	4	51	35	35	10,775 ^a	11,003 ^a	89	8
Maine.....	6,488	2,395	1,766	27	15	39	41	6,053	5,863	90	7
Maryland.....	9,096	1,854	1,345	15	28	46	46	3,625 ^a	4,538 ^a	50	44
Massachusetts.....	26,460 ¹	4,634	4,793	18	23	109	114	21,000 ^a	21,000 ^a	79	21
Michigan.....	34,660 ¹	9,739	6,889	20	22	113	108	31,024	29,565	85	15
Minnesota.....	22,167	4,945	4,903	22	21	81	80	14,900	14,259	64	35
Mississippi.....	15,719	473	645	4	50	26	26	9,619 ^a	10,665 ^a	68	31
Missouri.....	25,471	6,165	6,323	25	19	115	118	24,136 ^a	21,950 ^a	86	14
Montana.....	5,664 ¹	730	667	12	36	30	31	3,900	4,012	71	29
Nebraska.....	14,775 ¹	2,313	2,143	15	30	105	108	11,818	11,825	80	19
Nevada.....	975 ¹	680	559	57	3	4	4	659	348	36	49
New Hampshire.....	3,173	558	547	17	25	17	17	2,785	2,787	88	11
New Jersey.....	28,880	11,183	9,744	34	12	180	184	28,000 ^a	27,375	95	4
New Mexico.....	3,922	662	562	14	31	34	35	2,540	2,952	75	26
New York.....	79,960	12,505	12,756	16	26	307	316	45,638 ^a	46,165 ^a	58	39
North Carolina.....	22,827 ¹	1,026	750	3	52	71	68	16,638 ^a	17,300 ^a	76	24
North Dakota.....	8,647	762	748	9	41	53	56	4,437	3,100	36	48
Ohio.....	42,500 ¹	21,523	18,446	43	8	448	462	38,689	37,430	88	10
Oklahoma.....	19,925	2,474	2,082	10	37	67	65	18,500 ^a	17,403 ^a	87	12
Oregon.....	7,605 ¹	2,792	1,939	25	17	60	60	6,446	4,880	64	36
Pennsylvania.....	64,023	29,408	27,770	43	9	397	392	60,818	58,966	92	6
Philippine Islands.....	28,782	121	98		55	29	32				
Puerto Rico.....	4,757	137	90	2	53	26	27				
Rhode Island.....	3,989 ¹	400	306	8	42	12	12	4,000 ^a	4,220 ^a	106 ^a	1
South Carolina.....	13,415	759	568	4	49	26	26	8,787 ^a	7,105 ^a	53	41
South Dakota.....	8,750 ¹	980	908	10	38	43	43	5,993	6,600 ^a	75	25
Tennessee.....	19,139	1,827	1,812	9	40	68	72	8,500 ^a	9,742 ^a	51	42
Texas.....	45,792	3,356	2,903	6	46	270	269	19,866 ^a	20,429 ^a	45	45
Utah.....	4,894 ¹	2,409	2,31	46	6	28	29	4,830	4,682	96	3
Vermont.....	3,173	432	386	12	34	12	14	2,700	2,225 ^a	70	30
Virgin Islands.....	126	11	8	6	45	7	7				
Virginia.....	17,606	2,644	2,508	14	32	75	79	15,946 ^a	15,568 ^a	88	9
Washington.....	10,850 ¹	3,741	3,115	29	14	45	48	10,903	9,455	87	13
West Virginia.....	16,450 ¹	2,642	1,950	12	35	68	67	13,894 ^a	10,090 ^a	61	38
Wisconsin.....	22,498	4,713	6,531	29	13	127	130	18,500	18,200	81	18
Wyoming.....	3,006	841	770	26	16	32	32	1,675	2,000	67	33

THIS table shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 207,418 on January 1, 1933, and 189,173 on January 1, 1934. This latter figure is 20 percent of the 930,234 teachers in the United States and territories. The life membership in the National Education Association was 4926 on January 1, 1933 and 4993 on January 1, 1934.

The figures for state associations for January 1, 1933 show a membership in these associations of 682,607. This figure for January 1, 1934 is 652,338, which is 73 percent of the 893,379 teachers in the forty-eight states and the District of Columbia.

In the United States in 1932, 23 percent of the teachers of the country were enrolled in the National Education Association; in 1933,

22 percent were enrolled; the corresponding percent for 1934, given at the head of column 5, is 20. The percent of teachers enrolled in state associations in 1932 was 79; in 1933, 76; and in 1934, 73, the percent given at the head of column 11. The preceding percents are based upon the number of teachers in each state in 1931-32, as reported by the U. S. Department of Interior, Office of Education. The figures of Column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from officers of those associations.

^e The letter "e" indicates that the figure is an estimate.

¹ Figure furnished by officials of state associations.

² Less than one percent.

³ Total for reported and estimated memberships.

⁴ Figures do not include members enrolled in statewide organizations for colored teachers.

⁵ Membership in colored state teachers association is an estimate. Figure includes enrollment in both white and colored associations [separate organizations].

⁶ Includes enrollment in both white and colored associations [separate organizations].
⁷ The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely thru local organizations. There are approximately 32,000 teachers in New York City.

⁸ Calculated using number of teachers in forty-eight states and District of Columbia.

⁹ The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.

Making Friends for the School

OUR present educational system largely unfits young people to deal with the actual necessities of those who are to earn their own living. It takes away selfreliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental."

Sounds familiar, doesn't it? Thomas Bicknell quoted it in 1884 from a newspaper in discussing "the matter of attacks on the common school."

Since the beginning of our educational history, criticism of the schools has been the inevitable result of changes which the people have not been prepared to understand. Because of financial conditions, the present movement to interpret schools places great emphasis upon that aspect. Viewed in longer perspective, however, the nature of the school itself and the character of its service to children and community are factors of even greater importance than its finances. If these factors are sufficiently understood by the entire community, financial stability will follow.

By helping teachers to work effectively on the problem of interpretation, our

state and national associations are performing a vital service to children. For many years the National Education Association has been at work to make friends for the schools. It has served as a clearinghouse by which the best ideas on interpreting the schools are gathered from all over the country and made available to the profession as a whole. It has furnished leaflets, posters, articles. More than 850,000 home-school leaflets have been supplied by THE JOURNAL for distribution during 1932-33. More than a million pieces of American Education Week material were distributed last year from Association headquarters.

THE JOURNAL of the Association has gone to 200,000 teachers and to many laymen. Special contacts have been maintained by the Association with various types of magazines and with the daily press of the nation. A reader comments: "I note that the NEA JOURNAL is widely quoted these days by newspapers all over the country." Many publications come directly to the Association to secure material for articles they wish to prepare.

Important as are these contacts, they

are the lesser phase of educational interpretation. The greatest opportunity lies within the school system itself when every teacher is alert to seize opportunities of making friends for the schools.

The first step in our efforts to interpret the schools is for the teachers and officers of each school to seek an answer to this question: How can our schools and classrooms adapt their work to be more definitely helpful to the people of the community under present conditions?

The second step is for each teacher to visit the homes of his pupils to express interest in their welfare and establish closer mutual understanding and cooperation. THE JOURNAL has recently published the following articles on home visiting: November, page 231; December, 260; February, 37; March, 83.

The third step is to support the associations of parents and teachers which are now organized for the improvement of home, school, and community conditions. In many places these groups are the backbone of community life. They carry thru important enterprises for the improvement of the school, the enrich-

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Division of Publications, National Education Association, 1201-16th St., NW, Washington, D. C.		Price: 100, 20c; 1000, \$1. Any order may include one or more titles.	
I wish to use your Home and School Leaflets. Please send me the quantities indicated at the right, for which I enclose \$.....		Name..... Street..... City..... State.....	
copies of Good Schools in Bad Times copies of This Year or Never copies of The Child or the Dollar? copies of In the Garden of Growing Children copies of The Seven Objectives of Education		Position.....	

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

—George Washington.



The Seven Objectives of Education

A Message to Parents

The public school is America's way of making life richer and better for all the people. This message tells how the school seeks to prepare your child for a happy and useful life.

National Education Association
Home-School Leaflet No. 5

ment of home, the education of parents.

The fourth step is to teach the children about the schools; how they have been built up in response to need; how every citizen has a part in the support and improvement of public schools.

The fifth step is the sending into each home of simple informative leaflets like the one below, which give to the entire community a common background of fact and point of view built up systematically over a period of years. Parents welcome such information when it is carefully chosen and timely.

The leaflet reproduced on this page is the fifth of a series of home-school leaflets developed by THE JOURNAL in cooperation with teachers and school officers thruout the country. The first leaflet, *Good Schools in Bad Times*, appeared in the January 1933 JOURNAL. More than 685,000 copies were distributed during American Education Week alone. *This Year or Never* and *The Child or the Dollar*, of which about 100,000 copies have been sold, were published in February and March 1933. A leaflet for kindergarten-primary teachers—*In the Garden of Growing Children*—was published in November 1933. Already 53,000 copies have been distributed.

The Seven Objectives of Education

INTERPRETING THE SCHOOLS

Two Yearbooks just off the press will help you to make friends for the school:

"Teacher and Public: A Handbook of Interpretation for Teachers." *Eighth Yearbook*. Department of Classroom Teachers. Washington, D. C.: National Education Association, 1934. 240p. \$1.

"Critical Problems in School Administration." *Twelfth Yearbook*. Department of Superintendence. Washington, D. C.: National Education Association, 1934. 384p. \$2. Ch. 9, "Helping Citizens to Know Their Schools," p.211-56.

was prepared with the help of teachers and faculty committees in thirty cities. It is designed to give parents and citizens a comprehensive view of what the schools do for American children. Carmon Ross, principal, Doylestown, Pennsylvania, writes: "My view in our campaign to maintain what we have achieved thru years of struggle is to show *What is right with the schools*. We have been on the defensive too long. We need an offensive. The home-school leaflet helps to explain our needs to the parent."

The seven objectives were formulated in 1913 by a committee of the National Education Association. In 1927 these objectives were adopted as the permanent

platform of the National Congress of Parents and Teachers.

The value to the interpreter of this statement lies in its simplicity. Seven aims of education are described in words and phrases of everyday use. Parents and citizens easily remember these points and thus gain a broader conception of how the school is guiding child development.

Since the first home-school leaflet was published in January 1933, the Association has received orders from every state in the union. Pennsylvania has distributed more than 50,000 copies. The Three Rivers, Michigan, Teachers Club has distributed over 6000 copies in the homes of the city. A Cleveland, Ohio, principal distributed *This Year or Never* at his commencement program. Birmingham, Alabama, teachers have placed copies in the library and have asked the local editor to publish them.

The Miami Beach, Florida, parent-teacher association distributed 1500 copies by giving one to each child to take home. Ontario, Wisconsin, gave copies of each leaflet to members of the schoolboard. Many schools send the leaflet into the home every month along with the report cards. Others send them, inclosed with special school announcements, to parents.

The Seven Objectives of Education

E DUCATION IS guided growth. It begins by helping young children acquire simple habits of daily living. It continues to develop these habits and attitudes into the fine character of worthy manhood and womanhood. The ideal of the American public school—working hand in hand with home, church, and all other positive forces of the community—is to guide human growth into the following sevenfold way of life. The school seeks to prepare every child, regardless of race or condition, to achieve for himself

- [1] A sound mind in a strong and healthy body
- [2] A home life that is happy, unselfish, and democratic
- [3] The ability to read and write, to think, study, and act
- [4] The knowledge and skill needed to earn a good living
- [5] The use of free time for worthy activities and pleasures
- [6] An informed citizenship dedicated to the common good
- [7] Fine spiritual character that is trusted and admired.

This enriched plan of education has been officially adopted by the National Education Association and the National Congress of Parents and Teachers. It helps to make possible America's ideal of a fair start in life for every child.

AS THE
SCHOOLS GO
the nation will go.
Are you doing
your part
in interpreting
educational service
to the people?

ORDER NOW
enough copies
of this leaflet
to send
into every home
in your community.
Use the order blank
on the reverse side
of this page.

The Legion and the Schools

RUSSELL COOK

Director, National Americanism Commission, The American Legion

A LITTLE over a year ago an office was opened in Washington, D. C. Highly paid press agents were placed in charge. An avalanche of gifted orators swept the nation. The office operated under the misleading *nom de plume* of the National Economy League. The League's objective, at least it was so stated in the press, was economy in government. The big, all-convincing argument was "to save the pocketbooks of the American taxpayers."

A very popular battle cry indeed, but it seems, when Economy League members succeeded in reducing school budgets and curtailing veterans' benefits, they immediately shut up shop and called it a day. In the final analysis their entire fight was directed at the schools of America and the American veteran. It was centered upon the American teachers, the peace time defenders of the nation, and American Legionnaires, the war time defenders of the nation.

The highly specialized publicity men and gifted orators of the so-called National Economy League painted startling pictures of the enormous amount of the taxpayer's money spent in the maintenance of our school system. They painted pictures of the veteran which led the general public of the nation to believe that the men who served America in time of need were "a menace to the economic welfare of the nation" and "treasury-raiding racketeers." A popular public appeal, yes! A truthful statement, no!

The National Economy League attempted to leave the impression that all the American Legion was organized for was veterans' benefits. Its battle, probably unknown to its highly paid executives, was directed at the Legion from two different flanks, because the Legion is vitally interested in Americanism and community service projects as well as veterans' legislation. The League's publicity did not tell of the hundreds of unselfish projects of the Legion, such as the educational activities, the community service work, and the youth activities program. Only one side of the story was presented to the American public.

And yet, the National Economy League won its first battle! At least it took its first objective and now is opening up with a new counter attack; with

big guns at the present time leveled at the veteran. However, we assume that a goodly portion of their barrage will also be directed at our school budgets.



Russell Cook

The educators of America are combining forces with the American Legion in a great battle to defeat any plan which seeks to curtail the activities of our schools. To the educators of the nation it is not necessary to go into detail and give reasons why we must keep our schools operating normally. To the members of the teaching profession, however, we do wish to carry a message setting forth the Legion's interest in education.

Realizing that "education is the chief defense of the nation," the American Legion, which has as one of its most important activities the sponsoring of an adequate system of national defense, early in its career offered its services to the National Education Association and the United States Office of Education. As a result of this early combination of forces, the eyes of all America have been for a number of years directed upon our public schools, their needs, accomplishments, and aims, during American Education Week.

To give a better idea of the mission of the American Legion's education program, we quote the following two paragraphs from the Americanism manual:

In education, which is the first of the three major objectives, our mission is to promote interest in our schools, stimulate a greater educational effort, to have taught to our children lessons in loyalty and patriotism, and to prepare the foreign-born for American citizenship.

The American Legion is dedicated to the highest patriotic ideals and is vitally interested and concerned with any program or activity that makes for the advancement of the nation and develops a higher type of American citizenship. *Education is the cornerstone upon which the future of this nation is built.* Where there are good schools, we also find the good citizen. Education is the first requisite of good citizenship and it is the first of the three major objectives of the national Americanism program.

The Great War disclosed the extent to which the human resources of the nation were handicapped by lack of knowledge and skill to serve the country adequately in a crisis. Soldiers particularly were impressed by the large number of their comrades who could not understand commands given in the English language, read a newspaper, or write a letter home. Immediately following the war, the returned soldiers themselves took the initial steps in proposing a plan for stimulating interest in the work of the schools. The American Legion provided in its charter for the Americanism Commission to pay particular attention to the education of the foreign-born and the elimination of illiteracy in the nation. This Commission sought the assistance of the National Education Association in establishing an annual event which would become a great nationwide festival in which the American people might rededicate themselves to the ideal of self-government based upon an enlightened citizenry. Thus American Education Week began. In this project, the American Legion and the National Education Association invited the cooperation of the United States Office of Education, which is now one of the sponsors of the event.

Immediately after getting plans under way for American Education Week, the National Americanism Commission of the Legion developed plans for the Americanization of the foreign-born. The Commission realized that aliens in this country must have help in fitting themselves to accept the responsibilities of American citizenship and in meeting and solving the problems of everyday life in

America. American Legion posts in cities with foreign-born population were, therefore, urged to establish schools for these people where they might prepare themselves for intelligent citizenship. These schools have been established by a great number of Legion posts over a period of years. In 1933, 1415 of our posts interested themselves in this particular activity.

In 1923, the American Legion school award plan was launched as a national activity. There are five qualities which every good citizen should possess: honor, courage, scholarship, leadership, and service. The objective in the Americanism work of the Legion is the building of good citizens, and these five qualities are the bases upon which is awarded the American Legion school award medal. Approximately 5000 of these medals are awarded by Legion posts each year.

Flag education is another important activity in the Legion's educational program. Its purpose is to build patriotism in our boys and girls and to develop a thoro understanding of proper flag etiquette.

A few years ago a course of eighteen weeks' study on flag history and flag etiquette was outlined by the National Americanism Commission. This course has proved popular and a great number of posts have been successful in making it a part of the regular course of study in the schools in their communities. The plan is designed not only for the upper grades of the grammar schools, but with very little change can be arranged by the teachers for presentation to the lower grades. In 1933, 108,176 copies of the flag code were distributed by American Legion posts in an attempt to build a greater respect for the Stars and Stripes. The Legion is also interested in a greater study of the Constitution of the United States and cooperates each year with the Constitution Educational Association in the observance of Constitution Week. Legion posts have also furnished parttime employment for boys to enable them to continue their schooling. Occupational introduction for boys is also an important part of the program.

Let me give you two examples of the many ways in which our posts over the country are daily helping to further education:

Last March when it became apparent that the schools in Winter Haven, Florida, could not operate for the full term, the local American Legion post enlisted the service of unemployed teachers within the post and, together with

the principal of the grammar schools, worked out an educational program and enlisted in their own school three hundred pupils. At the end of the term, the regular school examinations were given, and approximately 88 percent of the pupils passed.

Post No. 103 of Mount Hope, West Virginia, found that twenty highschool students, because of lack of financial help, could not complete their education. The post from its own funds purchased the necessary textbooks and insured the education of these students.

And now we come to the present emergency in education!

Last year when the National Economy League set its snipers at work shooting at educational budgets and veteran expenditures, the National Education Association and the American Legion immediately joined forces again.

The American Legion believes that "the security and perpetuity of the nation depends upon the patriotic education of its youth" and, therefore, at the Chicago national 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.

The National Americanism Commission in its meeting in Indianapolis, Indiana, November 19, 1933, asked that full support be given by the 10,842 American Legion posts thruout the nation to relieve the critical situation with which our schools are now confronted. The Commission recommended that every department and every post of the American Legion immediately appoint a standing committee on education to cooperate with school authorities and to pay particular attention to the budgetary condition of our schools within the department or area served by our posts and cooperate to the end that education may not be hampered by reason of the present financial crisis.

A great national campaign is now under way within the ranks of the American Legion in the formation of these post committees in 10,842 communities

thruout the land. The education committee will work with and thru the superintendent of schools and board of education in the development of sound educational policies.

A printed leaflet sets forth the following suggestions for the post committee:

[1] Let the committee on education be organized immediately. Let it include from three to five of the ablest men in the post.

[2] Let the committee meet and consider the educational situation in the community.

[3] Let the committee confer with the superintendent of schools and the board of education to discover ways in which it can be most helpful.

[4] Let the members of the committee make themselves thoroly familiar with conditions in the schools.

[5] Let the committee be active in carrying this information to the public and in mobilizing public sentiment behind a sound and worthy educational program.

[6] Hold joint meetings of your American Legion post, auxiliary unit, parent-teacher association, and school officials.

[7] Get speakers before all civic and luncheon clubs and on all radio broadcasts.

[8] Enlist the aid of local newspapers and ask editors to publish articles calling the attention of the general public to the condition of our schools.

Already a number of state departments of the American Legion have the campaign under way. As early as August 1933, the department of Kentucky threw the full force of the Legion in that state into the fight. At the department's annual meeting in Owensboro a resolution was adopted stating

That every post in the department of Kentucky shall foster a properly directed program in the interest of the school children to the end that education and the public schools of the state may not deteriorate, but that they on the contrary may be built up to glorify a greater Kentucky.

Within the last two months the American Legion department of Alabama has circulated resolutions thruout the entire state asking for a special session of the state legislature to devise ways and means of keeping open the schools of their state. The department of Wisconsin now has its state setup completed and the campaign is moving forward successfully. Hundreds of letters have been received in the office of the National Americanism Commission from various agencies thruout the country showing a splendid spirit of cooperation in this drive to save our schools.

I want to assure the members of the teaching profession in the United States that our organization will do all within its power to see that every child under the American flag is given a full school opportunity. We are in this fight to win!

A Dental Clinic on Wheels

HELEN HALL

Instructor, Little Rock,

Arkansas, Junior College

JIMMY, it's your turn to report to the dentist. You will find him parked at the Fourteenth Street entrance." Jimmy closes his book, and rushes out into the dentist office-on-wheels that only this morning has been drawn up before the entrance.

"This is Jimmy Smith, Dr. Pitcock," the nurse explains as she hands over Jimmy's card to the doctor. On the card are recorded the defects of Jimmy's teeth. In a short time Jimmy emerges from the dental den to greet John, his classmate, with these words: "Aw, don't be worried. You ought to see what a nifty office the doc has."

Thus are the Little Rock public schools solving the dental problem of the hundreds of children whose parents are unable to have the children's major teeth defects corrected. The dental clinic-on-wheels is pulled up to the door of the school, where plumbing apparatus and electrical connections are available to set the office in action. All Jimmy has to do now to have sound teeth is to take a few minutes off from the classroom and report to the clinic.

And what a thrill he gets from being "serviced" in this new office! "It's not like going to a dentist's office at all," he explains. Of course, he admits that some of it is not so much fun, but just the same he considers it a novel privilege to have his teeth cared for in this clinic.

Little Rock schools have long stressed the necessity of good health. In all the details of the school's health program as it advanced, nothing caused the officials more concern than that of the large percentage of children who possessed unsound teeth, and who because of pecuniary circumstances of their home life were unable to have the defects corrected. When reports came in showing 25 percent of the children had poor teeth, it was deemed time to concentrate on some method of correction.

The idea of the present unique dental clinic was conceived by Superintendent R. C. Hall. The realization of the idea was made possible thru the cooperation of the Red Cross and the Women's City Federated Clubs. The blue print was drawn up by the drafting arts class of the local high school and placed in the hands of the instructors of the manual arts and mechanical divisions of the vocational department.

The beginning of the year saw the culmination of many years of planning and executing—a modern uptodate dentist office at the door of every school in the city, as the necessity demands.

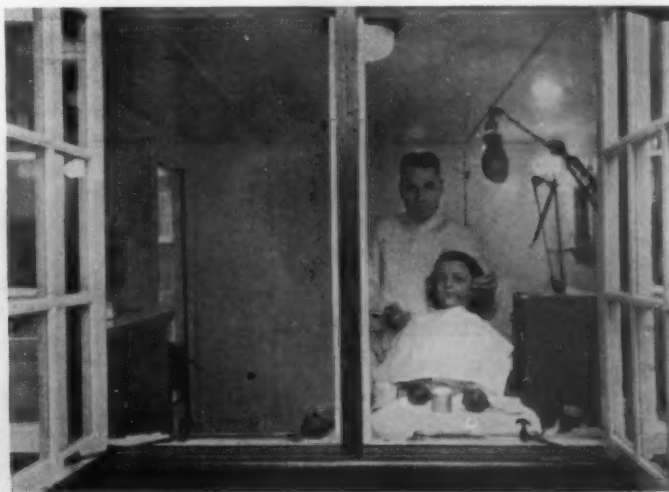
At the beginning of this school year a corps of six dentists worked several weeks, examining the teeth of every child. Warning notices were sent to those parents whose children suffered major trouble, and in case response was not forthcoming, the school nurses—there are five of them—made home visits. The nurses report that the parents cooperate



excellently and take care of the dental work needed for the children if at all possible; if not, the omnibus clinic becomes the Santa Claus. Of course, work is done only after the parent has given permission but there is not a case on record where a parent has objected.

The school maintains an efficient dentist and an assistant, who make the teeth corrections and give treatments. The omnibus clinic remains at one school until approximately 10 percent of its children have had corrections made. It then moves on to the next school scheduled. Quickly and easily the children report to the clinic, to be gone but a short time from the classrooms.

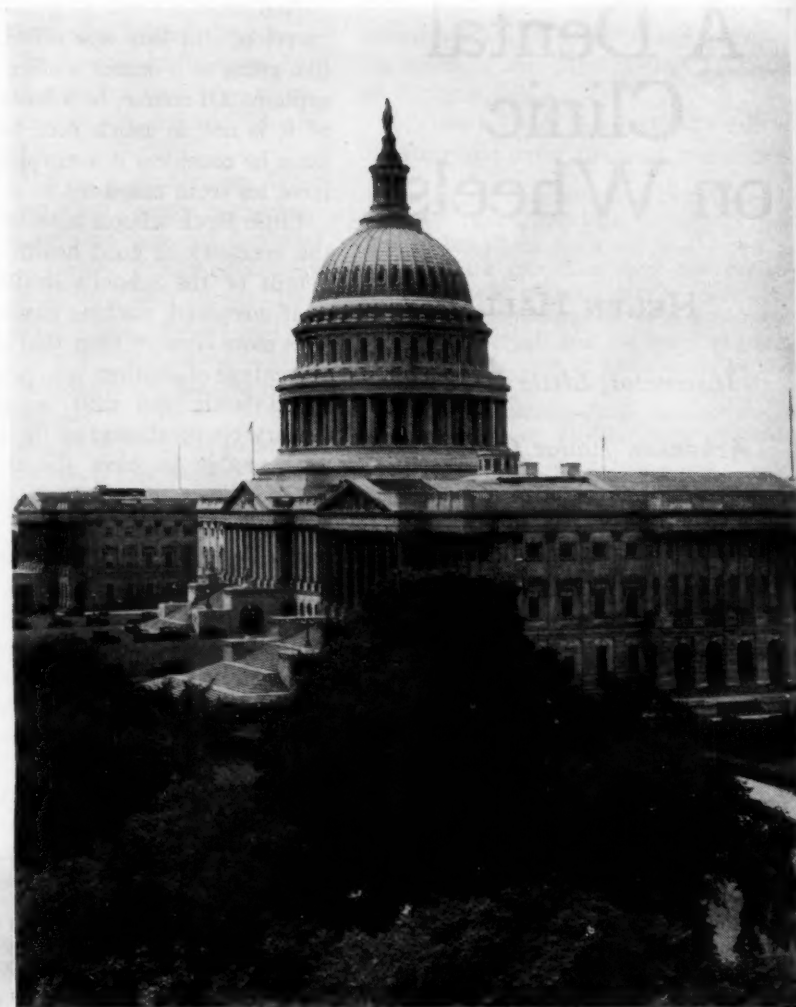
Before the end of the school year all the Jimmies will have an opportunity to find out the intricate workings of the clinic-on-wheels and to experience the joy and comfort which come from having sound teeth.



The Washington Convention

June 30-July 6, 1934

WITH ONE clear call sounds the invitation to the Washington convention! Here we shall see a great activity program set up, in which we must do a fair share to vindicate national faith in education as the cornerstone of democracy. Here, also, we shall visit places forever hallowed by the memory of great givers of a service that has made democracy minister to better citizenship; and here, too, we may be inspired to increased devotion that our profession may transmit our worthy heritage untarnished to posterity. Respond to the call!—Jessie Gray, president, N. E. A.



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Government Takes Steps to Aid Schools

The George-Ellzey Bill [S. 2402—H. R. 7479]



© Harris & Ewing
Honorable Walter F. George
Senator from Georgia

SOME OF THE achievements in the six-point program—The work of the National Committee for Federal Emergency Aid for Education, under the chairmanship of James H. Richmond, is moving forward rapidly.

Point One*—February 1, Federal Relief Administrator Hopkins made the following announcement:

To provide relief for more unemployed teachers in communities up to five thousand population where existing funds are insufficient, additional grants are authorized. The funds will go to teachers in local districts which have already made maximum but unavailing efforts to keep their schools in operation. The funds are to be used to maintain elementary and secondary schools in such areas and localities, for the normal school term, with approximately the same teaching load as the present school year.

Funds are available only for salaries of certified teachers, for teaching the regular school work already under way this school year, on and after the date upon which the school had been discontinued for lack of its own funds.

None of these funds can be used to pay back salaries due, or to redeem warrants, scrip, or other evidence of debt.

Teachers already employed in the schools, whose sole source of income is their salary, may be continued in their positions.

Point Two**—The George-Ellzey bill reproduced on this page is an important step toward securing point two of the program. The bill proposes \$100,000,000 to keep school doors open during 1934-35, and seeks to make a definite allocation of \$50,000,000 for the remainder of 1933-34.

Point Six***—On the same day on which the Administration made provi-

A Bill to provide for the cooperation by the federal government with the several states and territories and the District of Columbia in meeting the crisis in public education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress hereby declares that the present economic depression has created a crisis in public education and that the cooperation of the federal government with the several states, territories, and the District of Columbia is essential in order to make available to the youth of the nation those educational opportunities which are necessary for the training of citizens in a democratic government.

SEC. 2. The Reconstruction Finance Corporation is authorized and directed to make available, out of the funds of the Corporation, \$50,000,000 for the fiscal year ending June 30, 1934, and \$100,000,000 for the fiscal year ending June 30, 1935, for the purpose of carrying out the provisions of this Act.

SEC. 3. The funds provided in section 2 are to be disbursed to the several states, territories, and the District of Columbia upon the certification of the United States Commissioner of Education and shall be allotted on the basis of need as determined by the ability of the several states and territories to maintain a term of normal length in the public schools of less than college grade. All moneys available under the provisions of this Act are to be paid monthly to the state treasurer of the several states and territories, except that upon the passage of this Act three-fourths of the fund provided for the present fiscal year shall be paid immediately.

SEC. 4. The state school superintendent or commissioner and/or state board of education shall administer the funds within the several states and territories in accordance with the school laws governing the maintenance and operation of schools of elementary and secondary grade.

This bill, now before Congress, is an important item in the plan to relieve the schools.

Write to your Senators and Congressmen now to support it.

sions for keeping open the doors of schools in small communities, a plan to assist needy college students was announced by Federal Relief Administrator Hopkins. The principal items of the student aid program follow:

A hundred thousand young men and women in need will be helped to attend college and universities thruout the country during the second semester this year.

State emergency relief administrations have been authorized to provide parttime jobs at the colleges for needy students up to 10 percent of their regular enrolment of fulltime students as of October 15, 1933. The program provides for parttime employment to the end of the current academic year, but not including the 1934 summer session. It is expected that the program will require between \$5,000,000 and \$7,000,000, the exact amount depending on the number of students who qualify. The students will apply to authorities of the various institutions. Regulations for aid include students who have been compelled to drop out of college for financial reasons and students who have not been able to enter because of no funds.

To qualify under the program the institutions must be of collegiate or university character and non-profit making.

The students will be paid from \$10 to \$20 a month for socially desirable work on the kind of jobs customarily done in the institution by students working their way thru college.



© Harris & Ewing
Honorable Russell Ellzey
Congressman from Mississippi

Additional measures—

A number of bills have been introduced into Congress which would provide funds for other purposes set forth in the six-point program of Chairman Richmond's Committee. These bills are listed in Notes and Announcements. Teachers may help by writing to the sponsors of these bills, to other members of Congress, and to the Pres-

ident of the United States, showing how these measures will assist the schools in their present difficulties.

The six-point program—The National Committee for Federal Emergency Aid for Education, James H. Richmond, chairman, was appointed by the Federal Advisory Committee on Emergency Aid in Education, called by U. S. Commissioner of Education George F. Zook. The latter committee, composed of representatives of thirty-two national organizations, proposed the following program for federal aid:

*[1] \$50,000,000 to keep schools open during 1933-34.

**[2] \$100,000,000 to keep schools open during 1934-35.

[3] A substantial additional appropriation to insure normal operation of schools during 1934-35.

[4] Federal loans to school districts on the security of delinquent taxes, frozen assets in closed banks, etc.

[5] Not less than 10 percent of any new appropriations for public works to be allocated for school and college buildings, and buildings for other educational enterprises.

***[6] \$30,000,000 to assist students to attend institutions of higher education.

The Future Comes

FROM THIS REVIEW of the Recovery Program, it is necessary or possible to record *new* things that mark or seem to mark a departure from the past—the opening of another period in American history; and, if so, what is their nature?

[1] The Recovery Program accepts the inexorable development of combination in industry, abandons all faith in the healing power of dissolution and prosecution; and makes use of combination in planning, fixing responsibility, and seeking to hold down monopoly profiteering.

[2] The Recovery Program recognizes the right of labor to organize, to be represented in industry, and to participate in the administration of the Program.

[3] The Recovery Program calls upon millions of individuals in industry and agriculture, who have hitherto been pursuing their own interests at pleasure, to cooperate in adjusting production, setting prices, and maintaining standards—thus making imperative a new economic education on a colossal scale.

[4] The Recovery Program attacks the historic method of distributing wealth thru the system of price and wage competition, and substitutes, in part at least, price and wage fixing, haltingly and tentatively, no doubt, but still positively.

[5] In attacking the historic price system, the administrators of the Recovery Program are coming to recognize the fact that advance in this direction involves throwing daylight thruout the entire structure of industry and agriculture, illuminating the dark recesses where secrecy and manipulation accompany the struggle over the distribution of wealth, which arises from the conflict between private property and social needs.

[6] In giving to agriculture an equality in principle with industry, the Recovery Program recognizes its present inequality in the battle with highly organized capitalism over prices and profits—its inequality in organization, in wealth, in educational equipment, and leadership, and its incapacity to defend itself against the cramping and draining effect of highly organized machine industries. For

years students of economy have been pointing out that "agriculture is doomed" in this deadly competition. Erich Zim-

IT IS to the eternal credit of the American people that this tremendous readjustment of our national life is being accomplished peacefully, without serious dislocation, with only a minimum of injustice and with a great, willing spirit of cooperation thruout the country. . . . The program itself comes from the American people. It is an integrated program, national in scope. Viewed in the large, it is designed to save from destruction and to keep for the future the genuinely important values created by modern society. . . . We would save useful mechanical invention, machine production, industrial efficiency, modern means of communication, broad education. But the unnecessary expansion of industrial plants, the waste of natural resources, the exploitation of the consumers of natural monopolies, the accumulation of stagnant surpluses, child labor, and the ruthless exploitation of all labor, the encouragement of speculation with other people's money; these were consumed in the fires that they themselves kindled.—President Roosevelt's message to Congress, January 3, 1934.

merman, in his excellent work on *World Resources*, has revealed with startling precision the handwriting on the wall. Now the government of the United States attacks the problem thus presented.

[7] Implicit in all this is a call, in the Recovery Program, for a changed conception of economy and life. For more than a hundred years American economy has been essentially speculative and a dominant national ideal has been that of getting rich as quickly as possible. Even agriculture has been a huge venture in land speculation rather than a way of life. The stock market has been a kind of national shrine. It has been not the few but the many that have taken part in this grand gamble. At this hour there is no way of knowing in advance the outcome of a national plebiscite on the following proposition: Would you rather have a gambler's chance of becoming a millionaire or a guarantee of a reasonable security and modest way of life? In insisting upon stabilization, steady price levels, competition in service only, and reasonable security for all, the Recovery Program runs contrary to a powerful American tradition and demands for its realization a reversal of attitude in the minds of the millions who have had as their ideal the lucky wheat or stock speculator, with his town and country houses, his yachts and jewels, and his

place in the affections of the great newspapers. In other words, the Recovery Program places a strain on human nature as long revealed in American conceptions of economy.

[8] The Recovery Program repudiates the idea that the misery of the unemployed poor is due to their improvidence and provides government assurance of maintenance, at least, and government assistance in developing employment opportunities.

[9] Thru its banking, credit, public-corporation, process-taxing, and railroad measures, the Recovery Program is moving in the direction of a new economic sequence which subjects private interests to a broad nationalization.

[10] The Recovery Program surrenders the official thesis, long held, that foreign trade is the only outlet for "surpluses,"

that such an outlet is possible, and that it must be secured by using all engines of state in the field of foreign relations. For this thesis it substitutes the proposition that domestic economy must be made to function in a manner to keep industry at a high tempo and effect an efficient distribution of the fruits of industry in the home market.

If in these things clear-cut novelty is not discernible, there is in them a sharpness and weight of emphasis sufficient to make the New Deal signalize a break with the historic past and the coming of a future collectivist in character. . . .

History, of which the New Deal is a phase in brief time, is a movement of ideas and interests ever evolving together, reciprocally affecting each other, with interests now advancing far ahead of ideas and ideas now advancing far ahead of interests, ever producing tensions in society—tensions which must be adjusted either by reason or force. . . . This movement of ideas and interests will continue, for of such is the nature of history. . . . At best the Program can only be regarded as the beginning of a transition.—From *The Future Comes, A Study of the New Deal* by Charles A. Beard and George H. E. Smith. Copyright 1933 by the Macmillan Company, New York, and reprinted by their courteous permission.

Master Builders of Our Profession

MEMBERSHIP MEANS—An opportunity to contribute to the welfare of the schools.

An opportunity to show that you are neither indifferent nor mercenary when the interests of many others, closely linked with yours, are concerned.

An opportunity to exhibit the *esprit de corps* we all find so encouraging and valuable in our life relationships.

We believe our aims and the opportunities they present will enlist the indorsement and support of all those worthy of a place in a splendid calling.—*Pittsburgh School Bulletin*.

THERE IS an organized attempt, highly financed, to destroy our free public schools. If you do not believe that this is true, ponder over the vicious attacks made upon educators and upon school costs. Consider the many untruths, half-truths, mis-statements and misrepresentations that have been made time and again by individuals and organizations in regard to the efforts of educators, school costs, and school budgets. These attacks seem to originate with the group known as international bankers, stock market speculators, and others who render little or no service, but prey upon an uninformed public to sever them from their hard-earned dollars.

The public must be informed and no other group is better situated than the teachers to perform this task. We owe this, not only to our profession, but to the childhood of Montana and to our fair nation.

Your state association and the National Education Association stand ready to fight to the last trench to protect the heritage of youth. But, our association will be only as strong as its membership. Never in the history of our state and nation have we faced as strenuous a fight as we are now facing; never before have we needed as united a profession as we do today.—Editorial by M. P. Moe in *Montana Education*.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on February 1 was 5170. A life membership was presented as a Christmas gift to B. C. Shulkey, superintendent, Borger Independent School District, Borger, Texas. The presentation was made by the trustees of the Borger schools. The following life members have been reported since the list was published in the February JOURNAL.

ILLINOIS—Eugene LaRowe.
MASSACHUSETTS—Katherine M. O'Donnell, Mrs. Charlotte E. Williams.
OHIO—William A. Evans.
TENNESSEE—Walter D. Cocking.
TEXAS—B. C. Shulkey.

THE FOLLOWING STATES have normal schools and teachers colleges enrolled 100 percent in the National Education Association. The president's name is given following that of the school.

COLORADO—Hesperus, Ft. Lewis School, Colo. Agricultural College, G. F. Snyder

IDAHO—Albion, State Normal School, R. H. Snyder

ILLINOIS—Central Normal College, N. W. Pinkerton

KENTUCKY—Richmond, Eastern Kentucky State Teachers College, H. L. Donovan

LOUISIANA—Natchitoches, State Normal College, W. W. Tison.

MAINE—Lewiston, Dingley Normal Training School, Adelaide V. Finch; Machias, Washington State Normal School, P. H. Kimball; Presque Isle, Aroostook State Normal, S. L. Merriman

MICHIGAN—Dowagiac, County Normal School, Minnie Rouaan

MISSOURI—St. Louis, Harris Teachers College, J. L. Purdom

NEBRASKA—Kearney, State Teachers College, G. E. Martin

NEW JERSEY—Paterson, State Normal School, J. H. Fox

NEW YORK—Geneseo, State Normal School, W. A. Holcomb; New Paltz, State Normal and Training School, L. H. van den Berg

NORTH DAKOTA—Mayville, State Teachers College, C. C. Swain

PENNSYLVANIA—Bloomsburg, State Teachers College, F. B. Haas; California, State Teachers College, R. M. Steele; Clarion, State Teachers College, G. C. L. Riemer; Indiana, State Teachers College, C. R. Foster; Philadelphia, Illman Training School, Adelaide T. Illman; Slippery Rock, State Teachers College, J. L. Eisenberg

SOUTH DAKOTA—Aberdeen, Northern Normal and Industrial School, C. G. Lawrence

VERMONT—Castleton, State Normal School, Caroline S. Woodruff

WISCONSIN—Ashland, County Rural Normal School, J. M. Lorchester; Manitowoc, County Rural Normal School, F. C. Christiansen

Completed Enrolments

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

Fifteen Years

GEORGIA—Americus, High.
MISSOURI—Sedalia, Mark Twain.

Fourteen Years

CALIFORNIA—Long Beach, John C. Fremont.
MISSOURI—Sedalia, Sedalia Public Schools, Smith Cotton High, Jefferson, Mark Twain, Washington, Whittier.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard.

Thirteen Years

ILLINOIS—East St. Louis, Hawthorne.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Normal, Park, Randolph, Saratoga.
NEW JERSEY—Rumson, Rumson Public Schools; West New York, Public Number 3.

Twelve Years

CONNECTICUT—East Hartford, Meadow.
INDIANA—Wabash, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.

Eleven Years

CALIFORNIA—Long Beach, George Washington Elementary.
GEORGIA—Americus, Furlow Grammar.
NEBRASKA—Lincoln, Lake View, Prescott.
PENNSYLVANIA—Erie, Burns.
VIRGINIA—Winchester, Winchester Public Schools, Elementary, High, Primary.

Ten Years

CALIFORNIA—Berkeley, Whittier; Los Angeles, Third Street.
INDIANA—La Porte, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington.
NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany, Capitol, Clinton, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving Junior High, Jackson High, Lake View, Lincoln High, Normal, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Special Teachers and Supervisors, Twenty-sixth and "O" Streets Junior High, Van Fleet, Whittier Junior High, Willard.
NEW JERSEY—Hackensack, Hackensack Public Schools, State Street Number 3.
NEW YORK—Yonkers, Public Number 14.
OHIO—Logan County, Belle Center Village, Bokes-creek Rural, DeGraff Village, Huntsville Village, Iron City Rural, Jefferson Rural, Monroe Rural, Perry Rural, Quincy Village, Rushcreek Village, Washington Rural, Zane Rural; Mansfield, Western.
PENNSYLVANIA—Chester, Morton.
TEXAS—Waco, Brook Avenue.

THE SCHOOLS are going to have a desperate struggle to hold their own for at least a decade. The most effective instruments thru which to work are our professional organizations, both state and national. The logic of the situation convinces me that those of us who are engaged in the preparation of teachers should belong to our professional organizations. We should also endeavor to imbue our graduates with the necessity of their being members of the NEA and their state association. Would not the presidents and deans of teachers colleges, colleges of education, and normal schools render the profession a great service at this crucial time if they could enlist all members of their staffs in the NEA?—H. L. Donovan, president, Eastern Kentucky State Teachers College, Richmond.

Builders of Our Profession

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

Nine Years

CALIFORNIA—Long Beach, Horace Mann, Naples, Theodore Roosevelt; Los Angeles, Loreto Street.
ILLINOIS—Watseka, Community High, Watseka Grade Public Schools, North Side, South Side.
MICHIGAN—Grand Rapids, Straight Street.
MISSOURI—Kansas City, Leeds.
NEW JERSEY—Atlantic City, Boys' Vocational; Bridgeton, Pearl Street.
PENNSYLVANIA—Chester, Howell; Warren, Jefferson; Wayne, Primary.

Eight Years

CALIFORNIA—Anaheim, George Washington; Long Beach, James Russell Lowell.
INDIANA—Fort Wayne, Hanna.
MASSACHUSETTS—Plymouth, Knapp.
MINNESOTA—Minneapolis, Loring.
NEW JERSEY—Hightstown, Hightstown Primary; Kearny, Roosevelt.
OHIO—McDonald, McDonald Public Schools, Grade, High.
PENNSYLVANIA—Braddock, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High.
RHODE ISLAND—Westerly, Bradford.
WISCONSIN—Two Rivers, Two Rivers Public Schools, Hamilton, Koenig, Washington Grade, Washington High.

Seven Years

CALIFORNIA—Long Beach, Jane Adams; Los Angeles, Center Avenue.
HAWAII—Maunaloa, Molokai, Maunaloa.
ILLINOIS—East St. Louis, Woodrow Wilson; Evans-ton, Larimer.
MISSOURI—Kansas City, Foster Opportunity.
NEW JERSEY—Vineland and Landis Township, Chestnut and East Street, East Avenue, South Vineland.
UTAH—Wasatch County, Wasatch County Public Schools, Charleston, Daniel, Heber Central, Heber North, Midway, Soldier Summit, Wallsburg, Wasatch High, Wasatch Junior High.
VIRGINIA—Richmond, Grace Arents.
WISCONSIN—Whitefish Bay, Milwaukee, High.

Six Years

CALIFORNIA—Long Beach, Longfellow; Pasadena, Andrew Jackson; Walnut Creek, Grammar.
ILLINOIS—Des Plaines, West.
IOWA—Council Bluffs, Walnut Grove.
KANSAS—Lawrence, Pinckney.
OHIO—Lake County, Willoughby District, Willoughby District Public Schools, Browning, Lincoln, Memorial Junior High, Union High.
PENNSYLVANIA—Dauphin County, Hummelstown Borough; Pittsburgh, Fort Pitt; Wayne, Grammar.
TEXAS—Texarkana, Akin.

Five Years

DISTRICT OF COLUMBIA—Washington, Blake.
GEORGIA—Atlanta, Atlanta Opportunity.
HAWAII—Kauakakai, Molokai, Kauakakai.
ILLINOIS—DeKalb, Township High; Des Plaines, Central.
INDIANA—Indianapolis, Taylor Number 83.
MARYLAND—Frederick County, Liberty High and Elementary.
NEBRASKA—Lincoln, College View High, College View South.
PENNSYLVANIA—Arnold, Arnold Public Schools, Fourth Avenue, Leishman Avenue, Platoon, Senior High.

Four Years

CALIFORNIA—Encinitas, Encinitas District; Lomita, Orange Street; Stockton, Jefferson.
GEORGIA—Americus, East Americus; Atlanta, Moreland; Fulton County, Lena H. Cox, Mount Vernon.
ILLINOIS—Hillsboro, Edison; Stockton, Stockton Public Schools.
MAINE—Waterville, Brook Street.
MICHIGAN—Flint, Roosevelt.
NEW JERSEY—Bridgeton, Junior High.
OHIO—Lodi, Lodi Public Schools; Sandusky County, Helena Special, Rollersville Consolidated; Worthington, Worthington Public Schools, Grade, High, Special Teachers and Supervisors.
PENNSYLVANIA—Dauphin County, Dauphin Borough, Halifax Borough, Halifax Township, South Hanover Township, Lower Swatara Township, Williams Township.

Three Years

CALIFORNIA—Belvedere, Belvedere; Guasti, Piedmont; Hawthorne, Williams Street; Long Beach, Seaside; Los Angeles, Roscoe; Pasadena, Roosevelt School for Handicapped Children; Wilmington, Fries Avenue.

MINNESOTA—Minneapolis, Dowling.
MISSOURI—Kansas City, Allen, J. K. Stark, Thacher.
NEBRASKA—Lincoln, Havelock Central, Norwood Park.
NEW YORK—Elmira, Public Number 5, Public Number 9, Public Number 10; Solvay, Intermediate.
PENNSYLVANIA—Tioga County, Blossburg Borough, Brookfield Township, Charleston Township, Chat-ham Township, Clymer Township, Duncan Town-ship, Elkland Borough, Hamilton Township, Knox-ville Borough, Lawrenceville Borough, Nelson Township, Putnam Township, East Rutland (Rut-land Township), Tioga Borough, Tioga Township, Westfield Borough, Westfield Township.
SOUTH CAROLINA—Goldville, Joanna.
VIRGINIA—Norfolk, Norview High.
WASHINGTON—Spokane County, West Valley High.
WYOMING—Superior, South Superior, Superior.

Two Years

ARIZONA—Patagonia, Patagonia Grammar.
CALIFORNIA—Fresno, Lowell; Pasadena, Arroyo Seco; Santa Ana, Spurgeon; Santa Barbara, Administra-tion Building.
HAWAII—Pukoo, Molokai, Kalauea.
ILLINOIS—Chicago Heights, Chicago Heights Public Schools, Franklin, Garfield, Grant, Jefferson, Lin-cola, McKinley, Roosevelt, Washington; Des Plaines, Des Plaines Public Schools, Central, Junior High, North, West; Riverside, Riverside Public Schools, A. F. Ames, Central, Hollywood, Intermediate.
IOWA—Council Bluffs, Gunn, James B. Rue.
MISSOURI—Kansas City, Gladstone, Lowell, William Rockhill Nelson.
NEBRASKA—Lincoln, Havelock Senior High.
NEVADA—Boulder City, Boulder City Public Schools.
NEW HAMPSHIRE—Derry Village, Pinkerton Academy.
NEW JERSEY—Elizabeth, William Livingston Num-ber 10; Princeton, Elementary.
NEW YORK—Port Jervis, East Main Street.
PENNSYLVANIA—Arnold, Junior High; Chester, Dewey-Mann; Montgomery County, Ambler Borough Public Schools, Grade, High; Newport, Fourth Street; Pittsburgh, Fulton.

Current Year

ARIZONA—Miami, Miami Public Schools.
CALIFORNIA—Livingston, High; Long Beach, William Cullen Bryant, Thomas A. Edison Elementary, James A. Garfield, Lincoln, Los Cerritos, Music Department, John G. Whittier; Los Angeles, Cabrillo Avenue, Canoga Park Elementary, Central Avenue, Cortez Street, Gardena Elementary, Ham-mel Street, Home Gardens, Speech Correction; Modesto, Lincoln; Pasadena, Grant Elementary; Redondo Beach, Redondo Beach Public Schools.

Administration Building, Beryl Heights, Central Departmental, Central Elementary, South; Ripley, Elementary; San Bernardino, Burbank, Cajon; San Francisco, West Portal.

CONNECTICUT—Stratford, Nichols Avenue.
FLORIDA—Dade County, Redland Elementary, Red-land High.

ILLINOIS—Galesburg, Bateman, Cooke, Douglas, Farnham, Hitchcock Junior High, Lincoln, Lom-bard Junior High, L. T. Stone, Mary Allen West, Western, Silas Willard; Toulon, Toulon Township High.

INDIANA—Danville, Central Normal College; Evans-ville, Baker, Delaware, Fulton, Henry Reis, Howard Roosa; South Bend, South Bend Public Schools; Sullivan, Central; Vand County, Highland (Center Township).

IOWA—Council Bluffs, Eighth Street, George Wash-ington.

MARYLAND—Carroll County, Charles Carroll, Pleas-ant Valley, Woodbine.

MASSACHUSETTS—Auburn, Pakachog; Clinton, Greeley; Dalton, High; Gloucester, Eastern Ave-nue, Stone Court; Sangas, Felton; Waltham, Nahun Hardy; Wellesley Hills, L. Allen Kingsbury.

MISSOURI—Joplin, Jefferson; Kirkwood, Adams Avenue.

NEBRASKA—Kearney, State Teachers College.

NEW HAMPSHIRE—Ashuelot, Ashuelot.

NEW JERSEY—Atlantic City, Richmond Avenue, Spe-cial Class Department (Texas Avenue); Neptune Township, Bradley Park; Pitman, Pitman High.

NEW YORK—Elmira, Parley Coburn, Public Num-ber 7; Geneva, Prospect Avenue.

OHIO—Akron, Seiberling; Cleveland, Louisa M. Alcott; Marion County, Pleasant Township, Waldo Village; Sandusky County, Rice Township, Riley Township; Toronto, Lincoln.

PENNSYLVANIA—Chester, Lincoln; Grindstone, Mad-ison Elementary; Lancaster, Strawberry Street; Nazareth, Junior High; Pittsburgh, Liberty; Tioga County, Delmar Township, Elk Township, Farmington Township, Jackson Township, Lawrence Township, Liberty Borough, Liberty Township, Mansfield Senior High, Morris Township, Osceola Township, Shippen Township, Sullivan Township, Union Township, Ward Township, Wellsboro Borough.

TENNESSEE—Knoxville, Mynders.

TEXAS—El Paso, Lamar.

UTAH—Granite District, Woodstock; Jordan Dis-trict, Jordan District Public Schools, Bingham Central Elementary, Bingham High, Bluffdale Ele-mentary, Butler, Copperton, Crescent, Draper Junior High and Elementary, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale Junior High and Elementary, Riverton Junior High and Elementary, Sandy Junior High and Elementary, South Jordan, Union Junior High and Elementary, Upper Bingham, West Jordan Junior High and Ele-mentary.

WEST VIRGINIA—Elkview, Elkview Grade.

WISCONSIN—Two Rivers, Vocational.

WYOMING—Baird, Baird.

OL' ART SEZ:



THIS CARTOON was drawn by R. T. Morgan, a brother of County Superintendent Lewis V. Morgan of DuPage County, Illinois.

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NOTES and ANNOUNCEMENTS

This issue of *THE JOURNAL* is going into the mails during the convention of the Department of Superintendence in Cleveland. The report of that convention will appear in *THE JOURNAL* for April.

In the February issue of *THE JOURNAL*, the Joint Commission on the Emergency in Education sounded the call for a general advance toward educational recovery and reconstruction. In the article on page 66 the Commission briefly describes the purpose of a pamphlet entitled *Evaluating the Public School Program*, which is destined to play an important role in encouraging and indicating the direction of this advance.

March 20, 1934, is the centenary of the birth of one of America's great educators and citizens—Charles W. Eliot, president of Harvard University from 1868 to 1909. Dr. Eliot was president of the National Education Association during 1902-3 and presided over the Boston convention, which was one of the largest

in the Association's history. In his presidential address at this meeting, Dr. Eliot gave his famous "New definition of the cultivated man" as "A man of quick perceptions, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting."

As chairman of the Committee of Ten appointed by the NEA in 1892, Dr. Eliot recommended that the highschool curriculum be enriched by practical subjects which would make it worthwhile to those who did not go to college.

THE JOURNAL is especially interested in the teaching of the economics of the local community and would appreciate hearing from teachers who are working on this problem.

Interpretation—Take the address by Secretary Ickes [pages 67-68] to your local editor, pastor, or some other citizen who will make public use of it.

Have it put on school bulletin boards and read in civics classes. It is an unusually strong statement.

Have you planned your graduation program for 1934? If not, you will wish to secure a special packet of materials which has been prepared by the Division of Publications to be used in making the graduation program an effective means of interpreting the school to the community. It contains summaries of twenty-five of the best programs which were used for this purpose in 1933; the actual text of one junior and one senior highschool program designed for this purpose; and other valuable materials. From the orders already received—more than 500—it may be seen that interest thruout the country in this type of program is increasing. If you wish one of these packets, send 50¢—to cover the cost—to the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C.

Help Education Recover— Manifest Your Support



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.

LIFE MEMBERSHIP IN THE N. E. A.

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

Dear Mr. Crabtree:

I wish to do my part by becoming a life member, making my first payment April 2, 1934. I understand the entire amount of \$100 can be paid in equal annual instalments of \$10 each, and that membership dues already paid for the current year may be applied on the first payment.

Name.....
Position.....
Address.....
City and State.....



School relief bills now before Congress [See page 93]—H. R. 6570 [Referred to Committee on Banking and Currency] *Representative Adolph J. Sabath of Illinois*. Authorized the Reconstruction Finance Corporation to make loans to public-school districts for a period not to exceed ten years at such rates as the Corporation may approve.

H. R. 7520 [Referred to Committee on Education] *Representative Wilburn Cartwright of Oklahoma*. Authorizes the appropriation of "an amount equal to not less than \$2 per enumerated school child." This bill provides also that school warrants shall be considered eligible for purchase or loans by the Reconstruction Finance Corporation.

S. 2402 [Referred to Committee on Education and Labor] *Senator Walter F. George of Georgia*. H. R. 7479 [Referred to Committee on Education] *Representative Russell Ellzey of Mississippi*. H. R. 7525 [Referred to Committee on Education] *Representative John Young Brown of Kentucky*. Provide that "the Reconstruction Finance Corporation is authorized and directed to make available out of funds of the Corporation, \$50,000,000 for the fiscal year ending June 30, 1934, and \$100,000,000 for the fiscal year ending June 30, 1935."

S. 2522 [Referred to Committee on Education and Labor] *Senator Walter F. George of Georgia*. H. R. 7477 [Referred to Committee on Education] *Representative Ross A. Collins of Mississippi*. Authorizes to be made available out of funds appropriated for the Civil Works Administration, \$50,000,000 for the fiscal year ending June 30, 1934.

H. R. 6621 [Referred to Committee on Education] *Representative Matthew A. Dunn of Pennsylvania*. "A bill to reimburse all unpaid school teachers of the United States and its possessions."

H. R. 6533 [Referred to Committee on Education] *Representative Fletcher B. Swank of Oklahoma*. Provides for the allocation "to such public schools as are unable to maintain their regular school terms such sums as are sufficient to maintain their regular school systems as they were maintained on an average for the school years of 1931, 1932, and 1933." Provides also that all warrants for payment of teachers' salaries in the public schools issued between July 1, 1932, and July 1, 1934, shall be considered eligible for loans by any department or branch of government as designated by the Secretary of Interior. Loans to be made at full face value as not to exceed 1 percent per annum interest.

H. R. 6971 [Referred to Committee on Banking and Currency] *Representative James V. McClintic of Oklahoma*. Authorizes "the Reconstruction Finance Corporation to purchase school warrants issued in payment of teachers' salaries," and would enable teachers who hold warrants to cash them at no discount.

H. R. 6367 [Referred to Committee on Banking and Currency] *Representative D. D. Glover of Arkansas*. Provides that "all teachers' warrants regularly issued between January 1933 and January 1934 for services actually rendered in teaching in the public schools of the United States are hereby declared to be eligible paper, for a loan from the Reconstruction Finance Corporation."

H. R. 6968 [Referred to the Committee on Education] *Representative John H. Hoey of California*. A bill "to apply the principles of the Civil Works Administration to create employment for tech- [Cont. on page A-30]

"I hadn't figured on being Sick"—

How discouraging is the period of convalescence, when the unpaid bills keep piling up and there is nothing coming in with which to pay them. A single illness or accident often dissipates the savings of many years—all because the teacher "hadn't figured on" being disabled.



No Place in the Budget for Doctors' Bills

Many a teacher, like Anna Irene Jenkins, Los Angeles, Calif., enjoys such good health as to make it seem unnecessary to provide for doctors' bills. Fortunately, however, she did make T. C. U. provision. We quote from her letter:

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[Cont. from page A-29] nically qualified individuals thru the establishment of Federal Research Fellowships in the institutions of higher learning in the United States and to give financial aid to colleges and universities."

S. 2350 [Referred to Committee on Banking and Currency] Senator James J. Davis of Pennsylvania. Authorized loans by the Reconstruction Finance Corporation to religious and educational institutions, for use in building construction.

H. R. 7059 [Referred to Committee on Education] Representative Russell Ellzey of Mississippi. S. 2119 [Referred to Committee on Agriculture and Forestry] Senator Walter F. George of Georgia. H. R. 7089 [Referred to Committee on Education] Representative Lamar Jeffers of Alabama. Provides "for the further development of vocational education in the several states and territories."

H. R. 7546 [Referred to Committee on Banking and Currency] Representative David D. Terry of Arkansas. Provides for the refinancing by the Reconstruction Finance Corporation of bonds and other outstanding indebtedness of school districts.

S. 2436 [Referred to Committee on Banking and Currency] Senator F. Ryan Duffy of Wisconsin. Authorizes loans by the Reconstruction Finance Corporation to public and private colleges, universities, and institutions of higher learning.

In addition to these bills there are many other bills pending that include provisions touching upon various phases of education. There are also several bills of this type that were introduced during the first session of the present Congress.

World Goodwill Day materials—

Because of the unusual significance which is being placed upon World Goodwill Day this year both in its general aspects for world friendship and its opportunities for interpreting the schools to the public, the Division of Publications of the National Education Association has prepared a packet of special materials to assist teachers and school administrators. This packet contains world goodwill messages, timely articles, statements by political and educational leaders, posters, suggested programs, plays and pageants, and many other helps. 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.

Dates to be remembered—

April 5-7—Citizen's Conference on the Crisis in Education, Ohio State University.

April 8-13—Twenty-third meeting of the Music Supervisors National Conference to be held in Chicago. Information may be obtained from the M. S. N. C. headquarters, 64 E. Jackson Blvd., Chicago.

April 14—Pan-American Day. The Pan-American Union of Washington, D. C., has prepared material which is now available for distribution.

May 18—World Goodwill Day.

June 27-28—Second Conference on Business Education to be held at the School of Business

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of the University of Chicago. The subject of the conference will be "Business Education and the Consumer."

June 30-July 6—Washington meeting of the National Education Association.

July 2-13—South African Education Conference of the New Education Fellowship to be held at Cape Town. **July 16-27**—South African Education Conference to be held at Johannesburg. Overseas visitors are required to register with the secretary, New Education Fellowship Headquarters, 29 Tavistock Square, London, W. C. 1, not later than May 1, 1934.

September 9-16—First Inter-American Conference on Education ever held in a Latin American country will take place in Santiago, Chile.

A project of farreaching influence—Encourage children to make cartoons picturing their love of school, the happy conditions of school, and the like—the best cartoons to be given to local newspapers, displayed in the school-room, or sent home to parents. Such a project is appropriate at any time in the year. The best could be selected for use during American Education Week. Newspaper cartoons of schools usually do not picture true conditions.

Is this true?—The following statement suggests a tendency to limit freedom of speech and to prevent the kind of civic teaching which is necessary if the nation is to face its problems intelligently and honestly. The editor would appreciate hearing from teachers who are interested in this problem. Letters will be kept confidential so that teachers may feel free to write frankly.

I have not found any teachers who were entirely free to unravel with their pupils the tangle of industrial and political relations that have led to the disordered family life, the physical, mental, and moral deterioration we have described in this book.—James M. Williams in *Human Aspects of Unemployment and Relief*.

Public Schools Week will be celebrated in California the week beginning April 23, 1934. This will be the fifteenth annual observance. The purposes of this occasion are similar to those of American Education Week, which is widely observed thruout the nation in November of each year. A recent release announcing Public Schools Week states:

In California, while some educational opportunities have been discontinued or materially curtailed, we have thus far escaped the disastrous situation elsewhere prevailing. There can be no question that this is due to the widespread interest of our people resulting from the knowledge they have of the aims, purposes, and achievements of their public schools; and there is no movement better calculated to maintain that interest than the annual observance of Public Schools Week, when parents and the public are afforded an opportunity of obtaining firsthand information with respect to their local schools. [Cont. on page A-32]



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[Cont. from page A-31]

Lucy E. Hall, superintendent of Jasper county, Iowa, schools for fourteen years, was presented with a life membership in the National Education Association in December. The award was made in appreciation of her efforts in directing educational activities in the county. Ruth Altemeier, teacher of Newton school No. 6, made the presentation in behalf of a large group of associates and friends, including superintendents of city schools in the county, the deputy superintendent, the county nurse, rural teachers, and persons who formerly taught under her direction.

The following recommendations in regard to textbooks were made by the conference on this subject, called on January 10 by Commissioner Zook:

The conference would urge:

[a] That no reduction should be made from the usual expenditures for school books, and that a sufficient supply be purchased to assure the child of reasonably clean copies.

[b] That facilities for cleanliness, including hot water, soap, and towels be supplied in every school.

[c] That the use of these facilities should not only be taught but insisted upon.

[d] That the practise of mouthing the fingers while handling books be reduced by precept and persuasion to a minimum.

[e] That all children be taught to avoid coughing or sneezing over books.

[f] That adequate medical inspection be furnished with exclusion of active tuberculosis.

[g] That teachers be given instruction in the prompt detection and exclusion of all cases of communicable disease.

[h] That school books be stored during the summer in a dry, light, warm place so that pathogenic organisms will be most likely to perish before the next session.

Restoration of salaries—By unanimous vote, the board of education of Seattle, has directed that a partial restoration of salaries and wages be made to all employees of the school district. The teachers of Mansfield, Ohio, city school district, will receive a 5 percent increase in their salaries for the second half of the current school year. The boards of education in these two cities believe their action in making an upward adjustment of compensation at the present time to be in line with the general movement toward recovery.

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