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- Before Schools Began — Charles A. Beard & William G. Carr
- A Bill of Rights for the New Age
- Shall We Enter Politics? — John K. Norton
- Science in the Elementary Schools — James F. Conway
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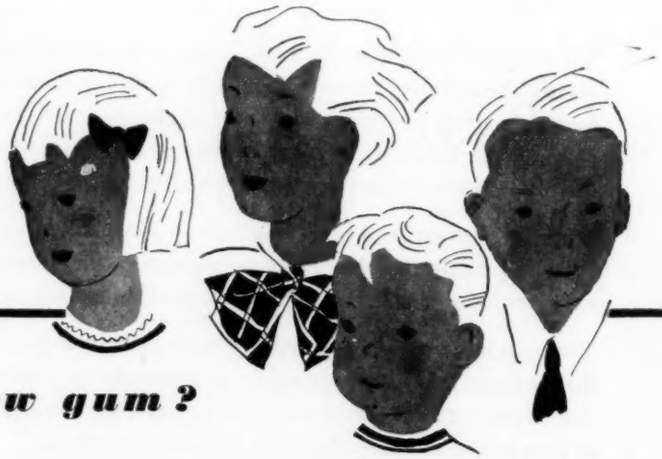

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JOY ELMER MORGAN, Editor — H. A. ALLAN, Business Manager

Published by the National Education Association

HENRY LESTER SMITH, President — J. W. CRABTREE, Secretary

Between Editor and Reader

WE HAVE profound reason for Thanksgiving in America that the forces of order and reason have so largely prevailed among us during these times of farreaching transition.

PRESERVE your files of THE JOURNAL and the *Proceedings* and when you are thru with them, pass them on as a personal library to some young friend just starting on a career of teaching.

IT IS a good practise for every teacher to support actively some one important civic enterprise aside from his work in the school. It helps one to gain breadth and a fresh point of view. It also helps the public to appreciate the teacher's interest in the general welfare of the community.

THAT TEACHERS are beginning to sense the task of educational interpretation is shown by the rapid growth in the demand for American Education Week material. Up to the very last minute orders are coming in even by telegram for these timely packets, leaflets, stickers, and handbooks. See inside back cover.

MEN *are so inclined to content themselves with what is commonest; the spirit and the senses so easily grow dead to the impression of the beautiful and perfect, that every one should study, by all methods, to nourish in his mind the faculty of feeling these things. For no man can bear to be entirely deprived of such enjoyments; it is only because they are not used to taste of what is excellent that the generality of people take delight in silly and insipid things provided they be new. For this reason one ought every day at least to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words.*—Goethe *in "Wilhelm Meister."*

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The payment of $2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of $5 instead of $2 entitles an active member, in addition to the privileges of the $2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of $100 gives the privileges of the $5 active membership for life. Subscription to nonmembers is $2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address.

THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except July, August, and September, by the National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington, D. C. Entered as second-class matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

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Interpreting Education within the School

A MAJOR purpose of the Division of Publications of the National Education Association is the interpretation of education. When the Division was established in 1920, the postwar reaction had begun to make school people conscious of the need for keeping the schools closer to the people. Each year every phase of the program of educational interpretation has been pushed farther.

It becomes increasingly plain that the greatest opportunity for interpretation is within the schools themselves. Perhaps nine-tenths of the total opportunity lies here. And yet the major emphasis has been on that phase of the problem which lies outside the schools, which involves the use of mediums primarily commercial in character. It is literally amazing, as Ross Finney has pointed out, that we should come last to the phase which is undoubtedly most important.

The spirit of learning—The interpretation of education within the school is important not only from the point of view of school support but also from the point of view of the school as a learning institution. The child's appreciation of the school and his understanding of educational purposes and technics, are essential to the effectiveness of his own learning and must furnish the foundation for that purpose and habit which will lead him to be a lifelong learner.

Perhaps this is the most important point of all. Perhaps it is because we have overlooked the need for educational interpretation within the school that so many pupils come to the end of their school careers with no conscious purpose or plan to make effective use of their greatest resource—a disciplined mind.

What can I do?—What specifically can be done to interpret education within the school? Let us make the question even more definite. Let each of us wherever he may teach or work within the school system ask himself: *What can I do today, this week, this month, or this year so that the young people for whom I am responsible will understand the school better, be more conscious of its place in the community, and have a desire to do what they can to make it better?*

In the early grades—The kindergarten teacher can ask this question and find an answer to it every day in the year. The first-grade teacher can do likewise and so on thru the elementary grades. There is not much room for abstractions during these early years. Young children are concrete in their habits of mind, and attitudes are perhaps more important to them than ideas.

The teacher of young children can ask such questions as these:

> Do the children like the school? If not, why not? Do they understand that the school is maintained by their parents and neighbors? Do they have certain simple information about the school which they attend—the number of rooms; the number of teachers; the flowers in the school garden; the way the building is heated and kept clean? Have they ever been led to give thot to the reasons for regular school hours?

The list can be expanded almost indefinitely. Within a given school it would be possible for the faculty to list the attitudes, appreciations, and habits which each child should form with relation to the school. Such information could then be grouped to show the age or school level when it could best be developed.

Developing text material about the school—There is almost unlimited opportunity for writers of books for children and for publishers of text material in this field. Any teacher can experiment with the making of a reader about the school to be read by the children and can have great fun doing it. Such projects help to build school spirit. There is need for a great variety of published material in this field. The simpler and less expensive the better. Perhaps the school printshop could be turned to account in a cooperative undertaking that would include all classes of the school, even reaching out into the community.

In the upper grades and in the junior high school, children develop a growing interest in abstractions. During these years it is possible to give information about the school system as a whole, so that children will think of their school in relation to the county system, or the city or the state, and even

MAJOR services of the Division of Publications of the National Education Association in the interpretation of education include the following: First, the use of THE JOURNAL as a clearinghouse for the best thought on education. Second, the development of sustained relationships with the newspaper and magazine press of the nation. Third, the development of American Education Week including specific materials for the use of homes, schools, churches, and civic groups. Fourth, the home-school leaflets. Fifth, encouragement of the parent-teacher movement. And sixth, the interpretation of education within the schools.

MANY indications point to education as a future highschool subject of study, with ultimately a unit of credit for college entrance. Surely a study of the history, aims, purposes, and functions of public education in a democratic society such as our own ought to be as useful, either as a preparation for participation in active life, or for the thinking required of a college freshman, as is the study of the history of medieval Europe, or the reading of the four books of Caesar.—Ellwood P. Cubberley in Changing Conceptions of Education.

its relation to the nation and the ways the nation has of encouraging education.

During these years children can be made conscious of the technics of learning so that they will pay some attention to their own methods of study and the workings of their own minds, the building up of a personal library and collections, the development of a strong attitude toward learning as a way of life.

On both the junior and senior highschool levels it should be possible to introduce somewhat formal courses of study and to supply source materials to which the children can go in their study of education. Up to the present time there is virtually a total lack of such materials. There is a lack of proper emphasis and attention in school history and geography and reading. There is particularly a lack of specific textbooks [and there is room for many] which could be used by schools as the basis for such a course.

The Schools in the Story of Culture—THE JOURNAL of the National Education Association is making a beginning in this direction this year. This issue contains the first of a series of articles prepared jointly by the historian, Charles A. Beard, and the director of research of the National Education Association, William G. Carr. As these articles appear in THE JOURNAL, teachers will wish to take them into their classrooms for immediate use. The material will be published separately as soon as it is complete and will be made available to schools desiring to use it.

The schools and the national income — Resourceful principals and teachers will think of many ways to supplement this material in terms of local and state backgrounds. It is particularly important in these days of financial stress for the children to realize that the money spent for schools is a part of the national income, that the employees who receive it pass it on in their purchases of food, clothing, shelter, books, taxes, and the like. Estimating that each dollar changes hands thirteen times during the year, the student can calculate for himself the amount of purchasing power that is released in the community by the budget for schools. It is a good practise in the upper grades and in high schools to take the school budget for the locality and for the state and to analyze and compare it with the budget for other civic and public enterprises, and even with expenditures for privately-owned enterprises, such as telephones, electricity, and gas. Perhaps some of the parents will be willing to compare their expenditures for tobacco or other indulgences with their school taxes for the year.

A Student's Library on Schools

[1] *Our Public Schools.* National Congress of Parents and Teachers, Washington, D. C. 1934. 50¢.

[2] *Old-Time Schools and School-Books,* by Clifton Johnson. Macmillan, 1904. $2.

[3] *The Hoosier Schoolboy,* by Edward Eggleston. Scribner's, N. Y. 72¢. Also *Hoosier Schoolmaster.* Grosset & Dunlap, N. Y. 75¢.

[4] *The Rural School from Within,* by Marion G. Kirkpatrick. Lippincott, Phila. 1917. $1.40.

[5] *Schools That Are Prophecies,* series in THE JOURNAL of the NEA: "Real Teaching" by Frank Crane, Oct. 1928, p203; "Thomas A. Edison School for Boys," Dec. 1928, p277-8; "A Midwest Rural School," Feb. 1929. "The Johnstown Pennsylvania High School," Nov. 130, p249.

[6] *The Unique Character of American Secondary Education,* by Charles H. Judd. Harvard University Press, 1928. $1.

[7] *Miss Bishop,* by Bess Streeter Aldrich. Appleton-Century, N. Y. 1933. $2.

Teaching local school history—Among older children the history of the particular school can be discussed. School histories and scrapbooks are useful devices. Why not have in each school a scrapbook history of that particular school which would be carefully guarded as one of its treasures and to which there would be added each year important facts about the school and its development—pictures, newspaper clippings, special honors won by representatives of the school, improvements in buildings or grounds? The responsibility for such a book could be made a great honor and a means of training the child or committee responsible for it. Children can add facts about the school by making inquiries among older citizens.

National school events—In 1935 the nation will celebrate the 300th anniversary of the founding of the free high school. Should we not before that date have in the curriculum of all our high schools a definite course in the history of education as part of general preparation for citizenship?

The local school can include in its course of study such questions as these:

When was the local high school established? What pioneer teachers and laymen led the way in its founding? What has the high school contributed to the cultural and material development of the community?

Should we not have thruout the schools before the Horace Mann Centennial in 1937 accounts of the life of this pioneer and of the meaning of such a life to this country? The students may also arrange to honor the educational pioneers of their own city and state. Every community has its Horace Manns and its Henry Barnards.

The school newspaper is particularly welladapted to helping students to a better understanding of their schools. In its columns students express their own ideas and seek guidance in the formation of their own opinions. The effectiveness of the school paper extends beyond the classroom, as most schools circulate these publications to the homes.

Nationwide student projects—The Division of Publications of the National Education Association for many years has encouraged highschool newspaper publication and printing thru the cartoon, editorial, and printing projects. This year it is sponsoring the development of the National Association of Student Editors whose official organ is known as *Vitalized School Journalism.*

It is the purpose of this project to help make school publications more effective mediums for school interpretation and to help editors and advisers keep in touch with events, movements, and plans related to school life. It is sponsored by the Division of Publications of the NEA in accordance with the recommendations of the National Association of Journalism Advisers.

The first issue of *Vitalized School Journalism* was published in September 1934. This paper will serve as a clearinghouse of information and ideas relating to school life and journalism. It will keep editors and advisers in touch with current affairs which affect the local school and community. Here are a few headlines from the first issue:

"Federal Aid Is School Debate Topic for Year;" "Character of School Is Reflected by Material Printed in Publications;" "Survey Shows Parents Read School Papers Extensively;" "Helps for American Education Week."

NASE projects—Some of the plans for school interpretation to be sponsored by the National Association of Student Editors during 1934-35 deal with the Horace Mann centennial, the tercentenary of secondary education, federal aid for schools, American Education Week, vitalized commencements, and projects in creative journalism:

The cartoon project — begun in 1930 by the Division of Publications, is an excellent device by which the schools can establish important ideas and attitudes on education in the minds of young people. It is also a means of encouraging talent in this art among pupils.

Printing project—Since 1928 the Division of Publications has sponsored the Nationwide School Printing Project in order to encourage the art of fine printing and to disseminate each year one great educational ideal. Some of the topics selected for their richness of content and beauty of form include:

The Unknown Teacher; the Home and the Virtues; Dedicating the School; the Pact of Paris; Your Afterself; and Helping Your School.

American Education Week student writers project—American Education Week, first observed in 1920, has come to be one of the major activities of the National Education Association. In this observance it is highly desirable to impress pupils as well as parents and taxpayers with the aims and needs of the schools. To motivate serious study of the local school by students, the National Association of Student Editors, under the guidance of the Division of Publications, conducts an annual student writers project as part of the American Education Week program of interpretation. The 1934 topic is "What Is Best in My School."

Editorial project—For the past three years the Division of Publications has sponsored a nationwide editorial project in which all high schools publishing school papers may participate. Students who write about education in such editorials learn to appreciate the value of their schools and to make their influence count in behalf of further improvement.

Making the graduating season count—The plan of vitalized commencements sponsored by THE JOURNAL of the National Education Association for some years, has spread steadily thruout the country. A twofold aim has been stressed: first that the program should center about the graduates, that it should be planned, developed, and staged by them; and second, that it should be used as a means of interpreting school service to both students and citizens. To help schools in planning commencement programs, the Division of Publications has prepared a special packet.

On the college level there is need for a much more comprehensive consideration of the history of education, its philosophy and purposes—not as a preparation for teaching [this has been fairly well done in teachers colleges] but as a preparation for citizenship.

From the point of view of a stable world civilization, the history of culture is vastly more significant than political or military history because the cultural forces in the end condition the other forces. They determine the quality and character of political life and ultimately the form of government itself.

If, for example, the music and writings of a nation degenerate and emphasize the cheap and the trivial and the tawdry, if the press and the movie and the radio fill people's minds and lives with wrong feelings, wrong tastes, and wrong ideas, sooner or later the quality of statesmanship itself will decline.

There should be in every college at least one year devoted to the history of culture including the history of education—particularly the history of education within the nation and within the state where the school is located.

The school is not something apart. It is democracy in action. It is the method of meeting thru cooperation our own need for enlightenment, for knowledge, for skill, for practise, for expert direction. It is increasingly plain that political democracy cannot be maintained or industrial democracy achieved without an enriched and vitalized education. Modern society faces a choice between education and dictatorship and so far dictatorship has set the swifter pace. Literally, the future of civilization hinges on what America, as the world's foremost democracy, is able to do thru the schools to preserve, extend, and vitalize the remnants of democratic tradition which still survive upon this continent.—**Joy Elmer Morgan.**

President Roosevelt's Account of Progress

THE following points from President Roosevelt's radio address of September 30 are well worth discussion in civics and history classes. Let children clip such speeches from their newspapers and keep them in scrapbooks for historical information. Let particular emphasis be placed on those points in national policy which concern the locality in which the school is located.

AFTER years of uncertainty, culminating in the collapse of the spring of 1933, we are bringing order out of the old chaos with a greater certainty of the employment of labor at a reasonable wage and of more business at a fair profit.

The great majority of banks, either thru their own resources or with government aid, have been restored to complete public confidence.

We have, thru various federal agencies, saved debtors and creditors alike in many other fields of enterprise, such as loans on farm mortgages and home mortgages.

The second step we have taken in the restoration of normal business enterprises has been to clean up thoroly unwholesome conditions in the field of investment. I sincerely hope that people will be discouraged in unhappy efforts to get rich quick by speculating in securities.

In the industries covered by codes adopted thru the NRA, child labor has been eliminated. The work day and the work week have been shortened. Minimum wages have been established and other wages adjusted toward a rising standard of living. The emergency purpose of the NRA was to put men to work and since its creation more than 4,000,000 persons have been re-employed.

I propose to confer within the coming month with small groups of those truly representative of large employers of labor and of large groups of organized labor, in order to seek their cooperation in establishing what I may describe as a specific trial period of industrial peace.

To those who say that our expenditures for public works and other means for recovery are a waste that we cannot afford, I answer that no country, however rich, can afford the waste of its human resources. We must make it a national principle that we will arrange our national economy to end our present unemployment as soon as we can and then to take wise measures against its return.

Nearly all Americans are sensible and calm people. We do not get greatly excited by awesome pronouncements concerning the unconstitutionality of some of our measures of recovery and relief and reform. All of these cries have been heard before. More than twenty years ago when Theodore Roosevelt and Woodrow Wilson were attempting to correct abuses in our national life, the great Chief Justice White said:

> There is great danger, it seems to me, to arise from the constant habit which prevails where anything is opposed or objected to of referring without rhyme or reason to the Constitution as a means of preventing its accomplishment, thus creating the general impression that the Constitution is but a barrier to progress instead of being the broad highway thru which alone true progress may be enjoyed.

Teacher Tenure

TEACHER TENURE in this country has developed since 1900. In its development it has in a general way followed the plan of civil service, but the protection afforded teachers against unjust removal from office has been much less certain; the probationary period has been much longer; there has generally been no protection against improper discharge during probation; and generally the hearing accorded a teacher is before the very board which desires to discharge her.

The interests of the children and the schools have had first consideration in the teacher tenure movement. For example, a long probationary period has generally been permitted to prevent the permanent appointment of an unfit teacher. In practise, long probation makes it possible for a board to defeat the purposes of tenure by discharging teachers at the end of the period.

During the past three years the seriousness of the financial problems of our public schools has tended to hide the invasion of politics into the schools of certain communities, the increase in the discharge of competent experienced teachers to make room for cheaper, inexperienced teachers, or for personal friends or relatives of board members, the elimination of important school subjects and activities, the overloading of classes, the injection of fear of unjust discharge into the consciousness of teachers. In many communities teaching morale is being destroyed, the building of a teaching profession has been halted. Correspondents from twenty states report a noticeable increase in the discharge of teachers for political reasons. It is the purpose of tenure to protect the schools from such injuries.

Tenure and the administrator—There are many in the teaching profession who are opposed to tenure because of a belief that it will make teachers more independent, freer from administrative control, more critical of school and public issues. For exactly the same reasons tenure is most valued by those who advocate it. It is their belief that the teacher must be protected from the fear of unjust discharge, from unreasonable requirements, if the classroom is to become that vital force in our children's lives which is demanded by the conditions of today.

TENURE has as its objectives the following: [1] To prevent political control of the schools. Under tenure, with the exception of the comparative small probationary group, all tenure teachers are reasonably free from political, personal, or commercial domination. [2] To permit and encourage teachers to devote themselves to their profession. Under tenure, teachers are freed from the urge to curry favor, to develop contacts and influence with appointing agencies. They are freer from a restless seeking for more stable employment. They are able to plan their preparation and work over a period of years. [3] To provide a reasonable personal and academic freedom for teachers. [4] To encourage competent, public-spirited teachers to stay in the schools. [5] To discourage school management based on fear and to encourage leadership based on confidence and understanding. [6] To prevent the discharge of teachers for political, religious, personal, or other unjust reasons, and to permit the dismissal of those who are incompetent, unworthy, and negligent of their duties and responsibilities.

Education needs leadership today as it always has in the past, but to be effective, that leadership must be based on the faith, understanding, and cooperative spirit of the classroom teachers. It is the belief of those who favor tenure that such leadership exists and is encouraged under tenure, and that tenure, instead of causing a rift between administration and classroom tends to unite the two in a common cause.

To throw light on this question it was thought advisable to ascertain if possible the attitudes toward tenure of superintendents who had had a number of years of experience with it. A confidential inquiry was made of every city superintendent of Indiana. There are one hundred and two cities in this state and replies were received from eighty-three of them. The inquiry covered 8378 teachers, 6958 of them permanent.

Indiana has had a tenure law since 1927. This statute provides permanent tenure for teachers who have satisfactorily served a probationary period of five years. A permanent teacher cannot be removed for political, religious, or personal reasons, but may be removed for incompetency, insubordination, neglect of duty, immorality, justifiable decrease in the number of teaching positions, or other good and just cause. Before removal from office a teacher has a right to a written statement of reasons and to a hearing with counsel.

14 superintendents reported that tenure had served as a deterrent of salary reduction during the depression; 69 reported that it had not. 35 expressed the opinion that tenure had prevented the discharge of teachers for political reasons. 30 said that tenure had prevented the discharge of teachers in order to replace them with less expensive, inexperienced teachers. 27 indicated that tenure had prevented the discharge of teachers in order to appoint relatives or personal friends of board members. 35 expressed the opinion that tenure had tended to prevent the discharge of nonresident teachers in favor of resident candidates. 12 stated that tenure had a bad effect upon teacher improvement in service. 65 disclosed that tenure had either not affected the preparation of teachers in service or had had a good effect [42—no change, 23—good effect]. 60 reported that tenure had resulted in a marked decrease in teacher turnover. 13 reported no appreciable effect. 9 pointed out that tenure had increased teacher turnover because of refusal of boards to continue teachers beyond the probationary period. 73 reported that tenure had had no bad effects on teacher-superintendent relationships. 5 reported that tenure had had a bad effect.

Conclusion — This inquiry would seem to indicate that in Indiana the benefits of tenure have outweighed the detriments. It would also seem to show that on the whole superintendents are not handicapped in their work by tenure. It would also appear that most teachers respond professionally to increased freedom and to protection from lay and schoolboard interference and domination. —*From the Report of the Committee on Civil Service for Teachers of the National Education Association* [***Donald DuShane**, chairman*] *presented at the Washington Convention, July 1934.*

TENURE OF SERVICE—There should be legislation to protect teachers from discharge for political, religious, personal, or other unjust reason, but the laws should not prevent the dismissal of teachers for incompetence, immorality, or unprofessional conduct.— ***Platform of the National Education Association, adopted July 1934 at the Washington Convention.***

The "Bad Boy" and His Teacher

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Paradoxical as it may sound, the teacher of the "bad boy" must himself be a "bad boy" at heart. He must be one who has never grown up, who still keeps fresh his boyish peccadillos, who keeps alive within himself a spark of the wildness of youth. He must remember, vividly, as if it were yesterday, his first cigar, his first pair of "longies," his first "date." He must never forget the first window he broke, the first policeman whose prehensile claws he eluded, the first "scrap" he had. The high adventure, the reckless aimlessness, the mystery of woman, the spacious yearnings to experience the universe: all these must be a living, breathing part of him. For it is this core of eternal youth in him that subtly and surely attracts and holds the boy. He is repelled by anything else.

This fact should occasion little surprise, for the "bad boy" has little in common with the inhumanly perfect guide. By a perverse but easily understandable process, morality becomes confused with its preacher and both are damned. The "bad boy" conceives life in human symbols: If the symbol of rectitude is unpleasing, he automatically shies away from rectitude itself. The attraction he feels toward the "bad boy teacher" inclines him favorably towards anything the teacher says. He senses, unerringly, a kindred spirit, one who like himself is not utterly tamed, one who has great, unsatisfied longings, one who has shared his miseries and joys. I say "senses," because he never really "knows." But the teacher who has been a "bad boy" and who has not forgotten his bad-boyishness radiates a something that inevitably draws the boy to him.

Curriculum makers have expended vast ingenuity in constructing courses of study that will meet the needs of the "bad boy," little realizing that the "bad boy" is not interested in curriculums, however excellently conceived and executed. He wants a hero, someone to worship, a rallying point for his affections. No curriculum yet devised can give him this. For the "bad boy" cannot be fitted into society thru symbols he does not want to understand. He must have his learning personalized in someone like himself, yet greater, someone who prefigures him. In the "bad boy teacher," he is made to feel that his own destiny can be satisfactorily worked out. For he sees himself in his teacher. And what his hero has achieved seems not only reasonable, but compelingly desirable.

The curriculum which will reclaim the "bad boy" must, in addition to providing significant pupil activity, search out the "bad boy teacher"—for it is he alone who can guide the "bad boy" to a happier, freer, and fuller realization of himself. Gently, unobtrusively he can lead

him where he wants, because actually the boy is eager to follow. It is this impulse to worship and to follow that must be exploited to the full thru teacher and curriculum. The academic interests of the "bad boy" are not keen enough to induce a pursuit of knowledge *per se*. He must have his learning galvanized thru the personality of the teacher.

The following list of traits, by no means complete, may serve as a guide to those who cast their lot with the "bad boy." No one "bad boy" possesses all of these qualities, but they are, in varying degrees, part of every "bad boy" personality. The "good boy," too, it may be noted, partakes of some of these characteristics, but to a lesser extent.

"Bad boys" have these traits in common:

[1] They worship physical strength.

[2] They want material success, above all. This is natural since most of them have been surrounded by squalor and poverty.

[3] They worship power. The man who does, regardless of how he does it, is their idol.

[4] They have a contempt for law and order because they see its futility. The era of the racketeer has contributed very largely to this.

[5] They feed on the tabloids, the sexy movie, the burlesque show.

[6] They gamble, annoy policemen, and frequent billiard rooms.

[7] A large percentage smoke and some drink.

[8] They are unliterate as distinguished from illiterate, altho illiteracy is not unknown among them.

[9] They hate effeminacy.

[10] They are victims of inferiority complexes. Constant nagging at home and contemptuous indifference in school make them sullen and resentful.

[11] They have keen perceptions and size up the teacher quickly and accurately. They sometimes test him by being deliberately nasty to see if he can take it.

[12] They appreciate sincerity, good sportsmanship, the square-shooter, the teacher who gives them a break.

[13] They have immense, almost blind loyalty to anyone who has won their affections.

[14] They are hard to interest. They are restive because school does not satisfy their stronger desires. A teacher must be resourceful if he would hold their attention. This does not mean that the class must degenerate into a three-ring circus. But the teacher who is something of a showman and can present the subject dramatically and humorously need not fear that their attention will wander.

[15] They like stories of adventure and daring. They also like to listen to stories welltold.

[16] They enjoy socialized recitations, which give them a feeling of power.

[17] They like selfgovernment. They have not had much of it because they have been considered unfit. They respond rapidly and favorably to any opportunity to run things for themselves. It gives them the feeling of personal and social responsibility which they want to develop.

[18] They cannot be approached on too lofty an ethical plane. Much that they react to must be translated into terms of good-sportsmanship and consideration for others. They are left cold by anything abstract or too theoretical. They like to discuss ethical problems touching their own lives very intimately.

[19] They are excessively endowed with animal spirits. Very little of it is sublimated in concentrated study. Hence, occasional outbursts must not be too severely punished. They need not be ignored. But they must be seen in proper perspective not as the expression of viciousness but merely the result of a pent-up, healthy animalism.

[20] They do not like to be snooped at or watched too meticulously. The closer the teacher approximates the policeman, the more they are driven to find means of outwitting him. The best possible procedure is to make it impossible or inadvisable for them to cheat or bluff. The course can be so organized that a premium is put upon daily application of effort. The end can be made unattainable without this rigorous application. To cheat is to unfit oneself for the test. This they must learn thru the daily recitation, not thru precept. They learn quickly when it is to their interest.

Nearly all of these undesirable traits can be made to serve useful social and individual purposes if the teacher is one who represents to these boys an ideal towards which they can strive. They are enormously pliable when once they have a rallying point for their affections. They can be made to talk, act, and think like gentlemen if they like the teacher. The formula for progress with these boys is Lecky's aphorism, "Let not the sour-faced teach morality." Reversing this, I should say, "Let only the sweet-faced teach morality." For only those whom these boys like can ever begin to approach them on any really significant plane.

Youth Has a Chance

COMPLAINT is often expressed that the present generation has made a mess of things and that it has left a shabby heritage to the generation which is just now coming upon the stage. What have the boys and girls done, it is asked, to deserve the lot which is theirs? No jobs, fading opportunities, a world of jangling quarrels and threatened war, a national economy that is unstable. Why have the older men and women, who have controled the destinies of nations, allowed things to get into such a shape?

The answer is that the older men and women have not controled destiny. They have not shaped the course of things. They have not known how. They have not understood social, economic, and political movements. They have watched the changes which come in society and have been bewildered. These changes have come chiefly as a result of inventions. Our forms of business, our ways of life, have changed more in a century than they had changed before in a thousand years. These changes have created new social and economic and political problems and we have not known how to deal with these swiftly developing issues. The new situation has called for thought and study and we have not been prepared to make such studies. Hence, we have drifted, and while the civilization which has emerged has been in many respects a wonderful development, it has had its seamy side. Conditions of life are now insecure everywhere.

But should youth lay too great blame upon their elders? Is there not an explanation for the partial failure to control social change so as to insure a truly beautiful result? Let this be remembered: Most of the men and women now in middle age or older had not much opportunity for formal education. The high school, whose benefits are enjoyed now by nearly half the boys and girls of the appropriate age, is a new thing in American life. It was just coming in when men of fifty years were young. And fifty years ago highschool students were rare specimens. They were five times as scarce as college students now are; only one-fifth as many young people in proportion to the population went to high school then as go to college today. The United States Office of Education has just published a study which shows that in 1880 only 3 percent of the boys and girls from fourteen to seventeen years of age were enroled in high schools, whereas in 1930, 46 percent were in attendance.

Whether the young people in the high schools actually prepare themselves to control social developments or not, they have a chance to do so—a chance which those who are now older never had. A boy or girl slaving in a mill or on a farm has little opportunity to acquire the information and inspiration necessary for leadership. A boy or girl in high school does have the chance. If the opportunity is wasted; if youth complains, then fritters time away, doing only what is required in the daily rounds of the schools, it will have something to explain if the next generation complains of a ruined civilization. But keep this in mind: *Youth has a chance.* It may rebuild a threatened social order. It may create a new security, new foundations of happiness — a great opportunity and a profound responsibility!—Editorial by **Walter E. Myer** of *The American Observer,* 744 Jackson Place, N. W., Washington, D. C. [Give this editorial to high-school students for discussion in classes. Let it be reprinted in school and community newspapers.]

Education for a New Society

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EDITORIAL NOTE. — *The theme of American Education Week 1934 is "Educating for Tomorrow." That theme is born of hope and courage and determination. It implies a clear purpose to teach the youth of America that the American dream is not dead, that a new and greater civilization is possible upon this continent, and that thru the intelligence and social purpose which schools exist to create, we shall win our way to a new and larger freedom.*

The following essay on social planning, prepared prior to recent significant developments under the national recovery program, shows a remarkable degree of foresight and anticipation.

Let this article be studied by college faculties. Let it be presented personally by teachers to leading citizens. Let it be reprinted in local papers and used for discussion by civic groups. Let each citizen be led to ask himself two questions: First, what kind of a society do I want? Second, what can I do to help build such a society?

LABOR-SAVING improvements have increased greatly during the past decade. The depression stimulates the process, for each industry must promote economies in order to survive. For instance, a wellknown national industry, by a thoro organization and standardization of processes and products in one of its large plants, is now able to maintain 1929 production with half as many engineers and workmen. No important inventions have contributed to the result in this case. In some industries the reduction of required labor is much greater and in others much less. It seems possible that, with another year or two of preparation, 1929 production could be maintained in many industries with reemployment of a small part of our unemployed labor.

Yet technological elimination of labor is only well under way, and may go very much further. It will be several years before we feel the full force of some developments. Part of this displaced personnel will be absorbed by new industries, but no developments are in sight that will absorb more than a small proportion. Even tho the ultimate result should be a total increase of employment and a higher standard of living, yet under the present system of distributing the products of industry, the intermediate period of unemployment may be prolonged and acute. It is to be hoped that we may avoid the tragic and long-continued disorganization and poverty which accompanied the first industrial revolution in England.

The major aim of vocational guidance has been to help young people decide upon and prepare for appropriate callings. This phase may continue to be most important, but there is a new problem of finding suitable occupation for the vast total of time and effort released by labor-saving developments. The way in which we handle both these problems will be greatly influenced by our ideas of a desirable social and economic order. Whether we recognize the fact or not, our educational program will be in view of some type of social and economic organization. The type we prepare for will have much to do with the type that is achieved. Educators and those being educated are not inert masses being acted upon solely by external economic forces. Their own hopes, desires, and expectations are causes of events as surely as are natural harbors or coal deposits. What we hope for and plan for and expect will have much to do with the type of social and economic organization which will emerge.

[II] There is an historic method of solving the problem of vocations in a time of overproduction and unemployment. It has been the standard method of the past, and its use has maintained stable cultures thru centuries of time. This method has been for those who have power to control resources and events to use that power for the accumulation and control of vast resources, and for the employment of the mass of men on a bare subsistence level to serve the wants of those in power. America has partially evaded this issue in the past, because our pioneer country enabled the mass of men to escape individually from extreme poverty, while rapid expansion maintained a high level of living. We can no longer escape this issue so successfully. Our program of vocational education will be a preparation for that historic economic order, or for some other.

This historic method has been in operation among nearly all civilized peoples up to the present. Perhaps the simplest and most dramatic case is that of Egypt during the time of pyramid building. There was a vast surplus of men and food beyond that necessary for maintaining life. It might have been used for educating the whole Egyptian people, for developing the sciences and the arts, for providing good homes for everyone, public sanitation, permanent roads, and other improvements, and in general for creating a civilized society. Such a course might have advanced the modern age by two thousand years.

The historic method has dealt with recurrent surplus of men and goods in various manners. Alexander, Cæsar, and Napoleon had one method. The Church with its cathedral building had another. Feudalism and royalty, with wars, palaces, ostentatious expenditures, and elaboration of conspicuous waste, had still another. In any of these cases, had the surplus of men and goods been turned to the education, discipline, and improvement of the mass of men, a new era might have been inaugurated.

Thruout its history America has wavered between two courses. [As an illustration of this conflict in early America, see the description of Shay's Rebellion

AMERICA must re-evaluate its educational program in terms of economic change and social purpose. Vocational education [1] must be preceded by intelligent counseling, [2] should not be too specific, [3] is an inseparable part of the development of the whole personality, [4] should be determined by needs of society, [5] must give consideration to intelligent consumption, and [6] belongs in the school and not in industry.— *Antioch College Bulletin*, Vol. 30, No. 2.

in John Marshall's *Life of Washington.* At the close of the American Revolution, according to Marshall, the common people of Massachusetts held that since rich and poor had fought the war together, they should start out in life on an equal footing, and that the Revolutionary bonds, floated at low rates, should not be redeemed at par to create a heavy burden of debt. The merchants of Boston believed that this contention would be sustained at the coming election. These merchants, therefore, privately financed an expedition to crush the movement before an election could take place. This action was fully approved by Marshall. It generally is minimized or omitted from American histories.] We are an offspring of Europe, and the historic method of using surplus crossed the ocean with our fathers. On the other hand, America, as one of the few such cases in history, has had a picture of a very general distribution of surplus goods and man power for raising the standard of living of the entire people. The American system of public education has been the chief visualization of this ideal.

In a pioneer country the issue between these two ideals could be postponed. It can be postponed no longer. Whether our enormous capacity for producing wealth shall be the occasion for reducing educational opportunity, and for reducing a large portion of our people to a provincial outlook and to primitive standards of living, as is constantly being suggested today, or whether it shall be the occasion for release from privation and for bringing to each person opportunity for the fullest development of his personality of which he is reasonably capable, presses for answer.

American education now faces that issue. The picture it presents of the future of opportunity and of education in America will be one of the causes to bring into being the program that is pictured. There is a strong movement in financial and economic circles in America today to treat the Amercian ideal of full educational opportunity in the way the Boston merchants treated Shay's Rebellion, and to fall back on the historic method of managing the economic surplus.

It is pointed out that we have come upon new conditions, that there are no longer jobs to go around, that there is an oversupply of educated men, that perhaps highschool education should be at the expense of the parents, that perhaps industry and not the schools should train its workers, and that the American doctrine of equality of educational opportunity must be abandoned.

We are told indirectly that where the American doctrine of equal educational opportunity comes into conflict with the present economic organization of our democracy, there is no question as to which must be sacrificed. In an economy of perpetual deficit and with pioneer conditions, this issue could remain undecided. With an economy of surplus and with the end of the pioneer era, it will not down. A program of vocational education will openly or tacitly assume one course or the other.

THE FOLLOWING material which has appeared in THE JOURNAL is of interest to laymen. Call these articles to the attention of influential citizens in your community: Interpreting the Kindergarten by Edna Dean Baker, 22:121-2; The Legion and the Schools by Russell Cook, 23:89-90; Lizzie Moore Forgotten by J. W. Crabtree, 22:243-4; The Tenth Generation by Harry Stillwell Edwards, 22:139-42; The Sword over Education by Glenn Frank, 22:107-10; Do We Want to Prevent Crime? by F. W. Hubbard, 22:204-5; The Most Important Question of All by Harold L. Ickes, 23:67-8; Education, the Nation's Safeguard by Charles H. Judd, 21:117-9; The New Leisure Challenges the Schools by Eugene T. Lies, 23:13-5; A Schoolboard Member Speaks by E. J. Overing, 22:254; Character Building, a Community Enterprise by F. C. Rosecrance, 21:51-3; Educating Children for the New Deal by Rabbi Abba Hillel Silver, 23:97-9.

[III] The following suggests some elements for a program of vocational education on the assumption that the results of technological advance shall be used for promoting the fullest development of our people, and shall not destroy hope of continued enlargement of opportunity.

[1] We should not evade the main issue by centering attention too exclusively on discovering the specific detailed activities of specific jobs.

[2] We should recognize three phases of the problem.

[a] Create a picture of an economic and social order that will use our enormous actual and potential wealth for the full development of the whole people, within the limits of the natural capacities and the social-mindedness of each. Plan an educational program and develop hope and expectation in young people according to this picture.

[b] Continue and improve vocational counsel and education for the going economic organization. It is a case of building a new bridge in place of the old while the old is still in use.

[c] Devise emergency programs for the occupation of those who are dislodged from employment by technological developments or by depressions.

[3] Recognize vocational education, not as an isolated problem, but as an inseparable part of the unified and integrated development of the entire personality. Whatever the intellectual, social, or economic status of a young person, his education should aim at the well-proportioned development of his entire personality.

[4] Educational opportunity should not be determined by the caprice of economic fortune or of other events, but should be in relation to intelligence, character, and other factors which affect capacity for education and value to society. This is what educators mean by equality of educational opportunity.

[5] Vocational education, that is, education for production, should be associated with development of discrimination and appreciation, that is, education for consumption. Increased wisdom in spending is equal to increased capacity for earning. This is commonly overlooked in vocational education.

American industry is based on intelligence in consumers. Farm and household appliances and a vast number of other products could have a larger market if more people were well enough educated to use them. To restrict general education would be to kill the goose that lays the golden eggs of American industry. There are definite limitations to our ability to consume *profitably* basic economic goods and services, such as food, clothing, housing, transportation, and recreation. Overconsumption may lead to debasement or to crude ostentation of competition. Only a small part of American productive resources is required to meet elemental needs.

When demand is disciplined by educated discrimination and good taste, so that excellence of products is demanded, then a new world of demand is opened, and there can be no overproduction of things of excellence. For instance, discriminating taste would demand that most American homes should be rebuilt. Since good taste is progressive, in a generation many of them would be rebuilt again. Production and consumption with disciplined good taste is a refining and ennobling process, but one of slow growth and one that absolutely requires educa-

tion. Sound liberal education for everyone is the only path to a wholesome and stable culture in an economy of great surplus.

[6] Up to the present, demand has been chiefly for relatively simple and standardized services. Mass production has centered on few products. Vocational education has directed attention to a relatively few well-standardized callings. *There are actually hundreds of new callings in their infancy or waiting to be developed, each capable of supporting few or many persons, and adding to the variety and interest in life.* As standard vocational opportunities grow less, we should explore for these new fields. In the meantime, as almost the most important element in vocational education, we should promote the imagination, persistence, and initiative which are imperative for developing new opportunities. This is more important than details of technic.

[7] It has been proposed that, instead of educating young people vocationally in public-school programs, many of them be turned over to private industry for vocational training. Except for learning specific technics, vocational education should be controled by the public-school system and not by private industries, tho cooperation is necessary and desirable. *The total life interests of the child and those of society as a whole, on the one hand, and the immediate economic interests of industry on the other, are strikingly in conflict.* Vocational education is not an isolated instance of such conflict. For example, during the industrial depression recovery would proceed faster if every person and every industry should begin carefully but normally to purchase to meet genuine needs. Each individual and firm, however, is driven to an extreme economy which for society as a whole is bad. A course which would be good for society as a whole becomes impossible as a course for private industries acting individually. Similarly, if industries should be relied on chiefly for vocational training, they would tend to be compeled to sacrifice the total life needs of young people for the special needs of immediate production. The economy of having a steady worker on one process is often in conflict with the need of the young worker for range and variety of experience. The industry may profit by a worker's skill on a particular job, whereas the life interest of the young person and the interest of society as a whole might be promoted by his leaving the firm for another field. Most individual managers would regret this conflict of interest and would prefer to train young people for their life work as a whole. They could not do this, however, for each industry would be in the grip of economic competition, and could not afford the expense. On this point, I speak from experience in trying to make part-time student work fully educational to the student, while fully profitable to industry.

THE FOLLOWING special features, eight to sixteen pages in length, which have appeared in THE JOURNAL during the past year are particularly valuable for use in highschool and teachers college classes. Are you using them?: The Interpretation of Education, October 1933, p177-92; Working Together—the National Education Association, November 1933, p217-26; Social Economic Goals for America, January 1934, p6-13; Emergency Federal Aid for Education, February 1934, p34-52; Secondary Education for the New Day, May 1934, 135-42; Essentials of Taxation by Harley L. Lutz and William G. Carr, series October 1933 thru June 1934.

Recently I discussed this subject with one of the most public-spirited manufacturers of England, whose firm does have the responsibility for the entire vocational training in the community. I was told that there is a constant conflict between the need of the industry for narrowly specialized technic and the need of the young worker for the full development of his life, and that as a rule the program is determined by the need for the narrowly specialized skill. Even where broader training is available for those workers who should choose it, they do not dare do so, for while they would be getting a more general education, the jobs would be taken by others who, in the meantime, had become equipped with narrowly specialized skill. Only by social control can this vicious circle be broken. Historical development has largely saved us in America from this conflict by giving the public-school control of education. Let us not surrender this very great advantage by turning boys and girls over to industry for their general vocational education.

[8] Vocational opportunities in America shift so rapidly that the vocational element in education should have a broad general base as well as a sharp focus on a specific job. Much vocational education fails in both respects. It is not general and fundamental enough in its foundations and is not specific enough in its applications. If we fail in this respect, we may produce narrowly-trained, inflexible workers who become obsolete and public charges when their particular skills are eliminated by technical changes.

[9] In the long run new types of production may absorb our total labor resources. Yet, for years to come, we may have a great problem of absorbing into industry those eliminated by technological improvements. That is an issue of very great emergency. Hundreds of thousands of young people who should have had their first jobs three years ago are still idle, and every month are more discouraged and less promising as employees. That process of the elimination of young workers was under way before the depression. To solve it is an emergency job and a wholesale job. No shifting from overmanned to undermanned industry will do it. We must create self-supporting industry on a wholesale scale. One way to do this is to develop relatively independent economic units all over the country, teaching the unemployed to produce what they can and to exchange with each other. Surplus can be sold for cash for inevitable cash expenses. Hundreds of such economic units are springing up spontaneously in many parts of America. Most of them are without guidance or competent administration, and must fail unless intelligent guidance appears. Vocational guidance here might carry a large number of people thru a difficult period on a self-sustaining basis. They could produce food, clothing, shelter, furniture, personal service, entertainment, and miscellaneous goods. The resulting level of subsistence might be lower than the standards of the recent past, but it would be tolerable. Unless such a move is made, we may have a large crop of permanent dependents and criminals. If we could have a welldirected national movement for the creation of production units whereby our unemployed surplus population could support itself, the organization, education, and management of those units and their interrelation with each other would absorb our excess supply of technical, professional, and managerial ability for years to come. The process would be gradual, for the necessary leadership has not been trained.

It may seem ridiculous to consider a nationwide system of production units to absorb surplus labor and production capacity, when we already have highly developed industrial organization. They are necessary because of a general lack of

social and economic imagination and insight. Only a change of social and economic viewpoints, from profit-mindedness to production- and distribution-mindedness, would be necessary to save all that effort and waste motion, and to bring general economic wellbeing by a more intelligent and social-minded use of existing resources and organization. However, the changing of social viewpoints is a slow and difficult process, and may be so long delayed that reliance upon it might bring disaster. For that reason, and for that reason only, the widespread development of production units among the unemployed may be the only immediate alternative to social deterioration, and vocational training for their development and operation may be important. It would absorb unemployed educational and professional skill in a program which would relieve the public burden, maintain selfrespect, and reduce industrial unrest.

[10] A short, perhaps hectic, period of replenishment of goods may put all surplus labor to work for a time, but the present American program of inadequate distribution of the products of industry will soon bring evil results again. Such unequal distribution in Europe and Asia has resulted in mass poverty for centuries at a time, while all the time there was surplus available for war and for conspicuous waste. Without conscious design, we may repeat that process. One step away from it would be a program of shortened days and weeks of work, with distribution of work among the whole people. Another step would be in extending rather than in shortening the school period, so that young men and women would be kept out of competition longer and be better prepared when they do begin work. That would require a revolution in education, so that education would teach skill and ability to work as well as academic subjects. Cooperation between school and industry in developing stamina and workmanship in young people is highly desirable. Under genuinely educational control, we should get over our fear of child labor. Labor and leisure are both necessary experiences for youth.

THERE ARE millions of young people today who are uprooted. They are not in a position to continue in school and they cannot find their places in the occupational life of the nation. It would be a tremendous influence for good if each teacher would give special help and guidance to one of these young people. This could be done by personal conversations, interest in his growth, visits to his home. There are a million teachers in the United States and if each would do this, it would mean a million young people with a new sense of direction. It would also mean a million teachers with a better firsthand insight into the conditions of daily life.

[IV] Great and continued changes in our public educational program are necessary to fit the public school and college for the real needs of life. Those changes can best be made by competently trained men in reasonably financed educational systems, and not by a restriction of educational opportunity. Every real economy and every elimination of waste is, of course, desirable. Quite generally those educators who are most critical of our public education are the ones who are most anxious to see adequate resources available for its improvement.

To repeat the remark at the beginning of this paper, vocational education must be an integral part of education as a whole. Great lives and great ages never grow from dead hopes. In our vocational education let us not teach despair, surrender, and social retreat. Let us arouse expectation that life shall be a great adventure, that opportunity is not exhausted, that every person should have opportunity in proportion to his character and ability. Let us teach our boys and girls that the American dream is not dead, but that in them it should find fulfillment. Education will surely reflect a philosophy of life and of society. There can be no full unity as to methods where there is great disunity as to aims.—From *Occupations*, Vol. 12, No. 2.

A Teacher's Appraisal of Home Visiting

I HAVE READ with interest the recent articles appearing in THE JOURNAL on home visiting. [See Vol. 22, p231-2, 260-1; Vol. 23, p37-8, 83-4.] During this time of added stress, the schools are having all they can do to keep from being submerged in the flood of criticism which is pouring over them from all sides. The closer contact and better understanding between the home and the school, which result from the visits of the teacher to the homes, is one of the most effective means of combating this antagonism.

For the past two years, under the direction of Superintendent Harold R. Maurer, the Garfield Heights, Cleveland, Ohio, schools have carried on a systematic program of home visiting. Each fall every teacher in the elementary and high schools is requested to visit the homes of her homeroom pupils. A brief mimeographed form is filled out for each pupil giving the following information: Date of visit; members of family interviewed; attitude of parents and any remarks the teacher feels pertinent to a better understanding of the child or his environment. These comments are filed so that class teachers may have access to this information at any time.

In connection with their theme writing, the pupils in my 10B English classes were asked to write their opinion of teacher visiting. They were told they would not be graded on the nature of their replies. Out of 127 comments, 121 were favorable and many students expressed the wish that their class teachers could also visit their homes. Since the great majority of students have definitely foreign background, the success of this program, is all the more significant.

It has always been easier to establish a close relationship betwen the home and the elementary school than the home and the high school. It has been the aim of the present administration of Garfield Heights schools to foster the same close relationship in the high school.

It was surprising to note that many parents were quite unaware of the grave financial predicament of their schools. School administrators are too prone to sit back and hope. It seems to me that the launching of an effective program to bring the home and the school to a better understanding will do more than anything else to keep the schools at the present level of achievement so gradually and painfully acquired.—**Elizabeth C. MacLearie,** teacher, Garfield Heights High School, Cleveland, Ohio. [Why not work out a program of home visiting for your school during the early fall weeks as an excellent foundation for the American Education Week observance?]

By permission of the Smithsonian Institution, Washington, D. C.

Learning to shoot with bow and arrow. The little Indian boy's food, and perhaps his life, depend on how well he learns this lesson.

Before Schools Began

WHAT BOY has not wished for the wild, free life of the forest or the open plains? As he struggles with arithmetic and history, how he envies the Indian boy his hunting, fishing, swimming, riding on a pony, wrestling with his comrades, or engaging in other delightful activities! And in the evening to sit beside a friendly campfire and listen breathlessly to the fascinating legends of his tribe!

Suppose that by some magic our schoolboy should suddenly find his wish granted and wake up some morning in a tepee. He would soon discover that many of the Indian boy's activities which, at a distance, seem like play are actually part of a stern course of training, intended to fit him for the life he will follow when he becomes a man, just as surely as our more formal schools are a means of preparing our boys and girls for adult life. For a child does not always remain young. Be he a member of the Sioux tribe or a resident of Sioux City, he spends part of his childhood in preparation for the duties which will face him when he is grown. Actually, the child in a primitive tribe spends less time in "play" than civilized children do. The "play" of Indian children so closely resembles the work of their parents that it is hard to distinguish them. The food, protection, clothing, and shelter of the Indian depends largely upon how well the boys and girls learned to hunt, fish, sew, cook, and till the soil. Neglect of these lessons might cost them their lives. Wouldn't our children be horrified by such a penalty for failure on examinations?

Once a real Sioux Indian boy suddenly found himself removed from his tepee to the white man's house and attending the white man's school. When he grew up he wrote the story of his childhood among the Indians for his own little son to read. Other boys, however, may enjoy it with him. Listen, then, to Hakadah, as he recounts his uncle's attempts to teach him to be observant, alert, and brave:

> My uncle, who educated me up to the age of fifteen years, was a strict disciplinarian and a good teacher. When I left the tepee in the morning, he would say: "Hakadah, look closely to everything you see"; and at evening on my return he used to catechise me for an hour or so. "On which side of the tree is the lighter-colored bark? On which side do they have the most regular branches? How do you know there are fish in yonder lake?" "Because they jump out of the water for flies at mid-day." He would smile at my prompt but superficial reply. "What do you think of the little pebbles grouped together under the shallow water? and what made the pretty curved marks in the sandy bottom and the little sand banks? Where do you find the fish-eating birds? Have the inlet and the outlet of a lake anything to do with the question?"

After this "examination" would follow instruction in the arts of hunting:

> "In hunting . . . you will be guided by the habits of the animal you seek. Remember that a moose stays in swampy or low land or between high mountains near a spring or lake,

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A PRIMITIVE lesson in pottery. Before schools began, older members of the tribe taught the young.

for thirty or sixty days at a time. Most large game moves about continually, except the doe in the spring; it is then a very easy matter to find her with the fawn. Conceal yourself in a convenient place as soon as you observe any signs of the presence of either, and then call with your birchen doe-caller. . . ."

But this was the easiest part of an Indian boy's education. Hakada tells us that:

All boys were expected to endure hardship without complaint. In savage warfare, a young man must, of course, be an athlete and used to undergoing all sorts of privations. He must be able to go without food and water for two or three days without displaying any weakness, or to run for a day and a night without rest. He must be able to traverse a pathless and wild country without losing his way either in the day or night time. He cannot refuse to do any of these things if he aspires to be a "warrior."

Hakadah's story shows very well how the training of boys in primitive society develops keen senses and great endurance. While the boy thus learns how to fight and hunt, his sister is taught the even more important skills and information which the women of the tribe have developed. The little Dakota girl helps her mother with the cooking. It is an easy step for her to move from making dolls' clothes for practise to making real clothing for the family. The arts of pottery, cooking, medicine, and sewing are thus handed down from the older women to the girls. When primitive tribes first begin to cultivate the soil, the girls and women are chiefly responsible for planting and harvesting the crops. Often, too, the women play an important part in the building of their houses. Each of these civilizing activities is accompanied by its appropriate music, literature, and decorative art.

The strongest emphasis in primitive training is placed on the needs of the prospective adult. Vocational and physical education are the chief interests. Even religious training is regarded as chiefly useful; for savage ceremonies attempt to get help from the gods in agriculture or the hunt. Primitive education, then, is intensely practical. The savage child can study directly the life of his elders. He hardly needs the formal educational introduction which modern organized society requires.

Imitation and memory are the chief ways of primitive learning. The primitive child has few things to learn, it is true, but these few must be learned thoroly. Thus, primitive children learn to dance by standing behind a dancer and copying every move. However, remarkable as are many of its results, primitive learning has its disadvantages. Children and adults tend to become "set in their ways." Their training makes new learning difficult. Obviously, their education is blocked when they refuse to change old ways for better new ones.

While we find much to criticize in an education which ends so quickly, leaving the child with only a small body of knowledge and an antagonism toward further learning, the elders of the tribe are pleased with these results. For primitive peoples are conservative. They trust the beaten path. Beset by dangers, the savage tries to keep things as they are so that they will not get worse. He believes that tribal unity is essential to this stability and he will often make great sacrifices to preserve the group. His advice to the young is, "Follow the customs of your father."

The heart of primitive man is delighted by a tribe whose members are as nearly alike as it is possible for selection and training to make them, for he sees in this similarity a unified group and a more secure existence. In fact, the savage is usually violently opposed to permitting one member of the tribe to differ even slightly from the others. He does not consider whether a given child is adapted, mentally, physically, or emotionally, to the rigorous training which everyone must undergo. A terrible penalty is often inflicted upon those who fail. They bring down upon their heads all the wrath and scorn, to say nothing of physical punishment, which the savage heart can express. In some tribes those who fail are made slaves.

We have been speaking of primitive

IT IS one of the most amazing paradoxes that in America where schools have had such a vast and rapid development, there should have been almost nothing in the school curriculum which would help young people to understand and appreciate the institution that means more to them than any other, excepting only their homes and in some cases the church. This article is the first of a series dealing with the history of the school, by Charles A. Beard and William G. Carr, which will be published in THE JOURNAL. This excellent body of material for study and learning will be reprinted separately, so that it may be available at small cost. It may well be introduced immediately into the study program of every highschool student, can be made a part of the course in civics, American History, or English. It can be correlated with any subject if the teacher is sufficiently interested in leading the pupils to an understanding of the school itself. —Joy Elmer Morgan.

education in general; actually, however, the aims, content, and methods of education differ widely among the various tribes. At its best, primitive education is an effective tool for accomplishing certain results. It establishes habits which help the growing child to survive amid the conditions of his life. This is no small accomplishment. Civilized man tries to do the same thing only in a different way. Apart from method, there is another important difference: The savage child establishes habits which will help him to meet existing conditions; modern schools try to help children to cope with new and changing conditions. We have by far the more difficult task.

At the lowest levels of human culture, no effort whatever is made to teach the children. The children merely "absorb" the few habits of life which the tribe follow in daily living. Some of the wildest and fiercest tribes show great tenderness toward babies and very young children. The love of the parents for their children is so unreasoning they may not punish a child even lightly, however serious to himself and others may have been the results of his misconduct. Among many groups of savages no trace of parental discipline exists. These unwise parents may strike a child a blow with a heavy club in a fit of rage, but they have no idea of punishment as a means of teaching the child to avoid future misconduct.

Primitive people apparently do not think of education as a gradual change and growth. They realize that by some means the child must change greatly before he becomes an adult; but how such a change takes place or what laws govern it they do not know. They think of this change as *transformation* rather than *growth* and many savage tribes follow a process which they firmly believe causes a genuine rebirth within a few days or weeks. This process usually begins when the elders decide that a number of boys have reached the proper age to be initiated into adult tribal membership. A day is appointed for the ceremony. All the men turn out in full tribal dress, for to them this is a matter of grave importance. These ceremonies vary from tribe to tribe, but generally they attempt physical transformation from a child to a man by bathing, sweating, and scrubbing the body with sand. Cuts may be made with a knife to let the "child" blood out. This is followed by endurance tests such as extreme fatigue from running; tattooing, heating, and cooling; knocking out teeth; forcing the boy to remain motionless for a long time; and whipping. All of these the boy must endure without a cry of pain. When the ceremonies are concluded the boy is disguised by paint and dress and is given a new name. The tribe believes that he has suddenly become a new and mature individual. He is welcomed back into the tribe as an adult. The boy, himself, may believe that he is an entirely changed person; even to the extent of thinking that he has forgotten his own name. The initiation of girls differs from that of boys in many respects, but still we would consider it very severe. Such ceremonies are ordinarily conducted with impressive secrecy. Instruction is also given concerning the religious superstitions, taboos, and customs of the tribe.

It is a far cry from the training of the savage child to a good modern school, with its skilled care and consideration for childhood. Yet long ago our ways of educating children were doubtless similar to those of the primitive peoples who inhabit the earth today. Our present system of education still has far to go before it reaches our ideals, but it is encouraging to know that it has been possible to develop as good a plan as we have from such crude beginnings. Future articles in this series will trace some of the steps in this long process of development.

—**Charles A. Beard,** formerly Professor of Politics, Columbia University, and **William G. Carr,** director, Division of Research, National Education Association. [Schools using this material are invited to write the editor their experience with it.]

IS IT not an anomaly that the school teaches its pupils, formally, almost nothing about itself? We teach the history of the Roman Senate, the French-Indian war, and the Republican tariff; but almost nothing about the history of the American public school. We tell them how the Revolutionary War debt was funded and explain the incidence of tariff and revenue taxes but we tell them nothing about the problems of financing their own schools. We explain the motives that led to the expansion of slavery and expound the reasons for the bicameral system of legislation but we leave young citizens in the dark as to the objectives of education in a democracy. No wonder that later, as adults, they confound us with strange, ignorant, and obstructive attitudes toward current problems of educational policy. We have not made the school as an institution an objective of education.—Ross L. Finney in A Sociological Philosophy of Education, The Macmillan Company, New York, 1928.

By permission of Miss Kathleen Becker, Surrey, England

PRIMITIVE people believe that these strange ceremonies suddenly transform the young people into mature citizens of the tribe.

Thanksgiving

So far as I'm concerned, Miss Morton, there won't be any Thanksgiving this year," little Helen Wray had said.

Plans for the sixth-grade Thanksgiving program had not been going along smoothly; the student committee missed Helen's suggestions and help. As a rule, Helen's only fault was that she wanted to contribute too much. Her teacher was thus the more astonished at her flat refusal to cooperate with preparations for the Thanksgiving program.

Hoping to locate the trouble, she had asked Helen to stay for a moment after school.

"Helen, I'm afraid the Thanksgiving play won't be as good as our American Education Week program, since one of the most valuable members of the committee has gone back on us."

It was then that Helen had said, "I'm sorry, but let's not talk about it. So far as I'm concerned, Miss Morton, there won't be any Thanksgiving this year."

Jean Morton, grading papers that evening, found her thoughts straying away from arithmetic. She could not forget the suppressed bitterness in the unchild-like comment. She wondered again at the "touch-me-not" wall of reserve with which the child had suddenly surrounded herself.

"I wish I were an experienced teacher;" Jean thought, "then I would know how to deal with this situation." With sudden determination she laid the arithmetic papers aside. "They can wait. I'm going over to see Miss Kramer. Maybe she can tell me what to do." In this, her first year of teaching, Jean had more than once found in her principal's counsel the solution to a perplexing problem.

Miss Kramer was a good listener. "It isn't that it makes any difference about the program," insisted Jean earnestly. "The thing that troubles me is that there was real tragedy in that child's voice. I want to help her and I don't know how."

"Are you sure that nothing has gone wrong at school?" asked Miss Kramer.

"Almost positive. As you know, her schoolwork is easy for her, and she is one of the most popular children in the class."

"Do you know anything about her home life?"

"Not much," the younger teacher admitted. "I haven't visited the homes of my children yet, altho I know you strongly advise it."

The other smiled and said nothing.

"Honestly, Miss Kramer, I don't have time. What with the regular class routine, plays and programs to work on, reports to make out, papers to grade, and the thousand and one other things I have to do, I simply can't squeeze home visiting in. I realize it's important but——" she paused and still Miss Kramer made no comment.

Jean laughed. "Your silent argument convinces me. When shall I go and what shall I say?"

"Why not go tomorrow afternoon? Can you?"

"We-ll, I guess so. I was planning to play tennis. It is so seldom I can find time for that, either." She sighed, momentarily wishing for the carefree college days which had ended in June. This teaching business certainly demanded more than she had realized!

Miss Morton visited the Wray home the next afternoon.

In the principal's office the morning after the visit, Miss Morton, distressed, recounted her experience.

"I could hardly sleep all night for worrying over the Wray family. They're such nice people. Mr. Wray has lost his job recently and his wife has been ill. Doctor bills have taken their savings; they're too proud to ask for charity, and are going further and further in debt." She stopped to get her breath and then continued:

"He was a librarian. When Mayor Blank came into office two years ago, he made political plums of the city librarianships. Did you know that?"

The principal nodded. "We school people were very much opposed to his election because his record showed that he was against schools, libraries, recreation centers, and other public services. We supported his opponent—and were severely criticized for 'trying to feather our own nests.' People sometimes forget that teachers are citizens, too, you know."

"Well, Mr. Wray voted against Mayor Blank, and do you know they somehow found out about it, and ever since have threatened to dismiss him on one pretext or another! Several months ago he was let out.

"Maybe you wonder how I learned all this. My interest in Helen seemed to be a bond between me and her parents. I think the Wrays welcomed the relief of telling someone about their troubles; they've tried to hide them for so long. They have talked the whole matter over with Helen, treating it as cheerfully as possible—but she realizes that things are darker than her parents admit to her. No wonder the child has scratched Thanksgiving Day off her calendar.

"Mr. Wray is already beginning to think he's a failure. And I feel so sorry for Mrs. Wray. She thinks her illness has made her a burden——"

It was all such an old story to Miss Kramer. She came into contact with similar cases every day. The Parent-Teacher Association was already doing all it could to assist.

But to Jean Morton the plight of the Wray family was a new experience, a challenge. "I'm going to help them before Thanksgiving," she declared. The principal was sympathetic but skeptical. . . .

The day of the Thanksgiving play came. Miss Morton had with some difficulty persuaded Mr. and Mrs. Wray to come. She greeted them with a low, "I think I have some good news for you." She hurriedly explained, "I called on Jimmy Lake's parents last week—Jimmy is one of my pupils. Mr. Lake happened to remark that he needs a new parttime clerk in his grocery store. I recommended you for the job and I think if you apply, you'll get it. Of course, it isn't much of a job, but maybe it will tide you over until you can get back into your own field." She felt rewarded when she saw the incredulous hope and gratitude that lighted both faces—and which was then reflected in Helen's, who from the other side of the room, was watching them.

"We are planning to re-classify some of the books in our school library this winter," continued Jean, "and as we haven't a regular librarian, we're rather at sea about it. You're an expert, Mr. Wray. Won't you drop in sometimes and give us suggestions?" She could almost see his selfrespect returning!

The play was a huge success. For Jean the climax was reached when Helen squeezed her arm and said,

"Gee, Miss Morton, wasn't the program swell? And isn't Thanksgiving *fun?"*—**Mildred Sandison.**

A Bill of Rights for the New Age

THERE WILL BE no New Deal in America unless we genuinely desire it, plan for it, sacrifice and labor for it. Fortunately most people today are dissatisfied with conditions. They are eager to cooperate with plans which will pattern our world into a more livable place. They know that none of us has security unless all of us have security; they are beginning to realize the meaning of the old phrase that "No man liveth unto himself."

This desire for security accepts the old doctrines of liberty and equality on which our nation was built, but also recognizes the need to restore those ideals in terms of today's life—in terms of a new and bewildering age of unemployment, uncertainty, rapid change, and dependence on each other.

It is not easy to restate our historic goals in terms of today's needs. Try it for yourself. Let every student and teacher ask himself: *What kind of a country do I want?* What are the principles and purposes around which I would build were it within my power to lead America forward? If I had an opportunity such as the colonists or the pioneers had, to build a society, what kind of a civilization would I pattern?"

It was this question which a committee of the National Education Association was seeking to answer when it formulated ten social economic goals for America. [See THE JOURNAL for January 1934, p5-12.] These goals restate America's historic ideals in terms of ten simple human rights to which every individual is entitled in the New Age.

These goals may well form the basis of civic and economic study in every school in America. Encourage young people to study these goals in relation to their own homes, their neighborhoods, and the industries and enterprises of their communities. Is there security or lack of it? Order or disorder? Fair play or control by a few?

The next question follows logically from the first: *What can we do about it?* Under each goal let the student ask himself what he can do to bring about its realization in his community, state, nation, and world. During American Education Week let parent-teacher associations and other civic groups study the goals in relation to community needs and ideals.

[1] Hereditary strength—everyone has a right to be wellborn and under conditions which will conserve his innate strengths and capacities.

In considering this goal, think of such questions as these: What instruction does your school give in homemaking, choosing a mate, rearing a family? How many young people in your community find it economically impossible to marry and rear a family? What effects will the diminishing birthrate among well-educated people have on American society? Consider this goal in relation to point four of the *Children's Charter* advocating maternal and infant care.

[2] Physical security—everyone has a right to protection from accident and disease.

What proportion of the people in your community live in unsanitary or crowded quarters? Do you think that better housing for the poor should be provided at public expense just as education is? How can your community provide medical care for people with low incomes? What is the chief cause of fatal automobile accidents in your community?

[3] Participation in an evolving culture—everyone has a right to share the skills, standards, values, and knowledge of the race.

Has your community's education budget been reduced in the last four years? If so, how has the reduction affected teachers and the school system in general? Do a large percentage of the boys and girls of your community remain in school until they graduate from high school? What educational activities are provided for unemployed young people? for adults? Are public education and the fine arts considered a regular responsibility of the board of education?

[4] An active, flexible personality—everyone has a right to conditions which foster the development of initiative, ability to weigh facts, resist prejudice, and act cooperatively.

Do the employers of your community invite their employees to share in the solution of mutual problems? Does your community support parks, playfields, and other recreation centers to offset the strain of sedentary and machine work? Is there a citizens' council in your community? Does your school sponsor public forums for the discussion of social-economic problems?

[5] Suitable occupation—everyone has a right to whatever joy the most fitting work can bring.

What are the opportunities for employment of young people in your community? How can your school enlist the support of citizens in a better distribution of work now available? in expanding established types of work? in creating new types of work? What percent of the last five graduating classes of your high school are now unemployed?

[6] Economic security—everyone has a right to a minimum income that will provide a reasonable standard of living.

How many people in your community are dependent on public relief? Is the amount of unemployment greater or less than in neighboring communities of similar size? Investigate working conditions in your community. Have hours of labor been shortened? Has child labor been abolished? Account for the fact that there is greater interest now than formerly in old-age pensions and other forms of social insurance.

[7] Mental security — everyone has a right to trustworthy information from unprejudiced, unbiased sources.

What advertisements of foods, medicines, or cosmetics over your radio or in newspapers, impress you as probably false? Where can the citizens of your community get information about the merchandise they buy? Does the public taste in your community demand that good films be shown in the local theaters? Are the citizens willing to vote necessary funds to maintain a good library? Is the circulation of low-grade books and magazines contrary to public sentiment?

[8] Equality of opportunity — everyone has a right to the fullest possible development.

How is the wealth in your community distributed? Is there extreme poverty on the one hand and extreme riches on the other? Are political offices in your community awarded for merit rather than thru influence or bribery? Does your state provide equal educational opportunities for every child or are some schools poorly equipped and housed?

[9] Freedom — everyone has a right to the widest sphere of freedom compatible with the equal freedom of others.

How should training for citizenship be different in a democracy from what it is under a dictatorship? Are you taking any studies which help you to understand what your local government is doing? What are you and your school doing to promote better informed citizenship? Has there been an increase or decrease in crime in your community during the last twenty years?

[10] Fair play—everyone has a right to expect others to act in conformity with the highest good of all.

How do rates for utilities, such as water, gas, and electricity in your community compare with rates in other cities of similar size? Are local manufacturers allowed to sell adulterated foods? Are employers in your community willing to arbitrate with their employees?

Toward a Better America

THE 1934 commencement program of the Muncy-Muncy Creek Public Schools, Muncy, Pennsylvania, was based on the Ten Social-Economic Goals of America as formulated by a committee of the National Education Association. The program is arranged as a court trial in which American Society challenges the graduating class to prove its ability to take an active part in the civic and social life of America.

The action of the court involves:

A judge who sits on the case
A clerk who records the proceedings
A district attorney who argues the case for the plaintiff—Modern American Society
A class attorney who argues the case for the defendant—Class of 1934
Ten witnesses who give evidence and testimony in behalf of the Class of 1934
Twelve jurors who decide whether or not the class is eligible for full participation in American life, and render a verdict
Plaintiff—Modern American Society
Defendant—The Class of 1934 of the Muncy-Muncy Creek Junior-Senior High School.

The following which is abridged from the trial as worked out by the Muncy-Muncy schools will be helpful to other schools undertaking similar projects. It would also make an excellent American Education Week program.

Judge—The clerk will please call the next case.

Clerk—The next case is a writ of restraint in which Modern American Society, the plaintiff, proposes to restrain the Class of 1934 of the Muncy-Muncy Creek High School, the defendant, from entering into active civic responsibility until its members have proved their qualifications.

Judge—Are there attorneys to represent both?

District Attorney—Yes, your Honor, I have been retained to represent Public Society.

Class Attorney—I have been retained by the Class of 1934 and have been given 10 of their members as duly qualified witnesses.

[A jury of 12 members is then selected]

Judge—The Court is now ready to hear the case of American Society vs. the Class of 1934 wherein the class will be called upon to prove its competency to enter upon a career of intelligent and serviceable citizenship in modern American society. The prosecution will present its argument first.

District Attorney—If America is to prosper and progress in more than a merely material sense, she must look to such vital and significant qualities in her present and prospective citizens as the following:

[1] A sound physical heredity at birth
[2] Adequate knowledge and training in the preservation of health from birth thru life
[3] Ability and inclination to take an active part in the social life and culture of the land
[4] A flexible, dynamic, acceptable personality
[5] A suitable and productive occupation
[6] A rational confidence in an adequate means of livelihood
[7] Security from deception and delusion and fortification against any distortion of truth
[8] Equality of opportunity, of life, liberty, and the pursuit of happiness
[9] Freedom of action, of speech, and of other forms of self-expression
[10] Fair play for self and for others as expressed in the familiar Golden Rule.

These desirable elements are far from universal among the present citizenry of America.

[The Prosecution describes how each of the ten goals have failed to be realized by many citizens.]

Such citizens, whether they be the perpetrators of these deplorable conditions or the victims of them are surely stumbling blocks in the way of the better America of tomorrow. Let me inquire whether the members of this graduating class are of the kind that will add to this negative side of our social America. . . . If there is one institution in America to which we should be able to look for proper and adequate training of youth for intelligent, effective, and happy life in American society, it is the public school.

Judge—Will the attorney for the Class of 1934 proceed with his evidence and witnesses.

Class Attorney—I accept the charges set forth and in so doing, I desire to place a considerable amount of the responsibility upon the public schools of the past which have educated the present citizenry. It is quite evident that since a very high percentage of the adult population of America has had a highschool education, the schools have hardly done all that we should expect them to do in training youth.

My first constructive argument is that American Society is going to find it necessary to demand more of the schools than ever before in citizenship training, and since this is so, American Society will find it necessary to expand the school system beyond its present scope, to enlarge its service in the public interest, and to enrich its program of studies. . . .

My second argument is that the schools have already begun to meet face to face the problems of training for better and more effective citizenship in America. In fact, the school which we represent here today, has gone a great way toward this very end as I will attempt to demonstrate to you thru our several witnesses.

Judge—Call your witnesses.

Class Attorney—Witness No. 1, you have heard the plaintiff state the first indictment, namely, that all too prevalent in America are citizens who have been handicapped from birth with defective physical bodies, citizens who lack accurate information, who are ignorant of correct physical standards, and fail to realize the full importance of biological endowment. Will you explain what you know about the Class of 1934 with relation to this goal in the life of a good citizen in modern America?

Witness No. 1—Presents his testimony in behalf of his class in accordance with the following outline:

[1] He explains and defines the qualification and requisition named; [2] He points out its meaning and application to American life; [3] He discloses its importance; [4] He tells what the school has contributed toward educating the class up to this standard and qualification of good citizenship.

Judge—Call the next witness.

Class Attorney—Witness No. 2, you have heard the plaintiff state a second indictment, namely that all too prevalent among American citizens are physical suffering and loss due to poor medical attention and the like. Will you explain what you know about the Class of 1934 with relation to this requisition to the life of a good citizen in modern America?

Witness No. 2—Presents his testimony in accordance with the outline suggested above.

Each witness is called upon to answer one of the ten indictments set forth in the plaintiff's arguments as follows:

Witness No. 3 answers the third indictment—all too prevalent in America are citizens who lack the background and the abilities necessary to participate actively in the civic, social, and cultural affairs of American society, who lack the necessary knowledges and abilities even in the spoken and written languages, in music, and in art to become a part of America's cultural living, who are too deficient in appreciating good values to reap their just share of the world's beauties and enjoyments.

Witness No. 4 answers the fourth indictment—all too prevalent in America are people with colorless, static personalities that resist new things, that lack initiative, keen judgment, and a cooperative attitude.

Witness No. 5 answers the indictment—all too prevalent are discontented citizens who are employed in work poorly suited to their natural temperaments, capabilities, and interests, or who are not employed at all.

Witness No. 6—all too prevalent are citizens who exist in a state of constant anxiety and distress, who hardly draw a free breath thru lack of confidence in the source of their income, whose minds are hampered for effective effort because of worry over economy instability.

Witness No. 7—all too prevalent are citizens whose innocent eyes as children have been blinded by the dust of superstition, fraudulent advertising, and prejudiced information so that they are confused as to what to believe.

Witness No. 8—all too prevalent in America today are people who have been crowded out of their just opportunities to work, their right to enjoy a reasonable share of the luxuries and comforts of life, crowded out even of their equal opportunity for adequate education.

Witness No. 9—all too prevalent are citizens who have been denied personal freedom to vote as they choose, to speak their honest opinions and convictions without fear of penalty.

Witness No. 10—all too prevalent are citizens of our land who are not guided by a spirit of fair play, who are prone to disregard the Golden Rule whenever it works to their own inconvenience.

[The Judge then charges the Jury to return a verdict.]

Jury Foreman—The Class of 1934 we find, while far from perfect in the achievement of these high goals, is embued with a genuinely sincere attitude toward their achievement, and we are therefore ready to declare them entirely worthy to launch themselves fully and freely upon American society where they will have, we hope, ample opportunity to strive toward the complete realization of these aims. The jury desires to add that we expect the schools to do more and more toward the fulfillment of these ten excellent goals of American life. . . .

Shall We Enter Politics?

JOHN K. NORTON
Chairman, Joint Commission on the Emergency in Education

TRADITIONALLY educators as a group have exercised little political influence. The experiences of the last five years are causing a change in policy in this matter, at least so far as school issues are concerned. From Wisconsin to Florida and from New Jersey to California, teachers organizations are critically and exactly appraising the viewpoints on education of candidates for national and state offices. This course is justified by what has happened to schools and colleges during the emergency. It is also defensible as a permanent practise.

Let us examine some of the considerations which justify teachers in using the power of professional organization in dealing with political issues affecting education.

First, the welfare of schools and children can best be advanced if teachers are articulate on issues which have large educational significance. Their superior technical knowledge of education and their practical experience should be made available to the public and to governmental representatives and should play a major role in promoting sound educational advance.

Second, it is the right and duty of teachers as citizens of a democratic nation to make themselves heard. The rights of free speech, petition, and suffrage are fundamental guarantees under our form of government. They should be used by all citizens to protect and to improve institutions vital to the public welfare. No institution is more vital to the general welfare today than the public school.

Third, the trend of governmental development and procedure makes it imperative that teachers should use organized methods in the realm of politics. Governments are increasingly recognizing that minority groups may play a constructive role in the affairs of state. Representatives of business, professional, and other social groups are coming to constitute a third "house" in their practical influence. Representatives of organizations centering in the national and state capitals frequently constitute the best available source of information as to the demand for and the results of legislation. Legislators would be seriously embarrassed if they were denied access to this information and counsel. Sound public policy justifies the practical use of every legitimate source of information in determining and administering public law.

Furthermore, the individual finds that his voice is hardly heard amid the discordant babble of the diverse groups living in the political district where he votes. These considerations often make it necessary for teachers and other groups to deal with public officials on an organized basis.

Fourth, the whole trend of social development is emphasizing the fact that effective action depends upon willingness and ability to work thru cooperative enterprises. In theory we might prefer to have it otherwise. The facts of an increasingly complex and interdependent civilization, however, demand more organization and cooperation. Teachers cannot escape this trend. They, too, must develop and employ the instruments of cooperative action.

Fifth, the fact of social change requires a continual revision of educational procedures. In a static society curriculum revision, for example, is no problem. But in a changing civilization, continual reappraisal of the purposes and practises of the school are required if it is to adapt itself to new demands. Failing in this adaptation, it ceases to be socially effective. Recent events demonstrate that powerful forces oppose changes in our system of education demanded by twentieth century conditions. Educational advance, whether it be concerned with curriculum revision or methods of financing the schools, must be fought for. The fight will be lost before it is begun unless teachers understand and realistically employ the power of professional organization.

This policy involves dangers which should be of peculiar concern to the members of a profession. These dangers should be frankly recognized and resolutely guarded against.

There is the danger that once teachers taste fruits of collective action they will use their power for selfish and unsocial purposes. This danger is always involved when a group creates an organization. It may be used for good or for evil purposes. Minority groups sometimes abuse their power, but it is none the less a fact that socially-minded, intelligent, and fearless minorities have been responsible for much of our progress.

There is also the danger that the general public will misunderstand teachers' motives and resent their vigorous espousal of measures aimed at educational progress, particularly if they involve increased taxation.

There is the immediate and practical danger that representatives of teachers organizations, because of inexperience and over-enthusiasm, will be inept, if not indiscreet, in the tactics they employ. They may be maneuvered into partisan positions by less wellmeaning but more experienced campaigners.

But these dangers are not inherent in professional organization. We can avoid selfish or ill-advised proposals by employing technics which guarantee the development of socially defensible programs. Representatives of schoolboards, parents, and other intelligent and influential laymen should be invited into our councils. The approval of a program by representative citizens, who have no direct vested interest in education, is an excellent indication that it is in the public interest.

Research is fundamental to the development of intelligent proposals for improving the schools. We can also secure the advice of experts in such fields as taxation and educational administration. We can insist on such qualifications and rewards for those appointed to executive positions in our organizations as will attract to these positions the best minds and finest personalities of the profession.

These are some of the considerations which justify the tendency of educators to play a more dynamic role in the political arena, and which need to be kept in mind during the heat of battle.

IN ORDER that the teacher may make his voice heard in a world in which power depends increasingly on organization, the entire profession of teaching from kindergarten to college and university, should be brought into a single association organized into appropriate divisions along functional and territorial lines.—Commission on the Social Studies, American Historical Association.

Science in the Elementary Schools

JAMES F. CONWAY

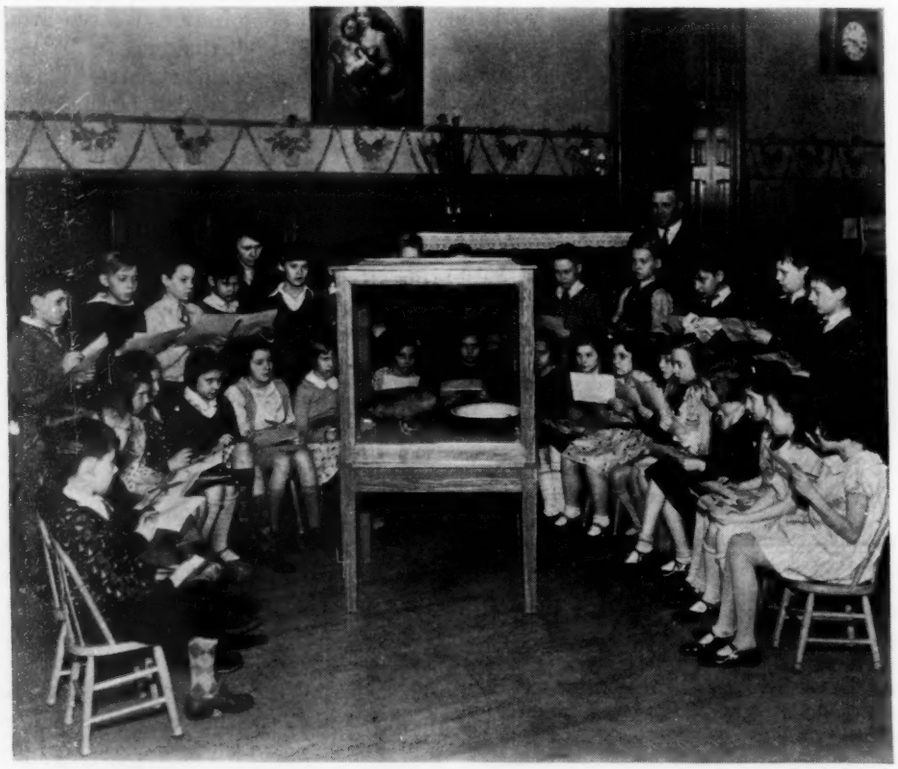
Lowell High School, Lowell, Massachusetts

IF OUR young people are to be prepared for an understanding of this world, a field of knowledge as pervasive as science cannot be neglected even in the elementary schools.

Too much has been expected in the past of the teaching of the sciences in our junior and senior high schools. As a matter of fact, except for a little nature study, sometimes in connection with geography or reading, pupils can graduate from the senior high school today with little acquaintance with the scientific world in which they live. To find highschool seniors, who do not know the names of the common alkalies or common solvents in the home, who define soil as sand, who think that the oil put into an automobile serves as fuel, who are totally unfamiliar with what Muscle Shoals stands for, is an indication that our schools are not preparing the pupils for intelligent living.

It is, however, not alone for adult life that science should be considered as a part of the curriculum in the elementary schools. The very home surroundings and the great outofdoors where little children are expected to spend their leisure time should likewise be interpreted and understood. Boys and girls are interested in flowers, birds, trees, stars, and the skies. They enjoy a kinship with the outer world. It is an opportunity of teachers to foster this love of nature and to develop a wholesome interest in the beautiful things which are provided for man's enjoyment. Furthermore, children are curious about many aspects of physical science which can be explained in simple ways without expense for equipment or books in the elementary grades. The teacher is rare indeed, who does not find her pupils occupied with burning matches, magnets, rocks, mirrors, electrical and mechanical devices, magnifying glasses, and the like.

With science so well-recognized and so generally affecting our lives and with so many opportunities in the environment for engaging attention of young people, it seems that the time has come for every school system to devote in the elementary grades a definite period each week to nature study and physical science. Their importance in giving practical, usable information, in developing attitudes of observation, inquiry, recognition, discrimination, in forming good habits of thinking, in satisfying native curiosity are such that they are worthy of being taught not as a "filler-in," but on their own merits. The minimum amount of time per week suggested by the course of study in science for elementary-school grades, published in 1932 by the Massachusetts State Department of Education, runs from one-half hour in the first grade to an hour and a half in the fourth grade.



St. Louis Public Schools

To the teachers who will say at once that there is no time, it may be added that many book publishers are today offering to the schools graded readers for grades 1-6 which tell the lessons of nature study and physical science in a pleasant style and with attractive illustrations. These readers as an aid to the teachers and a stimulation to the pupil offer an excellent method of introducing elementary science in the grades.

To those who will say that on account of expense no books can be provided, it may be stated that the course of study as outlined by the state department does not necessarily call for individual books. A few standard reference books or even a few wellchosen textbooks on nature study and physical science and a will to teach the children something about their environment will be sufficient to make the course in elementary science one of the most enjoyable and profitable in the curriculum.

In the classroom in elementary science, methods somewhat different from those in reading, geography, and arithmetic should characterize the work. The principle, we learn by doing, should be dominant at all times. Just as no senior highschool pupil can learn chemistry without laboratory experience and participation in actual chemical activity, so no success in the early years in science can be expected without making full use of all the vital and instinctive tendencies of childhood. Children vie with one another in supplying samples of flowers and minerals, in telling about the trees and birds, in describing Christmas toys. The program in science is an activity program where collections, exhibits, and demonstrations play a significant part. The entire school life of a child in the elementary years can be stirred by a

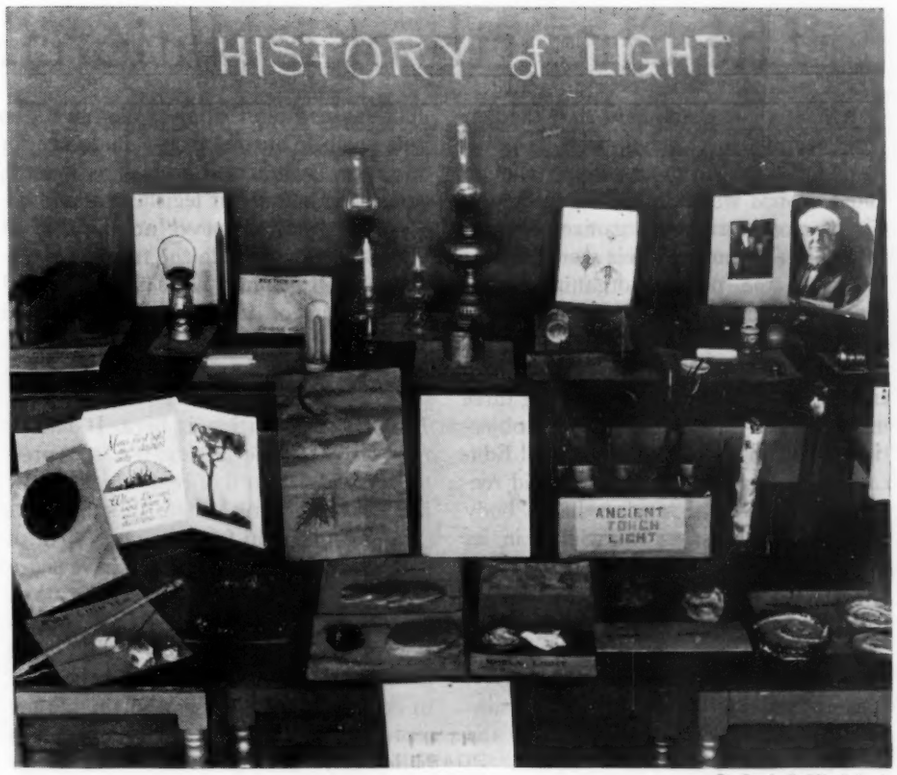
challenge to his understanding of the interesting things about him.

In addition to an activity program, other methods are also characteristic of the science instruction. Objective material should be supplied in abundance. Real live objects, taken from field and home, should be constantly sought. Less verbalism, fewer word pictures, and more actual contact with the subject will enable pupils to grasp more accurately the ideas presented. Moreover, in the selection of the units of work—that is, the subjects studied—a seasonal sequence is more effective. The objects of nature with which children are in daily contact offer the best chance for motivation. For example, in the autumn the wild flowers are easily collected; in the winter the habits of the birds and animals excite interest; in the spring the budding trees, the singing birds, and the piping frogs supply the urges for youthful hobbies and eager study.

Finally, no subject in the elementary-school curriculum offers as much material to vitalize other subjects as elementary science. English, geography, drawing can readily be correlated so as to make the daily work more purposeful. Recently, I visited the Lexington Avenue School in Lowell, a practise school connected with Lowell Teachers College where the children were learning to read thru a study of animals. As I entered the room I saw a crayon drawing on the blackboard of two lions standing by their cubs. The animals, drawn life size, were looking at me, it seemed, with such naturalness that I halted a moment to determine the basis of the illusion. On the blackboard other intriguing sketches of animals challenged the attention in the same stirring manner. The children had pasted in their scrapbooks pictures of animals from almost every land in the world. They were learning to read thru a study of animals. The spontaneity and love of school work were evident in every expression of these first- and second-grade pupils.

Too much is taken for granted if all science instruction is deferred to the junior and senior high schools. An effective program of science in the secondary schools will have its beginning in the elementary schools.

If the view is accepted that the present is an age of science—and this seems undeniable—and further that one of the aims of education—elementary and secondary—is to prepare our boys and girls to live intelligently in the modern world, then it is incumbent on every superintendent of schools to give the subject of science a definite place in the curriculum of the elementary school. Such a program will provide many direct benefits; it will also have concomitant values which in the future may modify and improve the quality of the thinking of our people. It is entirely possible that science instruction will develop a more profound feeling of wonder, awe, and reverence for the magnitude and complexity of the universe. In nature we see an order and sequence which if at all conceived, foster a consciousness of the abiding presence of a masterly control by the great God above. At every turn we see the glory and consummate coordination of His handiwork.



St. Louis Public Schools

In the second place, a study of the lives of a few of the great men and women of science will bring an admiration for their devotion and self-sacrifice. The mere mention of Louis Pasteur and Michael Faraday reminds one of the great characters of history, not generals and statesmen, but scientists who have contributed without the domination of the profit-motive to the welfare of their fellowmen. In an age when greed and exploitation have been so rampant, there is occasion for greater exaltation of the spirit of such noble men.

Again, a program of science will begin the development of skill in problem solving or scientific thinking. Young people need to know the importance of searching for truth, to know how a conclusion is reached on a basis of experimental evidence. Scientific laws and theories do not spring in complete form from the brains of genius as a result of some occult power. They are not obtained by illogical thinking in which whim, fancy, and preconceived belief dominate. They are obtained by patient study, by weighing evidence without bias or prejudice, by an intense desire to seek the truth. Our children are not all expected to be scientists, but the cultivation of the scientific approach to questions, the desire to experiment, to weigh and deeply to consider perplexing problems are means of refining the processes of thought.

Finally, if science, begun in the elementary schools and continued thruout succeeding years, shall function as it is hoped, our people will be more open-minded, freer from dogmatic views, more ready to suspend their judgment. May they tend, too, to be more tolerant and entertain a lurking suspicion of the possibility of being mistaken. A suitable humility concerning the things we are sure about and a sympathy for the obvious errors of others are marks of an educated and enlightened people. In the world today, science is pervasive and should for its direct and indirect values have a definite place in the elementary-school curriculum.

The Strength of a National Organization

SOMEONE has well said that the genius of America has been its power for organization. Strangely enough, those groups who would be expected to be the most perfectly organized because of the intelligence of their members, are probably the poorest organized altho much organized. I have reference to teachers organizations.

The strength of a national organization of teachers must depend upon three main factors—its staff officers, its objectives, its membership. The National Education Association with its splendid record of professional services has a body of fine objectives, as enunciated in its platform. [See the October 1934 JOURNAL, p169.] Its headquarters are officered by a group of men and women well-trained for Association duties and responsibilities. Its membership, however, does not provide the strength, the financial sinews, the missionaries out in the field, that should be ours:

There are in America about one million teachers. Of this number barely one-fifth are members of the national association. The state associations—with about 73 percent of teachers, members—fare better. *If the professional interests of teachers can be measured by the degree of their membership in our national organization, then we suffer badly by comparison with other professional groups.*

Approximately 20 percent of our lawyers; 35 percent of our trained nurses; 63 percent of our physicians; 66 percent of the musicians and teachers of music; and about 75 percent of our bankers—are members of their national organizations. *And the dues of all these organizations are higher than our own and the need for organization is probably less imperative.*

The advantages of a strong national organization of teachers are selfevident:

A strong national association develops professional ideals; makes a professional code of ethics possible; compels its members to be professionally minded; creates strong public sentiment for education; becomes the spokesman for teachers and their welfare; is a powerful and effective means of interpreting education to the public thru its organ and its members; can and does combat insidious propaganda against the interest of public education and the childhood it serves; promotes an understanding of the problems facing schools not only among its own members but in the public; and, it is a symbol of the power of our one million teachers.

These advantages have not been entirely effected. The teachers of America are not an integrated group and do not present a united front against the attacks leveled at education. Education needs a spokesman, which because of our system of government, education does not have. We have as many leaders as there are factions and philosophies. We have seen this much to our regret and undoing; for instance, rival armed groups, as it were, appearing before our legislatures and before Congress whenever any important educational issue is to the front.

We need *one* and not *several* national associations of teachers. The National Education Association is that one organization. We may not all agree on its policies, its platform, or its management. But the organization is here. It has its magnificent headquarters; it has its prestige of a past record of real achievement; it is known and respected. In spite of its small membership from its very birth, it has had giants as leaders who have significantly affected the history of education.

The main opposition to the Association is represented by two wellknown groups—those who have not been able to control it, and those who think they represent and practise the only modern philosophy of education. The latter group may or may not be the exponents of the only correct philosophy of modern education, but if they are they should first attempt to work an educational reform within the NEA and not apart and against it. The history of minor political parties in America is eloquent testimony of the futility of creating new parties. A third party has never put itself into power; it has, however, always defeated its parent organization.

A very important function of a national organization should be its service as a clearinghouse for all cooperating and affiliated organizations. There should be a council representing such organizations, apart from the present council of state directors. I am thinking specifically of affiliated nonprofessional groups. Such a plan would at once broaden and strengthen our contacts and create thru systematic planning a solidarity of interest in education. Such a form of organization should also be developed within every state education association.

Again, we need a closer tie-up with the forty-eight state associations:

The NEA must do the same thing for the state associations that our own Pennsylvania State Education Association is developing for our 280 local branches, a specific program of activities for the self-education of its 60,000 members. We hope in this way to make a student of professional problems out of every one of our teachers. We need to do this on a larger national scale. The best publicity agent the school can possibly have is the teacher himself when he is wellinformed. We are trying to make every classroom teacher an interpreter of the schools to the great critical public she is serving. Our National Education Association needs to do this on a national scale by giving impetus and direction to this type of selfstudy thruout the nation's schools.

Our movement and incentives for professional-mindedness *must start with the institutions where our teachers are being trained.* It will be a new day for a strong national organization when teachers from these institutions will ally themselves with the NEA.

We need effective state and national organizations thoroly knit together with cooperative interlocking action so that the very warp and woof of the entire teaching profession may be strengthened. The depression has played havoc with the morale of all professional groups, but teaching in particular. Never too strong in militant attitude, we are threatened to have our spirit completely crushed unless there is an inspiriting of fight and stamina which can come only thru leadership and organization. This reawakening and determination to see things thru is a pipe dream unless our leaders unite.

We must present a united front against such destructive forces as the U. S. Chamber of Commerce; against sinister tax-economy groups, for the most part smoke screens for special interests; against wellknown foundations, which, in spite of their many worthwhile educational enterprises, thru their leadership have recently proposed all sorts of ruinous emasculating proposals; against certain wellknown individuals who have no interest whatever in an enlightened public opinion that must come from good schools; against widely known periodicals which have debased their pages with prejudiced and one-sided attacks on our schools; against any commercially subsidized press whose pages are hardly open to educational publicity either because it is not sensational enough, or because teachers have no cigarets to advertise, no bottled goods to sell, no quack and germicide concoctions to exploit, or fake securities to unload on the public; and finally, be on guard against many weak-kneed representatives in state legislative halls and in Congress.

I am convinced in the light of what our national and state organizations have done in the past few years that the hope of preserving what is best in education and of building our profession must come thru an effective national integrating organization working with and guiding the state associations. In the interest of professional solidarity we must sink our petty differences for the welfare not only of teachers but of the childhood of America!—From an address by **Carmon Ross,** president, Pa. State Education Ass'n, before the NEA, July 5, 1934.

What Does a Dean Do?

DOROTHY C. STRATTON

Dean of Women, Purdue University, Lafayette, Indiana

THE BEAUTY of a picture is affected by the frame which surrounds it. The intensity of a color varies with its background. Should we need more than our own experience to verify these statements, we have only to turn for support to the teachings of the Gestalt psychologists with their emphasis upon the interrelationship of figure and background. Similarly, evaluation of the work of one school official can be made only in the light of the setting in which she works. Therefore, in attempting to interpret the work of the dean of girls, we must consider first the goals toward which secondary education is directed, the background against which her work is cast.

At the dean's desk—the individual reigns supreme

Dean Russell made the statement recently, "We have mastered our environment; what we cannot control is ourselves." The force of this statement comes home to us as we view the contemporary scene. We are a clever enough people mechanically. We can invent electric washing machines, vacuum cleaners, and refrigerators which run for the price of one light bulb and which are so ingenious that Einstein goes down on his knees to examine the machinery and exclaims, "Marvelous." We seem not to have learned, however, to make human beings happier, to lower our divorce rate, to reduce our percentage of suicides, to give men a feeling of the worthwhileness of work, or, in fact, to be able to provide work of any kind for many of our citizens. We who are working with the human element cannot take much pride in the progress which has been made toward the solution of social problems. Whether we will or not, we are responsible to a certain extent for the kind of education which is being offered in high schools today, and it seems, therefore, that it behooves us to be rather certain that the goals we have in mind are worth accomplishing.

What are worthwhile objectives for a secondary school? We hear a great deal currently about a return to the Three R's. The schools, say some critics, should eliminate everything but the core of the curriculum, the Three R's. Certainly no one would question the necessity of teaching the Three R's, but to emphasize these as the core of the curriculum seems a rather barren equipment to offer students who are to live in our present complicated environment. Chemistry, plane geometry, Latin, and English composition are rewarding fields of study for many adolescents, but a study of any or all of these subjects may easily prove a poor preparation for contemporary life. May it not be that the emphasis of the secondary schools must shift from the Three R's to the Three C's—character, citizenship, and culture?

If we consider for the time being that the development of character, citizenship, and culture may be worthwhile objectives for the secondary school, we may proceed to consider the contribution which a dean of girls may make to the guidance program of a school of this type. By the use of the term *guidance* I mean to include educational and vocational guidance, social guidance, and personal counseling.

Upon first viewing the work of a highschool dean as revealed in time schedules, one is tempted to ask not "What does a highschool dean do?" but "What doesn't a highschool dean do?" One sees a long series of disconnected items running, perhaps, somewhat as follows:

8:00 . . . Conference with Mary Jones regarding repeated absences.

8:15 . . . Adjustment of academic program for girl who must go to work at 1:30 each afternoon.

8:30 . . . Conference with highschool principal and dean of boys on plan of enroling students from junior high schools.

9:00- 9:40 Teach — World History Class.

9:50 . . . Conference with sophomore class sponsor regarding plans for sophomore party.

10:20 . . . Conference with senior girl regarding college entrance.

10:40 . . . Conference with president of parent-teacher association regarding fathers' night.

11:30 . . . Conference with Ruth Smith regarding poor work notice in United States history.

11:45 . . . Conference with head of physical education department regarding plans for underweight girls.

12:00-12:45 Lunch

12:45- 1:15 Series of brief conferences with students regarding cutting, excuses, and so forth.

1:15- 1:45 Conference with Girls' League officers to plan for reception to new girls.

1:45- 2:30 Meeting of committee to plan the home room program.

2:30- 3:00 Check up on seniors with delinquency notices.

3:00- 3:30 Miscellaneous period; mostly students stopping in at the close of school on minor matters.

3:30- 4:00 Conference with parents of girl who has been absent because of illness.

4:00- 4:30 Work on talk to local YWCA group.

4:30- 5:15 Home for breathing spell.

5:30 . . . Dinner and speech.

9:00 . . . Home.

At first glance, this schedule may appear to be a series of items without continuity and having little significance. It has, however, much in common with the familiar illustrations testing perception, which are found in all beginning psychology books. One's first impression of such an illustration is of a series of unrelated lines which convey no meaning, but as

Cheer leaders

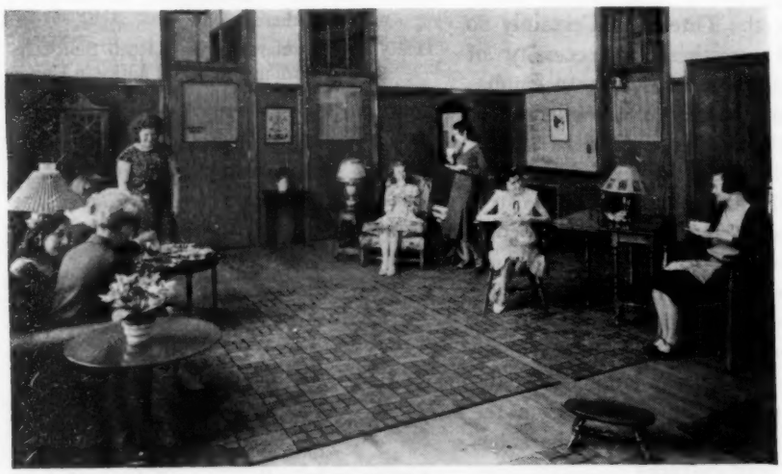
one examines it more closely the lines suddenly seem to become a unit, to take on meaning and one recognizes a familiar object. So it is with the time schedule of a dean. If one brings to the study of this schedule a background of educational theory and an understanding of the major objectives of the dean's work, the apparently unrelated items take on a different meaning.

Because the real significance of the dean's work is often obscured by the mass of detail with which she deals, I should like to use one more illustration to project the main outlines of her job against the background of the goals of secondary education as we have conceived them. From Seattle, Washington, on a clear day, one may see the majesty and beauty of Mt. Rainier. Many days during the year its outlines are not discernible. Often fog obscures it. Even on a clear day some comparatively small object, such as a skyscraper, may hide the mountain from one's view. However, those whose homes are in Seattle learn to have a feeling of the nearness of the mountain and of its greatness and strength even when it is obscured by clouds, fog, or skyscrapers. So with the person seeking the meaning of the work of the dean; he must have a penetrating eye which will enable him to see thru the fog of detail to the stark outlines of the real job.

What then are the major functions of the dean of girls? She has her best opportunity to be of service in a school which recognizes the importance of the development of character, citizenship, and culture in its student body. The dean contributes to the achievement of these objectives in two ways: First, she studies constantly the school environment to see whether it is making as constructive a contribution as possible to the life of the students. Second, she works with the individual student to help her attain the best adjustment and development of which she is capable.

Let us consider the first of these two major divisions of the dean's work; that of studying, in cooperation with other school officials, the school environment with the purpose of discovering whether it is conducive to the kinds of responses the school wishes to develop; in short, whether it contributes to the development of character, citizenship, and culture. It should not be the major function of a principal or a dean to deal with infractions of rules after they occur but rather to prevent insofar as possible their occurrence. That is to say, our chief aim should be a positive one, that of building an environment which encourages desirable responses. This, of course, is not a dramatic plan of administration or one which often receives full appreciation from faculty members or community but it is, nevertheless, a most effective method. Dewey says: "We cannot change habit directly: that notion is magic. But we can change it indirectly by modifying conditions, by an intelligent selection and weighing of the objects which engage attention and which influence the fulfilment of desires." With this in mind, the dean may study those elements in the school situation which encourage a person to take the property of others, to falsify an excuse, to boo a performer in assembly, or to crib in examinations, and may then make a definite effort to modify them.

May I give several illustrations of the type of preventive action I have in mind. Suppose, for example, that a particular school is having considerable difficulty with paper being torn in small pieces and strewn thru the halls. This, of course, is a minor annoyance, but one which makes the appearance of the hallways unsightly and arouses the ire of caretakers. There are at least two ways of attempting to correct the situation; one is to spend one's time picking up the pieces of paper, piecing them together, ascertaining who the offender is, and endeavoring to correct the habits of the particular individual or individuals so discovered. Another method of ap-



True culture implies good manners

A pleasant environment molds character

proach is to see whether waste baskets are conveniently located and whether they are at frequent enough intervals so that the student is encouraged to throw his paper in the waste basket rather than on the floors of the halls and classrooms. Sometimes a small expenditure of money on waste baskets will save considerable time for school employees.

Again the attendance office may be having repeated and increased difficulty with students who are tardy between classes. What are the possible ways of solving this problem? One might, of course, if there were money in the school budget, add an additional attendance clerk, or one might admit students to classes without tardy slips, or scold the offenders, or study the external situation. Possibly the students who are repeatedly late have unusually long distances to come; perhaps they are members of the orchestra and have to put away instruments after the close of the period; possibly some teacher is holding a class beyond the time of passing. Should any of these conditions be found, they can be corrected much more easily and with less expenditure of time and effort than can individual students be harangued about their continual tardiness. Moreover, the dean is not put in the position of continually fussing about trivial matters.

Jean is an example of the last mentioned type of difficulty. In her junior year, she became a chronic cutter. Whenever she could secure a car she was off for several periods or perhaps a day. When questioned about these repeated absences she was always courteous and pleasant but her attendance did not improve. Finally, when the situation was growing acute, one of Jean's chums came to the dean and asked very simply, "Did you know that Jean's father and mother are getting a divorce and that Jean is very fond of both of her parents?" The dean, in her inexperience, had failed to see that the cutting was only a danger signal and not the real difficulty.

The principal who recognizes in the school a laboratory in which the students may grow in character, citizenship, and culture will find in his dean of girls a person trained in the knowledge and skills necessary to the development of his program. Fortunate will be the dean of girls whose principal sees thru the morass of detail which adheres to her office and who recognizes in her a guidance worker with the two main functions of improving the school environment thru work with community, faculty, and students groups, and of assisting in the adjustments of individual students.

Individual prowess

In her study of the school environment, the dean will include a careful consideration of the extra-curriculum program of the school to see whether it is contributing to the general objectives of the school. She will be interested particularly to learn whether large numbers of individuals are having an opportunity to participate in it or whether participation is reserved for the chosen few. Intramural games, school elections, musical programs after school hours sponsored by some school organization, special displays from the art classes, active work by students in the home room periods, discussion of current social problems in the home room periods, all offer opportunity for the development of the Three C's.

None of these goals is, of course, achieved by the dean alone. She works in close cooperation with the principal and with parents, faculty members, townspeople, physicians, dentists, social workers, committees of students, student organizations, and faculty committees.

The second major division of the dean's job is that of working with the individual student. The office of the dean is one place in the bustle of the secondary school where the individual reigns supreme over textbooks, courses of study, and routine regulations, and where she is considered not in the light of how much social science she knows or how good an athlete she is but in the light of all that is known regarding her entire personality.

In order to be of help to the individual student, the dean must have easy access to the cumulative records of the school. She must have some background of information concerning the ability of the student and her home environment. She must be aware of the fact that the problem which appears to be uppermost may be merely an indication of some more serious maladjustment.

Teamwork and games develop citizenship

[a] Riding club [b] swimming club [c] all-school band

The Schools Go on the Air

President E. E. Oberholtzer

EFFECTIVE educational interpretation calls for the same kind of careful planning and skilful practise as is devoted to educational administration, supervision, or classroom teaching. Responsibility has to be definitely placed. A program of specific and well-understood objectives needs to be formulated. All the agencies of interpretation must be coordinated toward the achievement of the aims selected.

The program of educational interpretation sponsored by the Department of Superintendence this year features the radio. President E. E. Oberholtzer has outlined a comprehensive plan, now in operation, for the fullest possible use of this agency in all communities of the United States. He has appointed for each state a radio chairman whose responsibility it is to discover what uses are being made of all available local radio facilities, to recommend the preparation of programs where the radio is not now employed, to assist the communities of their states in securing additional time on the air when it is needed, and to give the widest possible publicity to coast-to-coast programs that interpret education.

In each city where a radio station is located a representative of the Department of Superintendence has received specific suggestions for the encouragement of programs already under way, and for the presentation of new programs.

It is proposed by President Oberholtzer that the Department's members especially stress radio interpretation in two series of programs. The first series began the week of October 8-14, and will be especially featured American Education Week, November 5-11. The next series will start during the second week in January, and will close in connection with the convention of the Department of Superintendence at Atlantic City, February 23-28. The final programs will be broadcast from the great convention hall on the boardwalk where the superintendents will hold their 65th annual meeting. The closing numbers of this series will literally put the convention on the air, as selected speakers from the platform programs adapt their addresses to studio presentation.

A special section meeting at Atlantic City will be devoted to school and public. Those who have been in charge of the broadcasts conducted thruout the year will have an opportunity to discuss their problems and to plan more effective projects in interpretation for the year ahead.

President Oberholtzer has appointed the following Radio Committee to prepare suggestions which can be adapted to local use in the presentation of addresses and dramatic sketches on the air: William Dow Boutwell, editor-in-chief, United States Office of Education, Washington, D. C.; Ben H. Darrow, director of the Ohio School of the Air, Columbus, Ohio; and Belmont Farley, assistant director of the Division of Publications of the National Education Association, Washington, D. C.

The following topics have been developed for the use of local radio representatives in the first series of programs under the general title of *Your Schools and You.*

The School Situation in Our Own State, *Oct. 8-14.*
Schools For All Ages, *Oct. 15-21.*
The Price of Groceries and Teachers, *Oct. 22-28.*
Are the Schools Educating For Living? *Oct. 29-Nov. 4.*
They Like to Go to School, *Nov. 5-11.*
America Speaks for Education, *Nov. 5-11.*
What Is the Future of Our School System? *Nov. 12-18.*

Teachers are urged to learn from local broadcasting stations when these and other local programs will be on the air and to give these presentations publicity thru school assemblies, parent-teacher associations and other community groups, school publications, and in other ways. Classes in the social sciences will find these broadcasts helpful in discussions of current problems.

The success of the radio as a means of interpretation depends upon the extent of the audience. Teachers may also help increase the audience of network programs such as *Our American Schools, Education in the News.*

Our American Schools, sponsored by the National Education Association and directed by Florence Hale, wellknown teacher and editor, began its fourth year, Saturday, October 6, 5:30-6:00 P.M., EST, over the networks of the National Broadcasting Company. The programs may be heard each Saturday afternoon thruout the coming year. Joseph Littau's wellknown orchestra is furnishing the instrumental music. Popular radio soloists take part from time to time. Attention is called to the fact that *Our American Schools* this year immediately follows the broadcast of the Metropolitan Opera Company, which for six years has attracted an audience of millions.

Education in the News, directed by William Dow Boutwell, is sponsored by the United States Office of Education. Each week this program features current happenings in the world of education. It may be heard each Wednesday evening at 6:00-6:15 P.M., EST, over the networks of the National Broadcasting Company.

Parent Education, sponsored by the National Congress of Parents and Teachers in cooperation with the University of Chicago, will bring to the American public, addresses by prominent lay leaders interested in schools and by well-known college professors, superintendents of schools, and officers of educational organizations. In giving these programs publicity, teachers may cooperate with the chairman of the Parent Education Committee of the local parent teachers association. These chairmen have been placed in charge of organized listening groups. *Parent Education* will be broadcast each Thursday evening 5:00-5:30 P.M., EST, over the networks of the National Broadcasting Company.

I HAVE always felt that in this country, where so much depends upon universal education, not only for the happiness of the people, but for the safety of our form of government, that it was a pity some way had not been devised by which the interest of everyone could be focused on public education.—Mrs. Franklin D. Roosevelt.

Invincible Louisa

When the centenary of Louisa May Alcott's birth occurred in 1932, a story of her life was being written, which was published the next year when *Little Women* was filmed. This biography, *Invincible Louisa,* was awarded the John Newbery medal for "the most distinguished contribution to American literature for children," published in 1933.

The author, Cornelia Meigs, was already wellknown as a writer of children's books, having published twenty, an average of one a year, since she began to write. Her many books "dramatize with fine plot and true emotion the pageant of the building of America." Miss Meigs was born in Rock Island, Illinois, but lived for many years at Keokuk, Iowa. Five years after her graduation from Bryn Mawr College and while a teacher at Davenport, Iowa, she wrote her first book, a collection of stories for children. She tried out her stories on the children of her school. Now she is a teacher of English at Bryn Mawr College. Her many nieces and nephews take the place of school children of other years. Three young members of her family live with her at Bryn Mawr, Pennsylvania.

The American subjectmatter in Miss Meigs' books—pioneers, Indians, clipper ships, Revolutionary war scenes, swift western rivers—comes, in part, from stories told by parents and grandparents, who had a share in the development of America. Her father was a United States civil engineer who gave fifty-seven years of his life to the work of controling the Mississippi river. A great-great-grandfather was Commander John Rodgers of the U S S "Constitution." "But," writes her friend, Louise Seaman Bechtel, "more essential is Miss Meigs' gift of poetic imagination which can dramatize and make vivid places, people, things, for others. She has an accumulated, exact knowledge of American history, and an idealism in shaping young people's feeling for their country underlies all her writing."

The writing of *Invincible Louisa* was a labor of love for Miss Meigs, who says that she owes her inspiration as an author to the dauntless courage of Louisa M. Alcott, "battling against overwhelming odds for half her life, bound never to be conquered, even tho every circumstance seemed to be against them all." Since Louisa's ambition, while still in her early teens, was to care for her family, this prize book contains much about the family group: Bronson Alcott, "a student, a scholar, and most of all a teacher, to the last depths of his nature"; Abba May Alcott, the hard working, devoted mother; and the three loved sisters. Louisa "vowed to herself that she would give these beloved ones what each one needed," writes Miss Meigs. "There was to be security for her father, peace and comfort and a sunny room for her mother, opportunity for Anna ['Meg'], care for Beth, education for May ['Amy']. One of the most interesting tales in the world is the record of how resolutely Louisa kept that promise and how, no matter what things went against her, she always refused to be beaten."

Little, Brown

Cornelia Meigs

The many circumstances in Miss Alcott's life which called for high courage, great faith, and perseverance are told by Miss Meigs in such a way that the reader of *Invincible Louisa* does not get an impression of unhappiness. Instead, one's admiration is constantly aroused by the lovable, gay, high-spirited Louisa, her sense of humor, her capacity for making friends.

In addition to being a most readable and interesting story of Miss Alcott's life, *Invincible Louisa* will give young people a better appreciation of the building of America. Persons, events, and movements, familiar to boys and girls from their school work, become very real when read in connection with the Alcott family history. Emerson, Thoreau, Hawthorne—friends of the Alcotts; the Civil war as seen thru Louisa's experiences as an army nurse; transcendentalism and abolition—all these are dealt with by Miss Meigs so as to interest young people.

Teachers who read this latest Newbery medal book will appreciate anew the improvement which has taken place in the teaching of young children, since the time of Miss Alcott's childhood. Her father's share in this progress is suggested in this paragraph from *Invincible Louisa:*

> There are some tremendous ideas embodied in those journals [Bronson Alcott's], chiefly about education, for Bronson had theories so far in advance of his time that, even in our day, we have not caught up with all of them, altho we have accepted many. It used to be thought, and not so long ago, that the windows of a schoolroom must have white paint on all the lower panes, to keep the children from looking out, and incidentally to keep light and sunshine from coming in. It was Bronson Alcott who first opened the windows of schoolrooms to more than one kind of sunshine and who has made learning brighter for all time.

Orchard House, Concord, Massachusetts, where the real "Little Women" lived; now a museum.

The Newbery medal is named in memory of John Newbery, a London publisher and bookseller of the 18th century, who was the first person to publish books for children. The award is made each year by a committee of children's librarians of the American Library Association. For a list of all the Newbery books see Notes and Announcements.

These prize books make excellent Christmas gifts for a child's own library.—E. B.

Child Labor Must Go!

THE STRUGGLE to secure and maintain the rights of children to an education and to immunity from labor as a necessary corollary thereof, has been long and at times bitter. It is almost amazing how tenaciously the human mind has clung to the fiction of parent ownership of children which has come down from the hoary past, and to another fancied right, namely, the privilege of parents to profit by the labor of children. Wealth, even, was once measured in terms of the sons and daughters who could serve the father.

In our own country the battle to emancipate childhood has been sternly contested by the theory that interference with the rights of parents to control the destinies of their children was un-American.

In 1906 the first proposal for federal law to prevent the industrial exploitation of children was made. Almost ten years later, the first federal law was really enacted to become operative on September 1, 1917. This statute was based on the theory that Congress had the power to regulate child labor by closing the channels of interstate and foreign commerce to the products of child labor. It was a keen disappointment to all friends of childhood the country over when the Supreme Court of the United States on June 3, 1918, in a five to four vote, decided that the law was not a legitimate exercise of Congress' power to regulate interstate commerce, and was, therefore, unconstitutional. Congress again enacted, on February 24, 1919, a provision for a tax of 10 percent on the net profits of certain enumerated establishments which employed children in violation of the age and hour standards laid down in the Act. This was held an unconstitutional exercise of Congress' authority by the Supreme Court in 1922.

In 1924 the following amendment was passed by Congress and submitted to the states:

> Section I. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.
>
> Section II. The power of the several states is unimpaired by this article except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by Congress.

The passage of this Amendment represented the triumph of long years of struggle to remove American children from mines, mills, and sweatshops and give them a civilized deal. Rejoicing over the proposed Amendment proved short-lived because of delay in ratification. *Arkansas* ratified the Amendment in 1924. The legislatures of *Arizona, California,* and *Wisconsin* followed in 1925, with *Montana* in 1927 and *Colorado* in 1931. In 1933 under the NRA, child labor was banished for two years in occupations covered by the codes. The movement to make this condition permanent took on new life, and fourteen state legislatures, including eleven which had previously rejected the amendment, ratified it: *Oregon, Washington, North Dakota, Ohio, Michigan, New Hampshire, New Jersey, Illinois, Oklahoma, Iowa, West Virginia, Minnesota, Maine,* and *Pennsylvania.*

This Amendment is needed because the Supreme Court of the United States has twice declared federal laws for the regulation of child labor unconstitutional.

Why is a federal child labor law needed? Because so many states do not protect children from exploitation in employment. With all the state child labor laws now in force, not one of them affords the slightest protection to the thousands of children transported from state to state to be exploited in industrialized agriculture. No protection from sweltering under the summer sun and freezing in the raw November days in the beet fields of the several states. These children suffer the loss of school privileges for the sake of our Thanksgiving cranberries and our lucious summer fruits, victims of the inability of state laws to reach over state boundaries. Such children are aliens in the state of their employment and can claim no protection either from the state of their residence or the state of their employment. These children at early ages are employed long hours at unsuitable employment, under unfit conditions, growing up without education and with impaired physical and mental development.

Why should the country at large be concerned with what any state does to its children? Because children are citizens. A citizen of any state is a citizen of the United States. Ignorance, physical unfitness, weakness of body and character, wherever present, affect the nation at large. People move from state to state. Neglect by one state increases the burden of other states.

In our decade a new argument demands the nationwide removal of children from American mines, factories, and sweatshops. Technological unemployment is a fact, not a fancy. Let us begin at the bottom of the age scale and remove forever the millions of our youth from competition in industry, releasing jobs for adults and giving to children additional years of education and preparation for a richer and fuller life.

The educational leadership of the twenty ratifying states is indicative of consecrated devotion of the teachers of those states to the cause of childhood. Teachers who live in those twenty-eight states not yet ratifying this Amendment must assert their citizenship privileges and rights to work for the passage of this Amendment! The urgent need is immediate action to register in statutory form the standards now approved by an enlightened public sentiment.

Get information from the Research Division of the National Education Association. Write your governor, assemblymen, and congressmen in favor of the federal Child Labor Amendment. Work thru your state education association. Ally yourselves with such organizations as the National League of Women Voters, whose business is legislative. Act individually only on the advice of experts. This unity of purpose is the principle upon which the National Education Association is built—the individual teacher cannot accomplish much, but when she joins forces with others of her group and joins with other organizations, the effectiveness soon becomes apparent.

Child labor must go. It should be ruthlessly rooted out of our country's economic and social system. Let us put and keep America in the front ranks of the nations of the world in its protection and education of her junior citizens—the boys and girls of America!—From an address by **Georgia B. Parsons,** teacher, Vine Street School, Hollywood, California, before the National Education Association, July 5, 1934.

CHILD LABOR DAY will be observed the last weekend in January 1935. The keynote this year will be the ratification of the federal Child Labor Amendment. The National Child Labor Committee, 419 Fourth Avenue, New York City, will send a poster, leaflets, and other material on the Amendment on receipt of 25¢ for postage.

Turn High Schools into Peoples Colleges

ROBERT M. HUTCHINS

President, University of Chicago

PUBLIC EDUCATION in some western and southern states has now collapsed. In many others it is on the verge of collapse. The state universities have received terrible blows from legislatures who have seen their states laid waste by the depression. The endowed colleges and universities are many of them barely able to maintain themselves. And yet we must now reconstruct our whole program to meet the new conditions which the economic situation has thrust upon us. We must reorganize the educational system and redefine the purposes of its units. We must create new units to accommodate students whom industry can no longer absorb, but whom we have never regarded as our responsibility before. We need ideas, courage, imagination now as at no earlier period. Where shall we hope to find them if not in New England? There are situated the strongest institutions in the country. They can enlighten us if they will. For forty years they have turned their backs to us and devoted themselves to their own affairs. The great developments of those years have occurred at levels which New England has ignored; they have occurred in the public schools, the elementary schools, the high schools, the junior colleges. We have been without the leadership which only New England can give us. We can do without it no longer.

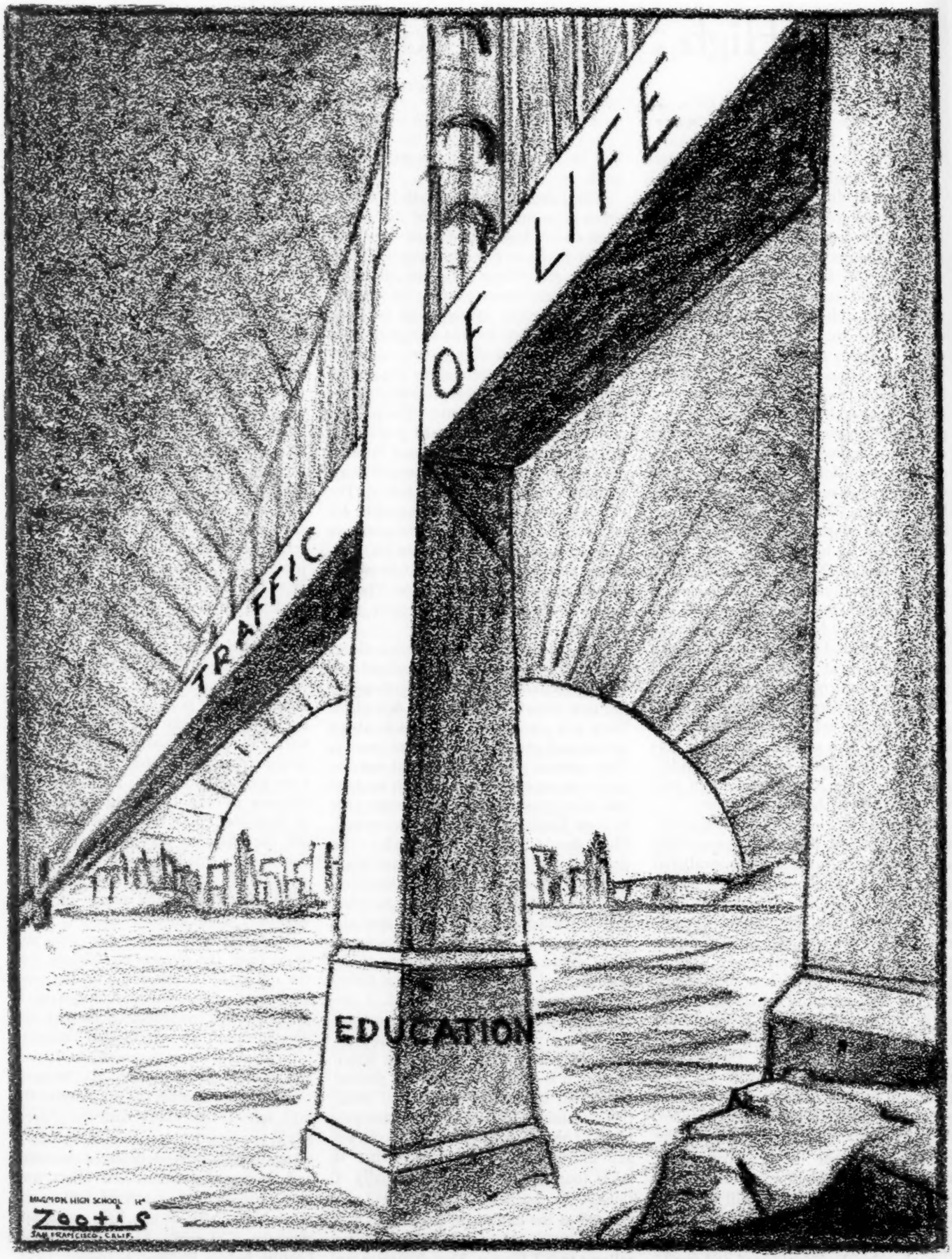
Compeled by circumstances, the country outside New England is proceeding nevertheless to frame a new educational system. New England can help in its construction if it will. The educational system that is developing is this. The primary school will complete its work in six years. After it will come a new kind of preparatory school, which we may as well call the high school. This the pupil will enter at twelve and leave at about sixteen. At about sixteen he will enter upon one of two courses of study, the one cultural and the other technical. Each of them will be designed as tho the student were to terminate his education in them. Actually most students will regard the completion of one of these courses of study as the completion of formal education. These curriculums will take the student from his sixteenth to his twentieth year. At the latter age he should go to work unless he is interested and qualified in some scholarly or professional field.

The cultural course of study will be given in an institution called the college, even tho it begins and ends two years earlier than our present colleges. If convenient, the college may also administer the technical course of study. If it is not, it may be given by technical institutes specially created to take charge of it. In any event the end of these two courses of study would be intended as the end of education for the great majority of the young people of the country. The colleges and technical institutes that I predict will be numerous. They will be local. Attendance on them will be as customary as attendance at high school is today. The ordinary youth will thus complete his education at home. And he will complete it in an institution adapted to his individual needs and capacities. If he wishes he will do so at public expense. The expense to the public will be more than justified.

Many of the present four-year colleges of liberal arts outside New England will become technical institutes or colleges of the new variety that I have described. They will admit their students at about sixteen and graduate them about twenty. They cannot afford and should not attempt the expensive and difficult work of which the present junior and senior year in New England colleges are composed. They should abandon those years. The strongest of the present colleges may, however, develop in another direction. They may devote themselves to what may be called non-professional specialization in arts, literature, and science. They would admit their students at the beginning of the junior year to a three-year curriculum leading to the M. A. degree. This degree will, I believe, supplant the B. A. at this point. The B. A. at present means little. The curriculum which leads to it is a strange mixture of general education, specialized study, and vocational training. The one common denominator of the B. A. degree in the colleges and universities of America is that it takes four years to get it. Eventually, I think, the bachelor's degree will be granted at the end of the present sophomore year, on graduation from the new colleges that I foresee. Then it may mean something. It may mean that its holder has a general education.

University work outside New England will begin with the beginning of the junior year. Altho universities may operate some of the new colleges and technical institutes that will arise, they will not do so under the delusion that collegiate work is university work. They will operate them to assist the new colleges and technical institutes in formulating their programs. Universities which do not wish to conduct such experimental work should abandon their freshman and sophomore years. As long as they continue them, they serve to confuse the students, the faculty, and the general public about the aims and activities of the university. The university will consist of the professional schools, which the student will enter if he chooses at the opening of the junior year, and customary divisions of arts, literature, and science. University students will be carefully selected. As we have seen, the selective principle cannot operate below this point because by definition the institutions below the university are designed to accommodate all or almost all the population that is of an age to attend them. No one will be permitted to enter the university who cannot demonstrate his interest and ability in some field of knowledge. The hordes who are now allowed to proceed to the B. A. or even the Ph.D. merely because they are the offspring of voters will be excluded. The university will devote itself to scholarly and professional work and the cultivation of the minds of those who have minds to cultivate.

Now you will observe that this program from the elementary schools thru the university means a thorogoing reorganization of the educational system. It provides for a tremendous expansion and diversification of educational opportunity. Hence it meets the most pressing social need of America today. At the same time by disentangling the purposes of the high school, the college, and the university it clarifies the responsibilities of each educational unit. With depleted resources and increased burdens the West and South are struggling toward some such plan. New England can help us in our struggles if it will.—From the Stearns Lecture before Phillips Academy, 1934.



This cartoon was drawn for American Education Week by James Zootis, Mission High School, San Francisco.

An Evening with the Magazines

Ladies' Home Journal.

SHAKESPEARE was wrong! Not his "whining schoolboy, creeping like snail, unwillingly to school" but lighthearted children returning happily to their classes is the truer picture for today. Such a group of youngsters, in sunny color, is shown on the cover of the September *Ladies' Home Journal.*

ACADEMIC FREEDOM AS A SERVICE TO SOCIETY—"Freedom in teaching is important not because it is a right of the teacher but because it is essential to an intelligent solution of the problems of modern society." This is the thesis of Howard K. Beale's discussion of "Forces That Control the Schools" in the October *Harper's*. "The very essence of freedom is belief in the power of truth if left free to overcome error. . . . Only children subjected from early childhood to the conflicts and buffetings of the perpetual conflict of truth and error will ever live free lives. The dangers inherent in lack of freedom for the teacher are infinitely worse for the child than the most 'dangerous' ideas a free teacher may express to him.". . .

Mr. Beale calls attention to some of the forces which limit the freedom of teachers. Most potent among outside forces is the pervasive influence exercised by business men to prevent teachers and pupils from raising questions about industrial practises. Conservatism within the schools themselves denies professional advancement to the radical and thus leads the young teacher to devote his attention exclusively to safe topics.

"These various pressures upon the schools usually operate upon the teacher indirectly. They are most effective when he is unconscious of them. . . . Teacher after teacher has assured the author that he is entirely free and has then replied, 'Oh, of course, we could not do that' to a series of specific applications of freedom. . . .

"The really important problem in obtaining freedom is not that of securing the rarely courageous or socalled 'indiscreet' teacher against loss of job, but the much more difficult problem of protecting the average teacher against the countless small, sometimes imperceptible forces that gradually destroy his individuality, his enthusiasm, his idealism, and his independence, and make him completely subservient to those within and without the schools who seek to control teachers."

Henry Ford, Schoolmaster—"We should all have an education," wrote the twelve-year-old editor of the school paper in one of Henry Ford's schools, "so that we may make a living and learn to enjoy life and how to be healthy and happy." This definition of education suits Mr. Ford exactly; it is the ideal he is trying to carry out for the two thousand pupils in the schools he maintains at Dearborn and elsewhere. Mr. Ford, in an interview in the October *Good Housekeeping*, presents enthusiastically his theories of education. In his schools for little children as well as in the trade school the first emphasis is on manual skill, but familiar school subjects [McGuffey Readers are used], recreation, and training in right conduct are not neglected.

"Learn to do by doing—that's my favorite principle in education," says Mr. Ford. "Functional education, some people call it. Call it what you like. Just so long as it turns out boys and girls competent to live happily and to earn a living and be smart enough not to be victimized by any swindler or any stock-market get-rich-quick scheme, I'm for it. . . .

"An educated person, I think, is one who not only knows a lot, but knows how to do a lot of things. . . . An educated person is one who can use his hands with skill, who has a trade at which he can work, if that is best, or at which he can play. An educated person enjoys life and is able to create his own recreations; he can change swiftly from one line of effort to another if conditions require a change; he has poise and some kind of religion that he deeply respects."

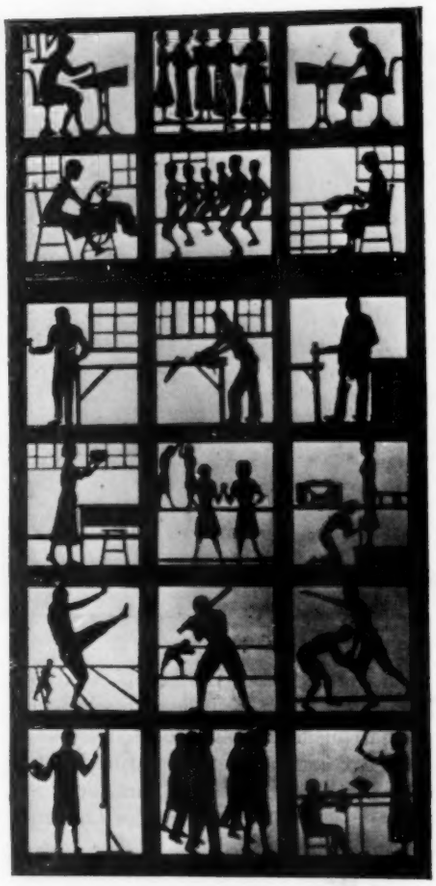
Taking up the Cudgels Against Home Work—The student should have "normal business hours for school, and the rest of his day for recreation," says A. E. Bassett, schoolboard president in Swarthmore, Pa., writing in the *Literary Digest* for September 29.

"Often have I heard teachers complain of their weariness after the day is done—and I know that they are tired; but the pupil is just as sore a victim of fatigue. . . . There seems to be an absence of willingness—or, perhaps, ability—to comprehend the fact that school work, study, is labor, and that the fatigue of the young student is just as real as that of the man or woman who devotes his days to the earning of a living. . . . But the youngsters . . . are compeled, often, to sit up far into the night trying with strained eyes, overwrought nerves, and tired brains, to complete the prescribed 'home work'. . . .

"I believe that 'home work' should be abolished, and that the recitation hours should be so lengthened that a part of each period may be devoted to directed study of the next day's work. Not the least important word in that declaration is 'directed,' for, with proper direction, a child's efforts will yield a vastly greater measure of success in a given time than he possibly can achieve in a lonely struggle with a tired brain in a much longer time."

—**Hazel Davis,** Educational Research Service, NEA.

Art Interprets Education



Window of Skills [reading left to right]

Row 1 Mechanical Drawing, Glee Club, Penmanship
Row 2 Machine Stitching, Physical Training, Hand Sewing
Row 3 Chiseling, Planing, Sawing
Row 4 Cooking, Folk Dancing, Dressmaking
Row 5 Football, Baseball, Basketball
Row 6 Freehand Drawing, Marching, Orchestra

THE assembly halls of many schools built a quarter of a century or more ago offer various problems in connection with the activities of the schools of today. Our hall is no exception. For many exercises and programs the audience faces a long twenty-foot platform with the eastern glare of six large windows. We had long needed a screen to temper the light so that speakers on the platform might be seen to advantage.

For the past year our art and manual training departments have been at work on such a series of screens. We developed the idea quite naturally and rather unexpectedly thru our lessons, in the seventh grade, on the appreciation of architecture. The classes were making transparencies based on the geometric arrangement of some of the lancet-shaped aisle windows in the new Riverside Church in New York City. The ninth-grade industrial arts group enlarged three of the transparencies to be used as a background for the Christmas exercises. Tributes paid to the result of our efforts spurred us on to greater endeavor. We felt that we should now design and construct a decoration of some permanence for the six east windows.

A group of students made a small-scale drawing of the wall behind the assembly hall platform. Their report called to our attention two points: Each window was found to be divided into eighteen small panes, the six windows making a total of one hundred and eight panes. Secondly, the inch-wide molding between the panes would checker off any open areas in a design planned larger than the individual panes.

Since we would be prevented by the construction of the windows, and by the vibration of the jigsaw from working in a large way, we planned to make a wooden frame exactly like the casing and moldings of each window, and to cut individual perforated designs of three-ply wood, equal in size to the small panes.

Here was our opportunity to make an impression thru the eye upon classes of pupils between entrance and graduation, year after year. We could try to interpret education to our children, as the great artists and craftsmen of the Middle Ages interpreted religion to their worshippers thru the jeweled glories of cathedrals.

For guidance, we turned to a definition of Edward H. Cameron: "Education is the sum total of the conscious changes effected in the child by his environment, and the evidence of his education is the way in which he acts in the various situations in which he finds himself." We knew that the knowledges, skills, ideals, attitudes, and habits constitute the changes, and we began to visualize these "changes" in line and form. Our discussion led us to the conclusion that we could plan and design the first window to depict the Knowledges, and the second window to illustrate the Skills. In the middle of the hall the third and fourth windows would both show the Ideals, while the fifth and sixth windows would represent Attitudes and Habits.

Of the fifty-four panels already installed in three windows, designs were

Window of Ideals

Row 1 Craftsmanship [Monk], Womanhood, Patience [King Bruce]
Row 2 Aspiration [Pegasus], Physical Perfection [Discus Thrower], Perseverance [Columbus' Fleet]
Row 3 Charity [Salvation Army], Benevolence [Good Samaritan], Generosity
Row 4 Friendliness [Massasoit], Obstacle Mounting [Booker T. Washington], Mental Courage [Lincoln]
Row 5 Public Health, Democracy [American Public School], Moral Courage [Socrates]
Row 6 Physical Prowess, Industry [Edison], Faith [Joan of Arc]

executed by forty-seven different pupils. Most of the perforated sawing, the construction, and painting was accomplished by the ninth-grade industrial arts class in the manual training period.

One proof of the students' interest in this activity is that the gift committee of the graduating class voted to contribute its funds to defray the expenses of the cost of the wooden screen and the transparent material which is used to soften the light.—**Helene Rose Abels,** Bartlett Training and Junior High School, Lowell, Massachusetts.

Wasn't That a Good Speech?

A Code for Convention Speakers

THE TEMPTATION is strong to say that the trouble with many convention speeches is that they are too conventional. It would perhaps be a little fairer to describe them as not being sufficiently memorable. Everyone of us, if we have been habitual attendants at conventions, is likely to have concluded regretfully that only once in a while does a speaker at a convention make an address of which we really want a copy, so that we may reread it at leisure and study its points and conclusions.

What constitutes a good convention speech? May I suggest a tentative reply to this question?

[1] Naturally, the very first injunction must be *Avoid the obvious*. We all constantly suffer under the socalled eloquence of speakers who labor for the thousandth time educational platitudes that begin to impress us as probably not true, because we have grown so tired of them. Inevitably the stock in trade of educators is a series of commonplace maxims that are as old as mankind. But supposedly nobody in the business of teaching really needs to have these repeated endlessly. An even greater misdemeanor, however, is committed by some would-be clever speakers who take these obvious facts and principles and seek to disguise the obviousness of what they are saying by clothing them in a complicated and bewildering terminology. Disagreeing completely with Shakespeare as to what's in a name, they seem to believe sincerely that a new name for an idea makes it a new idea. Frequently, too, their gift of style is so scanty that the terms they invent constitute a form of barbarism. If it is an old speech that you are giving again, even if the audience is different, insert some new material.

[2] In our own energetic day there are so many really new activities going on and so many points of conflict are involved in these, that it ought to be easy to carry out the second suggestion: *Seek and develop a controversial point*. We are much more likely to interest our hearers if we do so. It is desirable to avoid personalities, to keep the battle on a high plane of principles, but it might be even better sometimes to mention someone by name whose ideas we are attacking and to make the conflict somewhat of a personal one than to omit the element of the controversial. It is possible that the reason we do not fight hard enough is because we don't care hard enough.

American Education Week

NOVEMBER 5-11, 1934

WE ARE *now entering upon what may easily be the most crucial year in the history of the American school. Never before has there been such need for united action, vigorous leadership, and sustained public support. American Education Week offers an unusual opportunity to interpret education to the people and to enlist their cooperation in the improvement of the schools. Let every teacher and school officer plan early for an effective American Education Week program.*—HENRY LESTER SMITH, *president, National Education Association.*

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[3] On the other hand, we are professional men and women, and out of a spirit of fairness it is necessary to *Present both sides*. Show the two pictures, and you will not only be displaying the spirit of fair play, but also be making use of the device of contrast, in itself a useful rhetorical method for securing interest.

[4] We have in the past been so sensitive in the matter of dignity that it is more than difficult for some teachers to observe the fourth injunction: *Be lively*. One way of being lively is to use the language of today, not that of Milton's or Johnson's or Ruskin's, or even that of Bernard Shaw's day. Moreover, all the great masters I have mentioned are British and we are Americans, using a somewhat distinctive form of speech. A little slang now and then will do no harm and there is no question that colloquialisms ought to be pretty freely employed. Talk American—1934 American.

[5] It is very important that the next commandment should be observed: *Reach some definite conclusion,* and avoid detours in reaching it. Many a speech goes wobbling along without purpose for dreary minute after minute and when the orator [save the mark!] is thru, no one knows what he has been driving at. The closing passages of the talk should make clear, in vigorous phrasing, what it was all about.

[6] This conclusion will be an especially effective one if the speaker observes the next principle: *Say something practical*. By practicality I do not imply that the teachers in the audience must carry away some concrete device that they can apply the next school session in the actual classroom with a particular group of boys and girls. It may be that, but it may also be the solving of some more general problem, the clearing up of a doubt—something that does the teacher some definite good.

[7] In these days of confusion of the public mind on the subject of the schools and education, it is well to keep in mind this point: *Prepare your talk so that one particular paragraph of it* [say 150 or 200 words] *can be used for publicity purposes*. Of course, the publicity must be good publicity and educators would do well to educate themselves on this subject, inasmuch as anyone acquainted with the principles and the psychology of sound public interpretation is likely to be all the better educator. This paragraph should not only contain the nub of your remarks but it should be phrased in a way that will entertain as well as instruct—two ideals by no means mutually exclusive. Pay prompt attention to requests of newspapermen, editors, and publicity representatives for advance copies of what you intend to say.

[8] The next commandment is very brief: *Stop when you're thru.*

[9] The next is also brief and also important: *Revise your talk* [I am assuming you prepare your "remarks" beforehand] *and cut it down one-third.* You will not hurt anyone's feelings by talking more briefly than you are supposed to talk.

[10] Perhaps the last commandment, in accordance with the Biblical saying, ought really to be first: *Learn how to talk*. One need be no orator, but certainly any address by a teacher ought at least to be clear in enunciation, careful in pronunciation, and pleasing as to voice. Many a good address is made intolerable by wretched delivery.—**Max J. Herzberg,** principal, Weequahic High School, Newark, New Jersey.

[*American Education Week speakers will find these suggestions helpful.*]

A Service for Employers

MR. P. L. "Red Demon" Bergoff is in the news once more. And who is Mr. Bergoff? In his own words, he is "dean of the strikebreakers." Others, according to him, "may break a buttonhole makers' strike, but when it's steel or utilities or railroads they come to me. I'm dean—been at it thirty years and made millions breaking strikes in this country." The big job now, of course, is textiles.

The "Red Demon," as he became known in a score of bloody strikes during the last quarter of a century, maintains headquarters in New York City, where the "Bergoff Service Bureau, Industrial Specialists," stands ready, day and night, to dispatch armed "guards" to employers harassed by strike or labor difficulties. The agency, outstanding in its field, has figured in nearly all the major conflicts of the year. During the longshoremen's strike, Mr. Bergoff sent nearly 1000 "guards" to San Francisco; however, the men were specially selected so that they could "fit in as strikebreakers," if that became necessary.

And when the steel workers threatened to walk out last June, Mr. Bergoff, in an interview published by *The New York World-Telegram,* reported that he was working for several of the big steel companies, preparing for the strike. The preparations, as reported by *The World-Telegram,* included the selection of 10,000 armed guards, purchase of arms and ammunition, erection of barriers—"all the preparations for regular warfare, at a cost of hundreds of thousands of dollars." Most of the 10,000 armed guards, said Mr. Bergoff, would be sworn in by local sheriffs—"we have a tentative understanding with local sheriffs, as has any large agency like ours that knows its business."

But the "Red Demon" is somewhat distressed at the course the textile strike has taken. Specifically, he doesn't like Governor Talmadge's "partial martial" law edict in Georgia. For as a result of the Governor's action, the services of some 800 of the "Red Demon's" picked "guards" were dispensed with, and the men were ordered to return to New York. "The Governor practically gypped us out of $100,000," complains Mr. Bergoff. Not the least interesting part of Mr. Bergoff's complaint is the revelation that these "guards" were imported on the order of W. D. Anderson, head of the Southern Textile Manufacturers' Association, and were to have received from $6 to $20 per day for fighting in the cause of the open shop. Mr. Anderson is one of the textile executives who have been crying to high heaven over the "illegal" intimidation caused by picketing—especially the invasion of mill towns by the socalled flying squadrons of pickets. Apparently, he sees nothing intimidating or incorrect in the importation of a private army from New York.

Likewise, it is always a source of wonder that impoverished manufacturers, insisting that they cannot possibly afford to raise wages, can nevertheless see their way clear to spending exorbitant sums on strikebreakers. In the present strike, it is estimated that at least 10,000 special deputies—strikebreakers, that is—have been hired. If the rates paid Mr. Bergoff's "guards" are any index, the total cost of fighting the strike can easily reach staggering proportions. Apparently, the textile manufacturers would have the public believe that they are willing to sacrifice this money in order to protect the liberty of their workers and not because it bears any relation to the profits they are able to extract from an unorganized, open-shop labor market.

Meanwhile, the Bergoff Service Bureau remains open for further business. A special folder, describing its varied services, lists the following departments:

Strike prevention department.—This department is composed of men possessing natural leadership qualifications. Men of intelligence, courage, and great persuasive powers, to counteract the evil influence of strike agitators and the radical element.

Undercover department.—Our undercover department is composed of carefully selected male and female mechanics and workpeople. They furnish accurate information of the movements and contemplated actions of their fellow employees. "Forewarned is forearmed."

Open-shop labor department.—This department is composed of an organization equipped to supply all classes of competent mechanics and workpeople to keep the wheels of industry moving during a strike.

As testimonials to his good work in the past, Mr. Bergoff has nice letters of praise from Frank Hedley, president of the Interborough Rapid Transit Company, Charles Kreuger of the Philadelphia Rapid Transit System, and from many other nationally known companies which have been involved in labor troubles. As references, Mr. Bergoff lists over one hundred organizations, including most of the big railroads, a number of steamship companies, the Aluminum Company of America, the Standard Oil Company of New York.

The "Red Demon" places his work on a high plane. "We're going to be lucky," he confides, "if we save this country from a revolution. The boys down in Wall Street have come to me a lot of times for advice, and I've never steered them wrong." A good number of the "boys," it appears, believe Bergoff has the right dope. At any rate, they are willing to pay fancy fees for his service. Only recently, the United Dry Docks paid him $2000 a week plus $12 a day for armed guards to forestall a minor revolution among shipworkers.—*New Republic,* October 3, 1934.

IN COUNTLESS HOMES in America today there must be going on a serious questioning of what it is that makes life worthwhile and what is really worth striving for. My own opinion is that there are plenty of us who are getting fed up with the philosophy of life of the past decade and with the position which our country occupies, with its crime, its lawlessness, its disgraceful politics, its abandonment of ideals, its loss of prestige and honor abroad and at home. There are plenty who feel like the man who said he could lose his money if he could be proud of his country. There is a priceless possession in feeling that one is a citizen of a great country—not merely a big country, or a powerful country, or a rich country, but a *great* country.—From James Truslow Adams' *America's Opportunity: How We Lost It And How We May Regain It.*

Home and School Working Together

AMERICAN EDUCATION WEEK offers teachers and school administrators the best opportunity of the year to interpret the schools to the public. The most carefully planned Week, however, falls far short of its purpose if it is not followed by a systematic program of interpretation thruout the entire year. In other words, school people cannot wrap an understanding of the needs, purposes, and achievements of the schools into a neat little bundle, present it to school patrons during this Week, and then wash their hands of responsibility until the next American Education Week.

Two effective ways of maintaining a continuous year-round interest in the schools on the part of parents are home visiting by teachers and the sending of simple informative messages into the home. Home visiting is discussed on pages 200 and 204 of this JOURNAL.

Hundreds of school systems thruout the country are following the practise of sending home-school leaflets to parents regularly. Parents welcome these leaflets when they are timely and wellchosen. Over a million leaflets have been supplied by the National Education Association in the past two years; orders have been received from every state in the Union. These leaflets are produced by the Association in large quantities at a cost so low as to be within the reach of any school or teacher.

It is not necessary to obtain permission to duplicate the leaflets. In many systems these messages are printed in school shops. In other cities the messages are mimeographed by students. Still other schools have worked out their own series of leaflets, which are sent into the homes at regular intervals.

Parents take a special interest in leaflets which have covers made by the children themselves. The cover reproduced at the left was designed by a child in Superior, Wisconsin. Last year during American Education Week nearly eight hundred kindergartens sent out the leaflet, "In the Garden of Growing Children," with an attractive colored cover prepared by children.

Many schools send leaflets into the homes with the report cards. A unique plan—printing a message on the envelope in which the report card is inclosed—is used by Berkeley, California, schools.

These messages may be distributed at commencement programs, at parent-teacher meetings, to members of the board of education. They are reprinted in numerous magazines. Some superintendents and boards of education send out the message as Christmas and New Years' greetings. What plan does your school follow in distributing home-school leaflets?

The schools *need* the understanding and active support of every citizen. The schools *receive* this understanding and support when they keep in constant touch with citizens.

Cut on this line

Cut on this line

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

I wish to use your Home and School Leaflets.

I inclose $_____ for _____ copies of *The American School*

Name_____ Position_____

Street_____ City_____ State_____

Price: 100, 25¢; 1000, $1. Any order may include one or more titles.

Cut on this line

THERE ARE greater undeveloped markets in the underprivileged half of the American population than there are overseas. Let us promote recovery by improving the schools.

Fold away from this line

The AMERICAN

School

A MESSAGE *to* PARENTS *and* CITIZENS

THIS LEAFLET comes to you as a part of a nationwide observance of American Education Week. During this Week parents and citizens thruout the nation study their schools and seek to make them better . . . .

Group Study and Faculty Meetings

IN THE *Connecticut Teacher*, published by the Connecticut State Teachers Association, there appeared recently an article which is suggestive for principals, superintendents, committees of teachers, or anyone who has charge of planning for group study and faculty meetings. This article, written by Everett E. Robie of Stamford, Connecticut, deals with teachers' reading, professional and otherwise. Mr. Robie says:

"Modern education demands that a teacher devote much time to reading and study. To produce positive results, one must keep up with modern teaching methods and devices; and yet many teachers fall back, thru desire or necessity, into the harness of the Three R's. One reason is that many of the textbooks used have never been really revised. How, then, is a teacher going to meet the requirements of new subjectmatter? The many educational texts and magazines which are now at her disposal afford the answer. Does she devote much time to such material? There would seem to be justification for awakening in the teacher's mind a realization of how much or how little reading she is doing.

"With this goal in mind, a reading test was given to twenty-eight teachers in the Cloonan School at one of the teachers' meetings. Those attending had no previous knowledge that they were to take such a test. Mimeographed copies of the following test were used:"

A Teacher's Reading Test [please be frank]

Part I—Have you read any educational journal or journals since school opened in September?

[2] How many?

[3] What are they?

[4] Has your reading helped you in your teaching?

[5] If so, what new ideas, derived from your teaching, have you sought to introduce in your classroom? Outline briefly.

[6] Do you feel that you have succeeded or are succeeding, in putting these ideas across?

[7] Indicate below any definite results which you are sure are a direct product of your reading, transferred to your pupils.

[8] Make a brief statement as to your estimate of the value of educational journals; for the teacher; for the school.

Part II—Are you reading or have you read any textbooks in education research since school reopened in September?

[2] If so, name them, including authors, if possible.

[3] Make a brief statement as to your estimate of the value of such texts; for your profession; for your daily life.

Part III—Are you reading or have you read novels since school reopened in September?

[2] If so, name them, including authors, if possible.

[3] Has such reading broadened your outlook on life in general? How?

Part IV—Do you read a daily paper?

[2] Please name it if you do.

[3] Do you read magazines, not including those in the educational field?

[4] Please name it or them if you do.

[5] Does such reading help in your daily life? How?

Only part of the interesting results of the above test can be given here. Mr. Robie writes:

Only two out of twenty-eight had read no educational journals; three had read only one; six had read but two; and the remaining seventeen had read at least three, one having read seven.

The test proved of great value as a checkup on reading. Another indirect benefit occurred when the teacher realized that she was reading very much or very little that had a direct bearing on her profession. Judging from attitudes and conversations among the teachers after the test, it seemed safe to asssume that a few planned to do more reading. Now, two years later, this indication has proved correct and a united interest in the several educational magazines taken at the school is plainly manifest and many worthwhile projects have been organized by some who previously had shown no marked interest.

The American School

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

LET EVERY teacher assume his share of the responsibility for interpreting school service to parents and other citizens. INCREASED appreciation of the schools waits upon increased understanding of their services.

The race climbs upward thru its children

The Denver Convention

ATTRACTIVE travel rates from almost anywhere to the mountain playgrounds of Colorado and its neighbor states will bring to the 73rd annual convention of the National Education Association at Denver, June 30-July 5 thousands of teachers who seek vacation rest along cool mountain streams, shimmering lakes, and columbine-covered mesas overlooked by snowcapped peaks.

Some teachers will begin their summer recreation immediately after the convention adjourns. Others will continue the professional work of the convention program with study in the many fine colleges and universities located in beauty-spots of the Rockies.

Because round-trip railroad fares from distant points are so low, a ticket to Denver may be extended to scores of other Western points of interest for the price of a meal. The Denver meeting offers economical travel opportunities not excelled since the teachers gathered in the Rocky Mountain City for the 47th convention in 1909.

"Mountains are free"

President Henry Lester Smith has already taken preliminary steps in fashioning an interesting and helpful program. The general sessions of the convention will be held in the Denver municipal auditorium. In the same place the Representative Assembly, exhibits, and registration will be housed. Some of the departmental sessions will assemble in Denver school buildings, for the beauty and utility of which this city has long been noted.

Educating for Tomorrow

IT IS TIME for the American people to state more clearly the goals toward which they are moving, and to make these goals clear to their children, upon whom rests the future of self-government. Education is a powerful social force. The kind of education we offer children today will largely determine the character of our national life tomorrow. What this future should be and how well the schools are helping to achieve such a future is a matter for the decision of all citizens.

The schools must play a threefold part in the life of the nation within the next few critical years. First they must provide activities for children released from labor. Most youth of highschool age can no longer find a place in industry or agriculture. The present enrolment of 5,000,000 young people in our secondary schools is only slightly more than half the population of highschool age. There are 3,000,000 young people under eighteen years of age for whom there are neither schools nor jobs. The time may be very near at hand when society must provide every youth with satisfactory and continuous educational opportunities to the age of eighteen or higher.

The schools must teach young people the qualities of initiative and self-reliance which will enable them to take and to make their opportunities in the world. . . . They must open the pupil's mind to a realization of society as it is, with all its inequalities and maladjustments. No longer can the schools emphasize merely the finding of right answers to problems laid down by the teacher. They must rather help young people to find out what the problems are and how they can share in their solution.

Finally the schools must teach young people the principles of collective action upon which we must work out our common problems. There was a time when each family could care for itself; when each community was to some extent self-sufficient. That time is past. The nation has become one great community which must rise or fall as a unit. Cooperative action is imperative—and, if democracy is to survive, it must be voluntary and enlightened cooperation.

Altho teachers will naturally take the lead in the adaptation of schools to meet the needs of the new day, the task is so momentous as to call for the help of all citizens. The movement to bring schools into closer union with the life around them must go forward. The schools are already giving attention to home and community life. They are attaching importance to good character, to worthy home life, to neighborhood surroundings, to citizenship, and to problems of leisure.

This message takes its title, "Educating for Tomorrow," from the theme of the fourteenth annual American Education Week, to be observed November 5-11. During this week parents are urged to visit the schools and to learn how best they may cooperate with the teachers for the highest good of the children. What we put into the lives of our boys and girls will come out in the life of America. Let us provide for every child in the nation an educational opportunity in keeping with their talents and their determination to achieve. — President **Henry Lester Smith** in *Parents' Magazine,* September 1934.

Builders of Our Profession

THE enduring success of any movement depends upon the active and persistent interest of all who are a part of it. The real work of our professional organizations in the past has been the result of the efforts of a few who have been fired with the crusader's zeal to struggle for certain ideals. The rank and file of the profession have been content to be carried along in the onward march like so much baggage—the impedimenta of Caesar's army, so to speak. We have been willing to let a few more ambitious ones do our thinking as well as fight our battles for us.—Blanche McCarthy, teacher, high school, Appleton, Wisconsin.

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on October 1 was 5227. The teachers of Crawford County, Ohio, are presenting their retiring superintendent, P. J. Foltz, with a life membership in the NEA in recognition of past services in behalf of the teaching profession. The following life members have been reported since the list was published in the October JOURNAL.

IDAHO—C. E. Peterson.
NEBRASKA—Al Seubert.
OHIO—O. H. Bennett.
PHILIPPINE ISLANDS—Romulo Y. Mendoza.
VIRGINIA—Edith Eccard Grosvenor.

Completed Enrolments

THE following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the October JOURNAL.

Twelve Years

COLORADO—*Boulder*, Whittier.
KANSAS—*Chanute*, Chanute Public Schools, Alcott, Cross, Lincoln, Murray Hill, Pioneer, Roosevelt, Royster Junior High, Senior High, Webster.
MARYLAND—*Galena*, Elementary, High.
NEW YORK—*Rome*, Jay Street.
WYOMING—*Casper*, Park; *Worland*, Worland Public Schools.

Eleven Years

NEW JERSEY—*Fair Haven*, Fisk Street, Willow Street; *Middlesex County*, Sand Hills; *Summit*, Lincoln.
SOUTH CAROLINA—*Laurens*, Watts Mills.
UTAH—*South Sanpete District*, Gunnison Valley High.
WYOMING—*Casper*, Grant; *Sheridan*, John S. Taylor.

Ten Years

NEW JERSEY—*Fair Haven*, Fair Haven Public Schools, Fisk Street, Knollwood, Willow Street.
OHIO—*Middletown*, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Junior High, Senior High, Sherman, South, Young, Booker T. Washington.

Nine Years

KENTUCKY—*Louisville*, Hazelwood.
OHIO—*Ashtabula*, Ashtabula High.
UTAH—*Duchesne County*, Duchesne Elementary, Duchesne High, Ioka, Mt. Home, Myton, Neola, Roosevelt Elementary, Tabiona, Talmage.
VIRGINIA—*Norfolk*, Ocean View.
WASHINGTON—*Centralia*, Centralia Public Schools, Edison, High, Lincoln, Logan, Oakview, Roosevelt-Jefferson, Washington.
WISCONSIN—*La Crosse*, Hamilton.

UPPER LEFT: J. W. STUDEBAKER, *U. S. Commissioner of Education, and superintendent of schools, Des Moines, Iowa; upper right:* DAISY LORD, *president, Department of Classroom Teachers, NEA; lower left:* MRS. B. F. LANGWORTHY, *president, National Congress of Parents and Teachers; lower right:* JOHN T. WEBNER, *general secretary, National Congress of Parents and Teachers.*

Eight Years

KANSAS—*Chanute*, Trade.
MISSISSIPPI—*Brooklyn*, Forrest County Agricultural High.
NEW MEXICO—*Albuquerque*, Eugene Field.
NEW YORK—*Rome*, Thomas Street.
OHIO—*Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm.
PENNSYLVANIA—*Hollidaysburg*, Hollidaysburg Public Schools, Gaysport, Hillcrest, Junior-Senior High.
TEXAS—*Texarkana*, Grim.
UTAH—*Logan*, Junior High.
WISCONSIN—*Wauwatosa*, Washington.

Seven Years

MARYLAND—*Westernport*, Hammond Street.
UTAH—*Duchesne County*, Mt. Emmons Elementary, Mt. Emmons Central High, Upalco.
VERMONT—*Bellows Falls*, Atkinson Street.
WISCONSIN—*La Crosse*, Hogan.

Six Years

CALIFORNIA—*Fortuna*, Union High; *Inglewood*, Centinela; *San Francisco*, Commodore Stockton.
IOWA—*Waterloo [West Side]*, Thomas A. Edison.
MONTANA—*Glendive*, Lincoln.
OHIO—*East Palestine*, East Palestine Public Schools, East North Avenue, Junior High, Senior High, Captain Taggart; *Fremont*, Fremont Public Schools, Atkinson, Croghan, Hayes, Lutz, Otis, Fremont Ross High, Stamm; *Greenfield*, Greenfield Public Schools, Elementary, Junior High, McClain High.
UTAH—*Duchesne County*, Bluebell, Roosevelt High.
VERMONT—*Bellows Falls*, Wells Street.

Five Years

INDIANA—*Indianapolis*, Public Number 90.
IOWA—*Council Bluffs*, Abraham Lincoln High.
NEW JERSEY—*Trenton*, Mott.
NEW YORK—*Oneonta*, Chestnut Street.
NORTH DAKOTA—*Carrington*, Carrington Rural Schools, Lincoln High, Washington.
OHIO—*Middletown*, McKinley Junior High.
TEXAS—*Texarkana*, Junior High.
VIRGINIA—*Newport News*, Booker T. Washington.
WEST VIRGINIA—*Crab Orchard*, Crab Orchard.
WISCONSIN—*La Crosse*, Webster.

Four Years

ARKANSAS—*Wickes*, Wickes High.
MAINE—*Newfield*, Ethan Stone High; *South Portland*, Summer Street.
MISSOURI—*Kansas City*, Benjamin Harrison.
NEW JERSEY—*Trenton*, Parker.
NEW MEXICO—*Hot Springs*, Hot Springs Public Schools.
NEW YORK—*New Paltz*, State Normal.
WEST VIRGINIA—*Owings*, Grade.

Three Years

ALABAMA—*Jefferson County*, Crestline Heights.
IOWA—*Cherokee*, Cherokee Public Schools, Garfield, Lincoln Junior High, Webster, Wilson Senior High.
MASSACHUSETTS—*Newton Upper Falls*, Ralph Waldo Emerson.
MICHIGAN—*Flint*, McKinley.
NEW JERSEY—*Elizabeth*, William Livingston Number 10.
NEW YORK—*Cambridge*, Cambridge Union.
WEST VIRGINIA—*Athens*, Concord Elementary Training.

Two Years

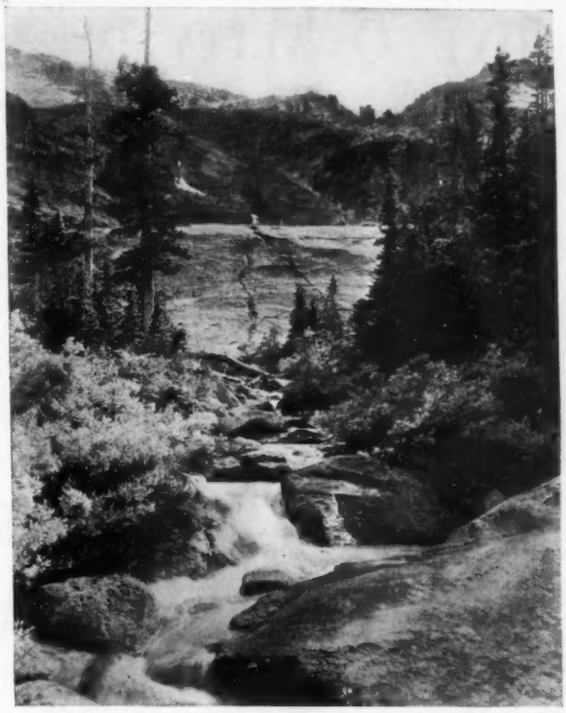
ALABAMA—*Alpine*, Winterboro Junior High.
DELAWARE—*Kenton*, Kenton.
INDIANA—*Ft. Wayne*, South Wayne; *Indianapolis*, Washington Irving Number 14; *Terre Haute*, W. S. Rea.
MASSACHUSETTS—*Gloucester*, Babson.
MICHIGAN—*Dowagiac*, Dowagiac Public Schools, Central, County Normal, Junior High, McKinley, Oak Street, Senior High.
OHIO—*Akron*, Highland Park; *Champaign County*, Wayne-Cable; *Montgomery County*, Jefferson Township.
TEXAS—*Burkburnett*, Burkburnett Public Schools, Central Ward, High.
UTAH—*Duchesne County*, Duchesne County Public Schools, Altonah, Bluebell, Duchesne Elementary, Duchesne High, Ioka, Mt. Emmons Elementary, Mt. Emmons Central High, Mt. Home, Myton, Neola, Roosevelt Elementary, Roosevelt High, Tabiona, Talmage, Upalco.
WISCONSIN—*La Crosse*, La Crosse Public Schools, Central High, Franklin, Hamilton, Hogan, Jefferson, Lincoln, Logan High, Roosevelt, Washburn, Washington, Webster.
WYOMING—*Bairoil*, Bairoil.

Current Year

ALABAMA—*Scottsboro*, Jackson County High.
CONNECTICUT—*East Haven*, East Haven Public Schools, Foxon, Gerrish Avenue, Highland, Laurel Street, Momauguin, South, Tuttle, Union; *Essex*, Grammar.
FLORIDA—*Cedar Key*, Cedar Key; *Miami*, Gladeview Elementary; *Tampa*, Valrico.
INDIANA—*Ft. Wayne*, John S. Irwin.
KENTUCKY—*Owensboro*, Owensboro Public Schools, Paul Dunbar, Emerson, Franklin, Junior High, Robert E. Lee, Abraham Lincoln, Longfellow, Senior High, Trade High, Washington, Western, Wilson.
MARYLAND—*Frederick County*, Downsville; *Union Bridge*, Johnsville.
MASSACHUSETTS—*Malden*, Franklin.
MICHIGAN—*Detroit*, Yost.
MISSISSIPPI—*Cruger*, Cruger Consolidated.
MONTANA—*Glendive*, Glendive Public Schools, Lincoln, Washington.
NEBRASKA—*Wood River*, Wood River Public Schools, Grade, High.
NEW JERSEY—*Camden*, Dudley; *Fieldsboro*, Fieldsboro.
SOUTH DAKOTA—*Lennox*, Lennox Public Schools.
UTAH—*Duchesne County*, Montwell.
VIRGINIA—*Burnsville*, Burnsville.
WEST VIRGINIA—*Bridgeport*, Grade; *Buckhannon*, East Main Street; *Wilsonburg*, Wilsonburg.
WISCONSIN—*Shell Lake*, Shell Lake.

COLORADO CALLS YOU

to the Denver Convention of the National Education Association June 30–July 5, 1935



The Seventy-Third Annual Meeting of the National Education Association will be held in Denver, Colorado, June 30–July 5, 1935. Colorado is the host, enthusiastically supported by the other nearby states. Denver is the gateway to the entire recreational West. It has every convention facility and from that city as a base, wonderful scenic trips may be taken. No better opportunity ever has been offered to members of the National Education Association for the combination of convention business and inspiration with vacation and recreation.

The Convention Opens with a Vesper Service on Sunday, June 30th. General sessions, department meetings, representative assemblies, exhibits and other convention activities will be carried on throughout the week including Friday, July 5th. Periods will be left free for excursions and enjoyment of the many attractions of the region about Denver.

Convention Headquarters will be at the Denver Municipal Auditorium at which registration and similar convention activities will be carried on. Here also will be the exhibits and the larger meetings. The Auditorium is convenient to downtown hotels.

Travel Arrangements will include provision for generous railroad rates. These rates will allow ample time and low prices for tours to other sections of the mountain region and for visitation of national parks and transcontinental travel. Automobile travel will be pleasant and economical for many. Some will wish to take advantage of the summer school courses in those excellent institutions in Denver and in other places easily accessible from Denver. Write now to the Denver Convention and Tourist Bureau for folders describing vacation opportunities.

Hotel Arrangements. Requests for hotel accommodations should be sent to the N. E. A. Housing Committee, 407-17th Street, Denver. Be specific as to type of room required, price to be paid and exact dates of occupancy. Act NOW even if conditions may require later changes in some details. Consult the list given below, but bear in mind that there are many other excellent small hotels with very moderate prices. While it may not be possible for hotels to make reservations at minimum rates for all who apply, assurance is given of interest and effort on the part of the Housing Committee to meet the applicant's needs as exactly as possible.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, JUNE 30-JULY 5, 1935

The following list of Denver hotels, with rates, has been furnished by the Denver Convention and Tourist Bureau. In addition to the hotels named in this list there are many other excellent smaller hotels with moderate rates. Address all requests for hotel reservations to M. E. Rowley, Chairman N. E. A. Housing Committee, 407-17th Street, Denver, Colorado. Indicate three choices of hotels. Be specific as to dates of occupancy, prices and types of rooms desired.

Hotel	No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate for each additional person in a double room	Rate per day for suite with parlor, bedroom & bath accommodating TWO persons	Rate for each additional person in a suite
			Double bed	Twin beds			
Adams	100	$2.00 to 3.00*	$3.00 to 3.50*	$3.50 to 4.00	$1.00		
Albany	300	2.50 to 4.00*	4.00 to 6.00*	5.00 to 7.00*	1.50 to 2.00	$5.00 to 10.00	$2.00
Argonaut	140	2.50 to 3.50*	3.50 to 4.00*	4.50 to 5.00*	1.00	5.00 to 7.00	1.50
Auditorium	166	2.00 to 3.00*	2.50 to 3.50*	4.00 *	1.00	5.00	1.50
Ayres	65	2.50 to 3.00*	3.00 to 4.00*	4.00 to 5.00*	1.00		
Bellevue	78	1.50 to 2.00*	2.00 to 3.00*	2.50 to 4.00	.50		
Brown Palace	313	3.00 to 5.00	5.00 to 6.00	6.00 to 8.00	2.00	10.00 to 12.00	3.00
Colburn	100	2.50 to 3.50	3.50 to 4.00	4.50 to 5.00	1.00	8.00	2.00
Colorado	105	2.50 to 3.00*	3.00 *	4.00 *	.50		
Cosmopolitan	450	3.00 to 5.00*	5.00 to 6.00*	6.00 to 8.00*	1.50 to 2.00	12.00 to 15.00	2.00
Crest	114	2.00 to 3.00*	3.00 to 3.50*	3.50 to 4.00*	.50		
DeSoto	80	2.00 to 3.50*	3.00 to 4.50*		.50		
Eleventh Avenue	90	1.50 to 2.00*	2.50 to 3.00*		.50		
Kenmark	120	2.00 *	2.50 *	3.00 *	1.00		
Marquette	62	1.50 to 2.00*	2.50 to 3.00*	3.00 to 4.00*	.50		
Midland	70	1.50 to 2.00*	2.00 *	2.50 *	.75		
Mills	60	2.00 to 2.50*	2.50 *	2.50 to 3.00*	.50		
Olin	170	2.50 to 4.00	4.00 to 5.00	5.00 to 6.00	1.50 to 2.00	6.00 to 14.00	2.00
Oxford	230	2.00 to 3.00*	3.00 to 4.00*	4.00 to 5.00*	1.50		
Park Lane	200	3.00 to 6.00	4.00 to 7.00	5.00 to 8.00		7.00 to 12.00	1.00
Roosevelt	166	2.00 to 3.00*	2.50 to 3.50*	3.00 to 4.00*	1.00		
St. Francis	60	1.50 to 2.50*	2.00 to 3.00*	2.50 to 3.50*	.50		
Sears	90	2.00 to 2.50*	3.00 to 3.50*	4.00 to 5.00	1.00		
Shirley-Savoy	385	2.00 to 3.50*	3.50 to 5.00*	5.00 to 7.00*	1.50 to 2.00	8.00 to 12.00	2.00
Standish	120	2.00 to 3.00*	2.50 to 4.00*	4.00 to 5.00*	1.00 to 1.50		

***Rooms without bath also are available at lower rates than those quoted.**

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May be used with one or more loud speakers.

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purchased two Holmes world famous educators. After the 2nd day of operation cabled for two more—in less than 30 days purchased 10 equipments.

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brought two repeat orders.

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purchased one two years ago — today have nine complete equipments.

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

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

GET ALL your printing where facilities make economies.

Consult us—any size job interests the "Master Printers"

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WASHINGTON, D. C.

NOTES and ANNOUNCEMENTS

THE UNCHERISHED SEED-CORN

I sing of America's seed-corn;
I sing of America's children;
I sing of the pioneer children
Traveling onward and westward
Riding in rough prairie schooners
Like cumulus clouds on the skyline
Over the Illinois cornfields,
Over the flat lands of Kansas.
By pioneer mothers who bore them
They were watched with a holy devotion.
These knew that a western dominion
Was futile if there were no seed-corn.

I sing of the uncherished seed-corn;
I sing of the pioneer children
Who travel on toward tomorrow
Into tomorrow's dominion.
What tho America's rivers
Are spanned by the arches of bridges?
What tho vast jewel-like cities
Embellish each curve of horizon?
What tho the century's secrets
Are held in America's test-tubes?
Who will inherit the glory
If America's seed-corn be sterile?

—PAULINE SAGER, Newark, Ohio.

A "Christmas or birthday gift" was recently received by every teacher in the Lawrence, Kansas, schools. The board of education of that city, to show its appreciation of the teachers' services, presented each teacher with a membership card in the National Education Association and the Kansas State Teachers Association.

Agnes Samuelson, a member of the executive committee of the National Education Association, and state superintendent of public instruction for Iowa, recently received unique recognition when the Democratic state committee voted not to nominate a candidate in opposition to Miss Samuelson, who is a Republican. This, in effect, takes the state superintendency for this year out of politics and leaves Miss Samuelson unopposed for the election.

Special tercentenary packet—Three hundred years of secondary education are being celebrated in the schools of the United States during 1934-35. To meet the widespread demand for material to carry out effective observances of this event, the Division of Publications of the National Education Association is developing a special celebration packet which will be ready December 15. It will contain material for classes, clubs, assemblies, commencements, and plans for making the celebration an integral part of the work of the school thruout the year. It will emphasize school interpretation and will furnish schools with material for campaigns for bringing about more understanding, appreciation, and friendship for education. Send 50¢ to the Division of Publications, National Education Association, 1201 16th Street N. W., Washington, D. C. for one of these packets.

The following questionnaire was sent out by the Newark, N. J., Teachers Association to all candidates for governor and for the legislature:

For the information of the 2300 members of this association, teachers in the Newark Public Schools, and their friends, you are requested to answer definitely the following questions. Your replies or the fact that you do not reply will be given to the newspapers and announced over

the radio, besides being communicated to all members of this association.

Question 1—Are you in favor of further crippling of the public school system and lessening of the opportunities of New Jersey youth for education, or will you use your vote and influence, if elected, to maintain and improve educational standards and facilities?

Question 2—If elected, will you give your influence and vote for or against the educational equalization plan, with a minimum contribution by the state to school districts, on the basis of school attendance, for the joint purpose of maintaining statewide equality of educational standards and relieving the burden of local taxation on general property, as recommended by Governor Moore's School Survey Commission and embodied in Assembly bill 169 [1934 session]?

Question 3—If you favor larger state support for schools, for what method or methods of securing state revenues for this purpose will you, if elected, use your influence and vote? New state taxes which have been proposed for this purpose include

[a] Income tax.
[b] Sales tax.
[c] Corporation tax.
Land value tax.
[d] Increased inheritance taxes.
[e] Intangible property tax.
Diversion of gasoline tax.
Diversion of liquor taxes.

Question 4—Do you favor and will you, if elected, vote for the continued application of the principle of home rule in local expenditures or state control of municipal and school budgets?

Question 5—Will you, if elected, use your influence and vote to maintain and enforce the principle of the teachers' tenure law and to prevent violation and evasion of its purpose?

Question 6—Will you, if elected, use your influence and vote to compel payment by the state of its statutory contributions to the teachers' pension and retirement fund?

Question 7—In the face of increased and increasing cost of living, will you, if elected, use your influence and vote for or against continued pay cuts and suspensions of statutory salary increases for teachers and civil service employees?

Is there an Allied Youth Post in your school? Write to Allied Youth, 1201 16th St. N. W., Washington, D. C. for full information and for sample copies of the monthly periodical, *Allied Youth*.

NEA visitors—Many educators from foreign lands visit the headquarters of the National Education Association in Washington. Among recent teachers from abroad were Miss A. M. Lunn, deputy head mistress of Croydon, Surrey, High School for Girls, and Miss E. V. M. Knight, head mistress, Marlborough Girls Schools, Chelsea, London. Both of these English teachers were recipients of the Walter Hines Page traveling scholarship. They came to America representing the Association of Head Mistresses and Assistant Head Mistresses of English girls' schools.

[*Cont. on page* A-90]

What a Port for Teachers in Time of STORM!

The Biggest Umbrella in the World —Covers Thousands of Teachers

T.C.U. is the time-tried and tested organization of teachers for teachers, founded in 1899, to help unfortunate members over the rough places when sickness, accident or quarantine causes a loss of time. For more than 30 years this friendly umbrella has been the symbol of trustworthy protection to thousands of teachers. It extends a welcome to teachers in every state in the union. For just a few cents a day it brings you protection that is real and benefits that are most liberal. T.C.U. invites you to join—today.

Sickness, Accident or Quarantine Hits 1 out of 5 Teachers Every Year!

Few teachers can afford to carry alone the unusual risks that their profession requires them to take. You are not only subject to all the ordinary dangers of accidents, but you are constantly exposed to the dangers of disease and quarantine, for "all diseases come to school." Actual records prove that one out of every five teachers each year loses some part of his or her pay, due to one of these three causes. No teacher would willingly face such hazards alone.

BE Safe . . . Get Under the T.C.U. Umbrella

The low cost of T.C.U. membership will please you when you join, but your great satisfaction will come when in time of need you experience, as thousands have, the friendly, fair and prompt settlement of your claims. Florence K. Adams of Berkeley, Cal., writes: "My first claim has been paid with a promptness and good will which has astonished me."

Send Coupon Today!

You owe it to yourself to find out at once how little it costs to enjoy all the protective benefits of T.C.U. Use the convenient coupon. It will bring you by return mail complete information about this great organization of teachers for teachers—the time-tried and tested T.C.U.

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T.C.U. Benefits

$50 a Month when you are totally disabled by confining sickness.

$50 a Month when you are totally disabled by accidental injuries (including automobile accidents).

$11.67 a Week when you are quarantined and your salary has stopped.

$25 a Month for illness that does not confine you to the house, but keeps you from your work.

20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

$333 to $1000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

Double these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Policies paying larger benefits are also issued.

Checks Sent by Fastest Air Mail

T.C.U. believes that help given quickly is doubly valuable. That's why air mail service is used in delivering T.C.U. claim checks.

FREE INFORMATION COUPON
To the T.C.U., 644 T.C.U. Building, Lincoln, Nebraska.
I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.
Name_____
Address_____
(This coupon places the sender under no obligation)

NEW DEVELOPMENTS IN PUPIL REPORT CARDS

Educational Research Service Circular No. 4, 1934. 36 pages. Price, 50 cents. Second Printing

Do your report cards express to the homes the spirit of your school? Suggestions for improving your cards can be found in this timely bulletin.

Part I—New practices, local committee procedures, guiding principles, bibliography.

Part II—Reproductions of 33 innovating report cards now in use—kindergarten, elementary and secondary.

Department of Superintendence, NEA
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Discounts: 2-9 copies, 10%; 10 or more, 25%.

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

[Cont. from page A-89]

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

Teachers will wish to use the story of Louisa May Alcott in their classes. See page 215.

Dates to be remembered—

November 1-2—Twenty-first annual meeting of the Association of Urban Universities will be held at the Brown Hotel. Louisville, Kentucky.

November 5-11—American Education Week.

November 11-17—Book Week.

November 29-30—National Council of Teachers of English will meet in Washington.

Book Week poster, 1934

December 5-8—American Vocational Association convention will be held in Pittsburgh.

The problem of the unemployed highschool graduate and of other unemployed adults will be one of the topics discussed at the convention of the American Council of Guidance and Personnel Associations. The central theme of the meeting, which will be held February 20-23 just before the Department of Superintendence convention is "Focusing the resources of school and society on the developing individual."

1935 commencement packet now available—Last year 1700 secondary schools used the special commencement packet, prepared by the Division of Publications of the National Education Association, in their vitalized commencement programs. This year the Division of Publications has developed another special packet from the best material available on commencement programs of the student participation type. A special feature of this packet will be a section for use by high schools which wish to make the Tercentenary Celebration of Secondary Education a part of their commencement program. A number of states have their own celebrations this year and the packet is adaptable for use by these states. A summary of the fifty best programs, as well as pageants and other valuable materials, will provide schools an abundance of material from which to select. Send 50¢ [actual cost] to the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C. for your packet.

LIFE MEMBERSHIP

Professional advantages: (1) does away with annual payment of dues; (2) shows a permanent interest in the work of the Association; (3) stands as a high mark of professional spirit; (4) is highest type of credential; (5) it gives the satisfaction of promoting the great principles for which the Association stands.

By banding together in one great national association, the interests of education can best be served. It must be remembered that today's children are tomorrow's citizens. The extent and character of the training of youth determines the citizenship of civilization and the generation ahead.

OUR GOAL—FIFTY NEW LIFE MEMBERS BY CHRISTMAS.

NATIONAL EDUCATION ASSOCIATION

MR. J. W. CRABTREE, *Secretary,*
1201 Sixteenth Street, Washington, D. C.

DEAR MR. CRABTREE: I wish to become a life member, making my first payment December 1, 1934. I understand the entire amount of $100 can be paid in equal annual installments of $10 each, and that membership dues already paid for the current year may be applied on the first payment.

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City and State .....

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All courses are subject to 10% Teachers' discount

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See Yellowstone

After the N. E. A. Convention in Denver Next Summer

The most amazing of all the National Parks—Yellowstone—may be conveniently and inexpensively included in your Denver itinerary. Begin planning now. Send for free literature.

E. E. NELSON,
671 Northern Pacific Ry.
ST. PAUL, MINN.

Northern Pacific Ry.

The New York State Federation of Labor at its recent meeting voted the following educational program:

[1] Constructive education, cooperative ideals, must be substituted for mass education dominated by competition and emulation.

[2] All teachers must be trained in social science.

[3] All teachers must hold social good to be above property.

[4] Preservation of democracy demands a more democratic school system.

[5] This requires pupil selfgovernment and the right of teachers to participate in forming educational policies.

[6] Teachers must be given full academic freedom and secure tenure.

[7] Medical service and mental hygiene for children must be guaranteed.

[8] Equality of educational opportunity must be secured without discrimination against districts too poor to raise adequate school taxes.

[9] Vocational training must be directed by those in sympathy with the organized labor movement.

[10] Adult education must be broadened in scope and made a regular part of the public-school system.

[11] Adult education must not be used to undermine labor standards.

[12] Boards of education, instead of being dominated by enemies of organized labor, should be composed of representatives of different interests, including organized labor, in order to safeguard the rights of labor and of children.

B. E. McCormick, executive secretary of the Wisconsin Teachers Association from January 1928 until September 1933, passed away on September 27. Under his leadership the state association grew in membership, and many of its present activities are the products of his creative and organizing ability.

The Joint Commission on the Emergency in Education is constantly in touch with the educational situation in the drought-stricken areas. A research worker has been sent into the area most affected to get firsthand data. The major educational problems now in evidence in the drought states center around the following needs:

A complete school term—To maintain schools even on an emergency basis will require full use of all revenue and credit resources available, and school officials anticipate that schools will close with far less than a normal term unless federal assistance is extended.

Payment of teachers' salaries—Teachers' salaries have been for several years at or below the subsistence level. Many schools will be able to operate only if teachers wait indefinitely for salary payments or accept warrants of doubtful value.

Maintenance of school district credit—Some districts already have borrowed so heavily during the depression that they cannot secure additional loans to meet the new crisis. Others face virtual bankruptcy if they do borrow further.

Revenues from sources other than property—The impact of drought influences on lo-

[*Cont. on page* A-92]

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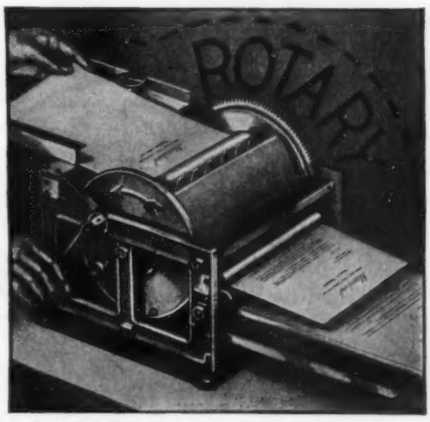

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CHILDREN are the joy of parents, the hope of the nation, and the concern of all. One of the perils that beset them on the road of life is tuberculosis. Nine million children under fifteen years of age in the United States today are infected with the germs of the disease. These children may be protected, however, by safeguards such as are provided by Christmas Seal funds — tuberculin tests, X-rays, clinics, preventoria and nursing service. Your purchase of Christmas Seals to decorate your holiday letters and packages will help protect children from tuberculosis.

The National, State *and* Local Tuberculosis Associations
of the United States

BUY CHRISTMAS SEALS

[*Cont. from page* A-91]

cal property tax collections shows the need for greater participation by the state in school finance.

Equalization of educational opportunity—Inequalities in educational opportunities are emphasized by the unusual distress in districts with low assessed valuations.

Reorganization of administrative units—Many people in the drought region are realizing for the first time the importance of combining small districts into larger administrative units and the need for larger attendance units, that is, for consolidated schools.

Transportation—The cost of the transportation program will be unduly burdensome this year.

District tuition payments—Many districts send part of their pupils to the schools of other districts, for example, to town high schools. They must pay tuition to the receiving district and also maintain their own local schools. Funds are not sufficient for both purposes.

Adequate teaching staffs—Unable to employ enough teachers, in many schools classes of sixty or seventy pupils are assigned to one teacher.

Housing, equipment, and supplies—Suitable facilities are lacking for a considerable number of children. It is difficult to provide fuel and teaching supplies.

Training for library work—Information on this subject can be obtained from the American Library Association, 520 North Michigan Avenue, Chicago.

Lewis B. Avery retired in June after fifty-five years in educational work, the past twenty-one years at Oakland, California. He was given a farewell party by 700 fellow teachers of that city, where he has been director of adult education.

John Piersol McCaskey, who for fifty-five years was editor of *The Pennsylvania School Journal,* celebrated his ninety-seventh birthday on October 9.

The cartoon on page 218 illustrates the contributions students make each year toward the observance of American Education Week. Mats of the cartoon in two column—24-pica—width may be obtained for 15¢ each from the Division of Publications of the National Education Association, 1201 16th St., N. W., Washington, D. C.

Encouraging reports—An increasing pride in professional organization is evinced in membership reports received at NEA headquarters. Following are excerpts from a few of the letters:

I am enclosing a list of our faculty members, together with checks for their memberships in the National Education Association for the school year 1934-35. Four are life members. We are pleased to report a 100 percent enrolment in our institution. All of our staff are enthusiastic about the NEA.—H. L. Donovan, president, State Teachers College, Richmond, Kentucky.

I am glad to report that my teachers on the opening day of school agreed to join the state and national association 100 percent.—B. Frank Brown, superintendent of schools, Gulfport, Mississippi.

This makes our entire faculty 100 percent in the NEA this year. I think this is the first time this has ever occurred for Council Bluffs [Iowa].—J. A. True, superintendent.

I was born the same year as NEA—1857, October 4. William Russell of Georgia voiced my thought about the organization at its first meeting. At our first teachers meeting every year we arrange for continuing our membership 100 percent in both national and state organizations. We meet next Monday evening when dues will be paid and I shall celebrate my 77th birthday by a remittance for our continued membership in both associations.—J. E. Mathis, supt. of schools, Americus, Georgia.

Everything depends on enrolment—enrolment in membership and enrolment for doing things. First, let us sign up as members—paying later as necessary—and organize right now for work on our problems. How much federal aid will we get if we do nothing to secure it? What will happen to salaries? Lay these matters before your teachers to the end that we shall have, within the shortest possible time, a completely organized profession, ready to follow the leadership of President Smith in this which we hope may be the greatest educational drive in history.—Secretary J. W. Crabtree in a letter to principals.

Postal rules make it essential that your address on our records be complete and correct. Members are requested to report promptly change of address, giving old address as well as new to National Education Association, 1201 16th Street, N. W., Washington, D. C.

American Educational Finance is the name of an article by John K. Norton, chairman of the Joint Commission on the Emergency in Education, which will appear in a coming issue of *The Nation*. The article is one of a series on "Public Finance in the World Crisis," to appear in *The Nation*, beginning Oct. 17. Other articles in the series are:

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