

JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

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*The School and
Democracy*

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*The Association
Moves Forward*
Lyle W. Ashby

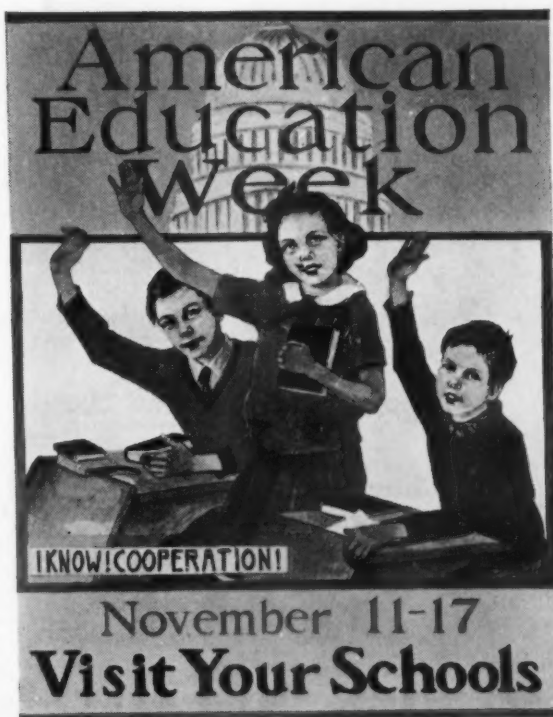
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OCTOBER

VOLUME 24

1935

NUMBER 7

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

October

1935

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Between Editor and Reader—

NEA HEADQUARTERS is humming with activity as this issue of THE JOURNAL goes to press in early September. The building has been renovated and rearranged. New phases of organization have been developed. The members of the staff are back from their vacations in all parts of the country. Work is going forward in all departments and divisions. There is an atmosphere of devotion, enthusiasm, and goodwill. This promises to be a year of enlarged usefulness for the Association, which reflects the spirit of the teachers and the schools.

THE PITTSBURGH MATERIAL, "Preserving American Democracy," in this issue of THE JOURNAL [p. 215] and the Nye material on munitions in the September issue [p. 185] are typical of the steady stream of pioneering curriculum material that goes out to schools thru THE JOURNAL. Let students have a part in the preservation and improvement of democracy. Let each class work out some curriculum unit of its own. That will help the students to appreciate the dynamic and growing character of the curriculum. Send copies and outlines to the editor of THE JOURNAL.

WHAT SHALL our far flung system of schooling mean to America? Shall it mean merely literacy and a small competence in calculation and the occupational skills? Or shall it mean a broad interest in the finer things of life, a concern for the welfare of the republic, the habit of growth, an abiding faith, and a cooperative spirit?

A quotation for American Education Week—Right now the two great issues before the country are holding company legislation and taxing great wealth. We never can have a real democracy and a real civilization as long as the holding companies dominate, not only in the electric field but in every other. Likewise we can't have permanent prosperity unless we tax huge inheritances.—Senator George W. Norris.

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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 June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 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 20, 1921.

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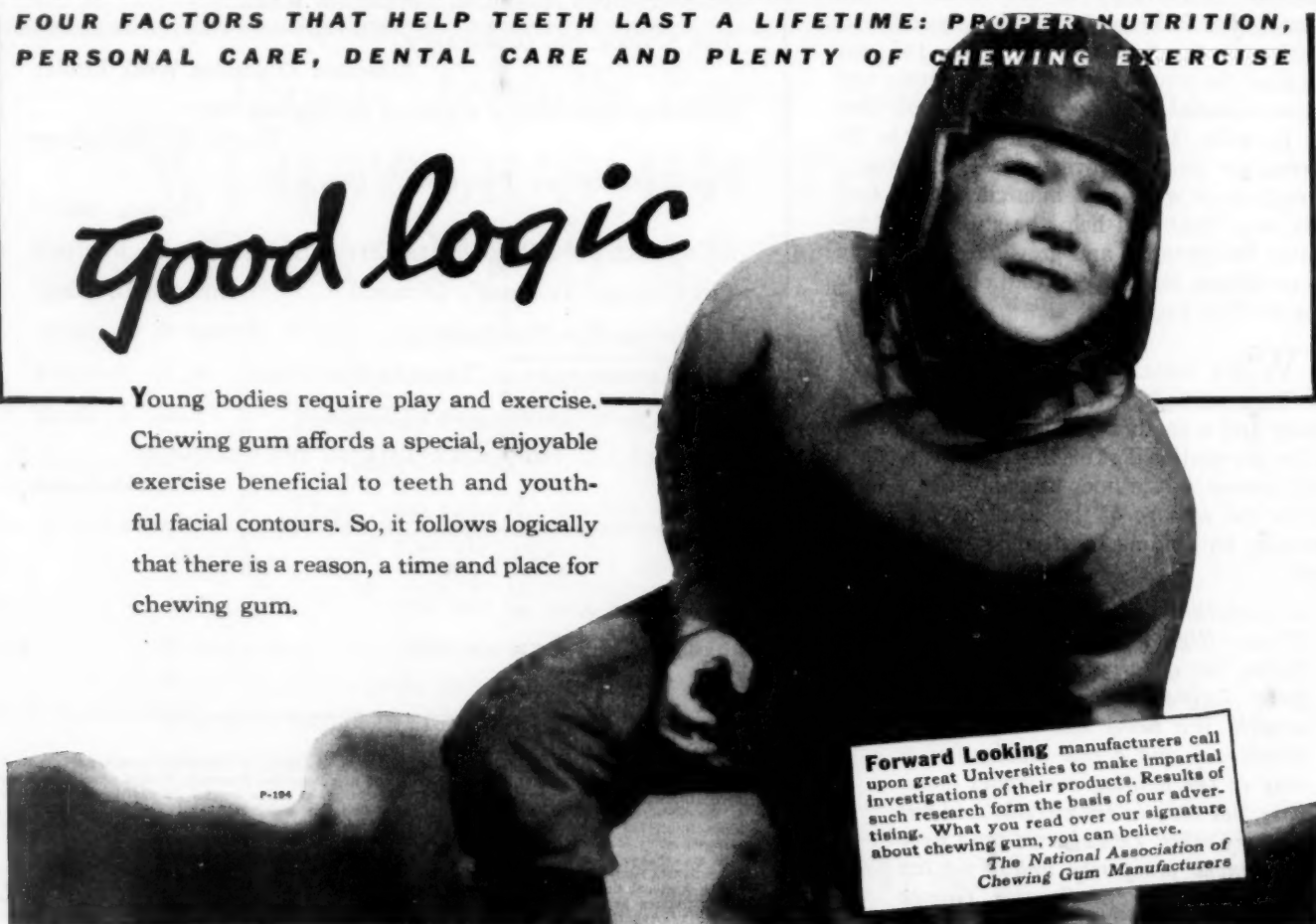
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The School and Democracy

THE 1935 American Education Week theme is particularly timely in its emphasis upon the fundamental purpose of our country as implied in the words "the school" and "democracy." The school stands for truth and the aspiration to live by truth. Democracy stands for the brotherhood of man and the determination to work out an order in which the people themselves shall control the conditions under which they work and live.

The pursuit of democracy is a daring and difficult goal. The wonder is that with centuries of despotism and special privilege woven into the lives of men, our forefathers should have had the courage to try a new form of government.

They must have known that the battle to elevate human rights above property rights was hardly begun. They must have known that greed and lust for power would take advantage of the weaknesses of men. And yet they had such faith in the rightness of the common man that they laid the groundwork for a democratic government and civilization.

Time has proved their wisdom. By building a government upon the idea of the golden rule, they released immense new forces in the lives of the people. Each new gain awakened the aspirations of multitudes. Greatest of all aspirations has been the desire for education until elementary schooling has become universal, and secondary schools enrol seven out of ten of highschool age.

We are now at one of the great turning points in our American government. Until now the mass of the voting population has been educated upon an elementary-school level with relatively little attention to the problems of government and of social and economic life. We are rapidly entering a period when the masses of voters will have a highschool education or more. Twelve million young people have come of voting age since 1929. Almost one million of these are college graduates; at least half are highschool graduates. We are at the point where the balance of power rests in the hands of more broadly educated people.

They are coming onto the scene at a time when democracy thruout the world is fighting for its very life. In the United States, there is no program before the country with any prospects of early adoption which would restore to the entire people their economic security, personal

rights, political liberties, and representative institutions.

Arthur Brisbane on July 24 in his daily

THE BUSINESS CORPORATION, as we know it, did not exist in the days of Washington and Hamilton and Jefferson. Private businesses then were conducted solely by individuals or by partnerships in which every member was immediately and wholly responsible for success or failure. We must adjust our ideas to the facts of today. The rules that governed the relationship between an employer and employee in the blacksmith's shop in the days of Washington cannot, of necessity, govern the relationship between the 50,000 employees of a great corporation and the infinitely complex and diffused ownership of that corporation.—From President Roosevelt's address to the Young Democrats, August 24, 1935.

column in the Hearst papers, acknowledges the status quo in these words: "Capitalism, which means government by organized dollars and industry, instead of organized soldiers, will last longer than the present generation, longer than this century. Capitalism is the new financial feudalism that replaces military feudalism."

Taking account of Senator Nye's revelations about munitions empires, Brisbane might have gone further to suggest that the military and financial interests are closely interlocked, as anyone may see by watching the powerful lobbies of these groups as they operate in Washington.

The American revolution—like all revolutions—did not accomplish what it was expected to achieve. The old spirit and customs inevitably tend to persist.

It was the clear intent of the Constitution-makers that Congress should control interstate commerce. This obviously implies that the chartering of interstate business organizations should be in the hands of the federal government. The corporations and their lawyers have managed to charter interstate business under laws of the states, building up in a few states like Delaware a system of special privileges so intricate as to make regula-

tion in the public interest virtually impossible. The fact that one corporation controls property of greater value than the assessed valuation of 21 states shows the power of this corporate feudalism. [See also "The Corporation in America," editorial, December 1934 JOURNAL.]

The growing concentration of power and the growing impoverishment of the masses is suggested by the salary and wage table published on page 214.

Along with corporate control of industrial America has come corporate control of the agencies for the spread of information and ideas. There was a time when the newspaper was a local affair responsive to local ideals and needs. Today our great chain newspapers are absentee-owned and have become instruments of propaganda. It is estimated that one adult in four reads daily a newspaper produced by a single chain. Our radio and movies are equally concentrated in the hands of absentee-owners.

This concentration of idea-spreading machinery in the hands of monopolies tends to destroy democracy. It tends to destroy freedom of speech and press as abuses become so intolerable that restrictions become a public necessity.

Will democracy survive under these conditions? Without democracy in industry there can be no real democracy anywhere. We believe that democracy will be established in industry and that our democratic ideals will be preserved on one condition: That we shall find a way of warning the masses of the people of the dangers which threaten them.

Our hope of success lies in the power of intelligence reinforced by the work of the schools and by a program for the systematic tax-supported education of adults on a large scale.

May I suggest a double course of student and teacher action during the year? First, let us resolve to study our social and economic problems. If the people will work at their problems and seek to understand them, they will find a way.

Second, let everyone ask himself what kind of a civilization he wants. Then let him ask what he can do to help develop such a civilization. To teach, to do personal work with both children and adults as tho the very survival of democracy depended upon that teaching, is the only course open to those who cherish our economic security, our personal rights, our political liberties, and our representative institutions.—Joy Elmer Morgan.

If I Were President

DAVID CUSHMAN COYLE

THE HEAD of any government today in any country in the world faces an extremely difficult situation. On the one hand, he must consider the background and temper of his people, what they are willing to do and what they can do under the established legal framework. On the other hand, he is constantly forced by the inescapable logic of conditions which call for immediate action—the feeding of the hungry, the occupation of the unemployed, the preservation of public order.

Last March THE JOURNAL¹ asked David Cushman Coyle to imagine himself in the place of the President of the United States and to set down in a brief statement the things he would do under those circumstances. This article is a response to that request. It should have been published in the spring. It was held over for lack of space. The statement is all the more significant for the months that have passed. Let the reader ask himself what he would do if he were President. Let the question be discussed by adult forums, by students in civics classes. In the end we have to act.

David Cushman Coyle is a construction engineer. He designed the New York Life building, the Washington state capitol, the Yale art museum, the bank of Buffalo, and numerous other buildings. His interest in civic and economic affairs has found expression in numerous periodical articles and lectures.

IF I WERE PRESIDENT I should have a political sense which I do not have. Using this sense I should gauge the temper of the people, whether they were ready for action. If they were unready I would stall along with relief and work-relief until the time should be ripe. Meanwhile I would quietly acquire power to squelch any stockmarket or other speculative boom, and power to force the banks to cooperate as and when called upon.

When I judged the moment to have arrived, I would go on the air frequently, and sell the following program to the voters as a war against the depression:

First: Public spending, an initial budget of fifteen billion dollars, six billion for old age pensions at \$50 a month for everybody over 60. Nine billion for public works and public services. Public works to be non-self-liquidating, direct

federal expenditure or grant, wage rates to be generally about 90 percent of the local rates for similar work. I would favor the unemployed but disregard relief rolls. Public services to be generally an expansion of existing expenditures, raising the pay of government employees and reducing charges—e.g., postal rates.

Second: A moderate inflation by selling bonds to the banks in return for fiat bank credit, meanwhile strictly preventing the usual runaway inflation in Wall Street. Plug every hole for large-scale speculation on the inflation.

Third: Heavily graduated income and inheritance taxes scaled to eliminate most of the largest incomes; and from the others to obtain a revenue of 12 percent of a national income of 120 billion. If politically possible, I would allow large exemptions for contributions, so as to transfer some of the public works burden to semi-public institutions. I would emphasize the fact that a large income with a heavy tax is better than a smaller income with a small tax, and that the heavy tax is what makes the wheels go round.

Fourth: Measures for sterilization of all reserves laid by against depressions. Prohibitive taxes on all corporation undivided surplus, to prevent investment or "ploughing in," exempting only funds deposited without interest in a sock held by the government. The same treatment for unemployment insurance funds, and for postal savings deposits made in good times. Analogous policies for "timed" public works—i.e. temporary financing entirely by inflation, selling bonds to banks only, and ultimate payment by repurchase of bonds from banks and simultaneous destruction of bank credit.

Fifth: Use of general environmental

controls to promote decentralization of industry both as to location and as to ownership. Of these the most vital is the graduated income tax. Low electric rates and good roads are valuable. Wage rates in small places should be lower than in the cities, and all attempts to fix uniform rates should be discouraged. Large corporations should be taxed in graduated ratio to their size. Specific attempts to relocate industries should be only lightly touched. Large industries should be prevented from price and production control if possible; otherwise they should be so severely regulated as to fall ultimately into public ownership. I would make plain to the public that the price of free initiative is a free price system and a free death-rate in industry. Consequently I would get rid of most of the NRA.

Sixth: A reorientation of foreign trade policy to discourage the growth of international trade in necessary materials or foods, by which nations are placed in danger of sudden strangulation by technological or political accidents. I would sacrifice some measure of theoretical efficiency to place this country in a position where it would be unlikely to have to fight for its life because of any dislocation of world trade. At the same time I would encourage interchange of cultural goods and tourist travel. I would use every means to prevent further lending of American longterm capital abroad. Specifically, I would try to draw manpower away from the production of wheat and cotton as rapidly as possible. [See Dr. Beard's recent book, *The Open Door at Home*.]

Summary—If I were President and when I believed the hour had come, I would force the circulation of money by heavy public spending and income taxation, priming the circulation in the early stages with moderate inflation and preventing the usual runaway in Wall Street. I would work for decentralization and a free price system for little business and public ownership for big business. I would work for national selfcontainment in the necessities and international intercourse in the luxuries at the same time. Above all I would use the radio to override the conservative organs of propaganda, and to lead the people in an overwhelming attack on Public Enemy No. 1, the power of High Finance.



The Association Moves Forward

THE SEPTEMBER ISSUE of THE JOURNAL presented the Association's Program of Action for 1935-36. It also contained an account of the epoch-making Denver convention and a review of the achievements of the Association during 1934-35. The purpose of the present article is to report progress on certain fundamental projects as they have developed during the summer and early fall.

Educational Policies Commission

After two and a half years of outstanding service, the Joint Commission on the Emergency in Education presented its final report at the Denver convention thru its chairman, John K. Norton. [See his address in the September JOURNAL, p179-82.] In this last report, the Commission made a highly significant recommendation which called for the establishment of an Educational Policies Commission under the joint auspices of the National Education Association and the Department of Superintendence. This recommendation was acted upon favorably by the Executive Committees of both groups at Denver. The personnel is now being appointed and will be announced in the near future. The following statement is taken from Secretary Givens' report to the Executive Committee of the National Education Association at Denver:

A PROPOSAL

In an established institution such as the school system of the United States, certain conditions tend toward inflexibility. As a result, desirable changes in organization and procedure may be prevented or unduly delayed. Factors should be brought into the situation so that this inflexibility may be overcome and essential revisions in education be accomplished. It is urgent that leadership be constantly developed from within the education group. It is an important function and responsibility of educational leadership to determine and to put into operation the means whereby essential changes in educational organization and practice may be brought about. This is necessary in order that education may make its indispensable contribution to our evolving democratic society.

With these considerations in mind, it is proposed that there be created an Edu-

cational Policies Commission of the National Education Association and the Department of Superintendence in the



DONALD DUSHANE, chairman of the NEA Committee on Tenure, and Superintendent of Schools, Columbus, Indiana

manner and for the purposes suggested below.

I. Purposes of the Educational Policies Commission:

1. To stimulate thinking and long-term planning within the teaching profession on the highest possible level looking toward continued adaptation of education to social needs.
2. To appraise critically existing conditions in education and to stimulate educational thinking on all levels so that desirable changes may be brought about in the purposes, procedures, and organization of education.
3. To consider and act upon recommendations from all sources for the improvement of education.
4. To make the best practises and procedures in education known thruout the country and to encourage their use everywhere.
5. To develop a more effective understanding and cooperation between various organized groups interested in promoting educational improvement.

II. Membership and Organization of the Educational Policies Commission:

It is proposed that the Educational Policies Commission be created for a five-year period and consist of fifteen members, four of whom shall be exofficio and eleven appointed. The exofficio members shall be the President of the National Education Association, the President of the Department of Superintendence, the Executive Secretary of the National Education Association, and the Executive Secretary of the Department of Superintendence.

It is advised that the appointed members be chosen solely upon their ability to contribute to the important work of the Educational Policies Commission. To this end, it is proposed that nominations of the eleven appointed members be made by the exofficio members and confirmed by action of the Executive Committees of the National Education Association and the Department of Superintendence.

The United States Commissioner of Education and the President of the American Council on Education shall be requested to serve as advisory members and invited to attend all meetings of the Commission.

* * * * *

Teacher Welfare

The Denver convention of the National Education Association was one of the most significant in the history of the Association. A strong stand was taken on several issues of vital concern to the welfare of teachers. The Association took a strong position on these issues, however, not merely because of its interest in the welfare of teachers as individuals. There is an even greater issue at stake. As William H. Kilpatrick wrote in the *New York Times* for July 14:

We may conclude in the light of the Denver results that the meeting is a milestone in our democratic civilization. . . . Every citizen has a vital interest in encouraging thru his schools a more adequate, self-directive, critical intelligence in young people in order to maintain an intelligent democracy. For this, freedom of study and teaching is vital. Those who would hamper and restrict the schools are enemies of intelligence. The NEA as a leader of American education has taken, I believe, a great step forward—an epochal step if properly supported.

Academic Freedom—At Denver the Association committed itself to action on the problem of academic freedom in the following resolution:

Academic Freedom—The National Education Association believes that administrators, teachers, and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions. The National Education Association is instructed to appoint a Committee on Academic Freedom of five members, three of whom shall be classroom teachers. The duties of this committee shall be as follows:

[1] To make known to teachers and other friends of education any proposed legislation against freedom in teaching and to take the necessary steps to combat such legislation.

[2] To investigate and to report upon cases of discharge of teachers in violation of the principle of academic freedom.

[3] To seek public support for the right of teachers to academic freedom.

[4] To assist in every way efficient teachers deprived of their positions in violation of the National Education Association principle of academic freedom as embodied in part II of the platform.

[5] To cooperate with other reputable and recognized national organizations which are actively engaged in maintaining the principle of academic freedom.

The Committee on Academic Freedom was to be appointed by President Samuelson promptly upon her return the fifth of September from Oxford, England, where she has been attending the meeting of the World Federation of Education Associations. It is possible that the personnel of this Committee will be known in time to be included in the Notes and Announcements of this issue of *THE JOURNAL*. The Committee will be instructed to move into action immediately upon its appointment.

Equal Opportunity—Still another task to which President Samuelson will address herself upon her return is the appointment of a committee to deal with the problems involved in the resolution passed by the Representative Assembly at Denver:

"That a committee of men and women be appointed to make a thoro study of discrimination because of sex, race, color, belief, residence, or economic or marital status with particular reference to the teaching profession."

Tenure—The Tenure Committee of the Association has been active for several years. At Denver the following resolution was passed:

Teacher Tenure—Because teachers over the nation, in these times of financial depression, are subjected to threats against the security of their positions, more insistent and unjust than ever before, the National Education Association

reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction. The Division of Research

THE TEACHER

The teacher is a prophet.

He lays the foundations of tomorrow.

The teacher is an artist.

He works with the precious clay of unfolding personality.

The teacher is a builder.

He works with the higher and finer values of civilization.

The teacher is a friend.

His heart responds to the faith and devotion of his students.

The teacher is a citizen.

He is selected and licensed for the improvement of society.

The teacher is a pioneer.

He is always attempting the impossible and winning out.

The teacher is a believer.

He has abiding faith in the improvability of the human race.

—JOY ELMER MORGAN

and the editor of *THE JOURNAL* are instructed to continue gathering and publishing information concerning tenure. The National Education Association indorses the work and the program of the Committee on Tenure, and instructs the Board of Directors to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure.

The chairman of this Committee, Superintendent Donald DuShane of Columbus, Indiana, spent a recent weekend of work and conference here at the Headquarters Building discussing policies and planning the activities of the Committee for the coming year. Forthcoming issues of *THE JOURNAL* will carry information regarding the activities of this Committee.

"Our American Schools"

The National Education Association is not only continuing but expanding its educational radio service during the coming year. There will be two quarter-hour programs each week. Both will be broadcast over a nationwide hookup of the National Broadcasting Company thru WEA and associated stations [Red Network].

Florence Hale will conduct a program every Saturday morning from 11:00 to 11:15 EST beginning October 5. These programs will be directed primarily to the problems of classroom teachers. Miss Hale will discuss questions of interest to teachers and will conduct a question and answer period each week. This program

will be a veritable nationwide teacher-training class. It will be interesting to parents, as well as to teachers, however, since many of the questions discussed will pertain to problems of children.

The second of the weekly programs will be presented from the Headquarters Building of the National Education Association under the direction of Belmont Farley. This program may be heard each Wednesday evening from 7:30 to 7:45 EST. This series began September 11. The talent is being furnished by the NEA Broadcasters selected from the Headquarters staff of the Association. The music for these programs is supplied by an orchestra under the direction of Rudolph Schramm, already wellknown to those who have enjoyed "Our American Schools" programs during previous years.

The nature and content of the programs on the Wednesday evening series is to be varied. In general, they will be planned to present educational problems from the standpoint of the citizen. Such topics as the following will be presented: Academic freedom, teachers salaries, tenure, retirement, federal aid, educational books and research studies of general significance, and the activities of the schools themselves. Members of the profession thruout the country are urged to keep the Association Headquarters informed of events that they believe would be significant for use in the development of these programs. This radio series provides the Association with a most effective means of interpreting the needs, aims, and achievements of the schools to the public. Tune in on the local station of the National Broadcasting Company for these programs. If they are not being received regularly, consult the manager of your station. Make every effort to inform all the people in your community of these programs.

100 Percent Schools

Arrangements have just been completed to send, this year, to the schools which report 100 percent enrolment of their teachers in the Association an added service in the form of the publication, *Education Discussed in Lay Magazines*. This popular publication issued five times a year has previously been available only to those who subscribed to the \$25 "Educational Research Service." It will be sent this year to 100 percent schools with the compliments of the Association as a token of appreciation for this 100 percent achievement.—Lyle W. Ashby.

THERE IS A marvelous book called *The Prophet*. It was written by a Syrian poet and philosopher, Kahlil Gibran. The Prophet had labored long with the people of his country. Now he must leave them. As he is to take his ship, the sorrowing people come to bid him farewell and they ask him once more to give to them of his wisdom.

A ploughman said, "Speak to us of work"; a lawyer said, "But what of our laws?" and a woman who held a babe against her bosom said, "Speak to us of children"; and the Prophet said:

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come thru you but not from you,

And tho they are with you yet they belong not to you.

You may give them your love but not your thoughts, For they have their own thoughts.

You may house their bodies but not their souls, For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you.

For life goes not backward nor tarries with yesterday.

What do we owe to our children? What is the obligation of the richest country in the world to its youth? I should like to present to you four things which I believe should be the heritage of every American child.

First of all, he has the right to a strong and healthy body. He has the right to be wellborn. The society of which he is a part must give him a home with light and air and sunshine. There can be no slums if this first inalienable right is to be his. There can be no poverty, no lack of medical care, no scarcity of food and



What Do We Owe to Our Children?

clothes, no lack of knowledge on the part of his parents as to how that strong healthy body which is his right, is to be developed. He cannot possess this first right if the street is his only playground. He cannot have it if his teacher in school is unskilled in teaching this fundamental-healthful living. He has the right to good eyes, sound teeth, steady nerves. Ramshackle schoolhouses; a lack of proper equipment; a selfish profit motive, seeking control of the fruit, the milk, the vegetables, the shoes, the clothes and all which ministers to his health, deprive him of these rights just as realistically as if some madman stripped the clothes from

his back, stole the food from his mouth, and shut him away in a foul dungeon. I care not to what social philosophy you may subscribe, what theory of social living you indorse, a social order which in the midst of plenty refuses or has not learned how to produce and distribute to all of its children the necessities for a strong and healthy body is not a good society.

In the second place, we owe each child the right to develop an honest mind. To be sure, we must start with the mind or intelligence which the child brings into the world. But our obligation to that intelligence is clear. We must develop it to its fullest capacity and we must not warp, distort, or destroy it. We are bound in a decent society to develop within its children the ability to think for themselves—to think in the face of objective evidence—the facts. That means we must give them the facts with which to think objectively—the truth, if you please, so far as the truth is known. I realize the difficulties; I can almost hear some of you murmuring "Whose truth? What you think is true—or what I think is true?"

Republican truth or Democratic truth—Mr. Hearst's truth, or the truth of Norman Thomas?" I'll tell you whose truth—the truth of those who have sincerely and honestly at heart the welfare and happiness of these children to whom truth is so necessary. There are truths selfevident to all save those whose selfish greed and ambition blind them. War is wasteful; war is criminal; war is tragedy. Is that truth? You know that it is. Then it should be taught.

In war English boys have been killed by English shells sold by English firms to the German war machine. That is wicked, even horrible. It's true—the evi-

dence is not lacking. It should be taught. Over a period of the last ten years in the United States out of the regular federal budget these expenditures have been made: Seventy-three percent for war and the cost of past wars, and $\frac{3}{4}$ of $\frac{1}{10}$ of 1 percent for education. Seventy-three percent for potential tearing down, $\frac{3}{4}$ of $\frac{1}{10}$ of 1 percent for potential building up.

In a land of plenty, millions are on the dole. There is statistical evidence of the plenty; there is visual evidence of the dole. This is truth that is inescapable. Wild cat stocks, municipal graft and mysterious tin boxes, kidnappings and racketeers. Surely no one would deny the reality of these.

Superstitions, quack remedies, political and social demagogues: They exist, they are evil; they fight the healthy body; they prevent the honest mind. There is no question but that these are cankers on our social body which could and should be destroyed.

These are not extracts from communist manifestoes, nor from socialistic documents, nor are they the views of radicals. These are *truths*, concerning which there is great agreement among Americans. Norman Thomas in a recent book has said: "No teacher is worthy of his profession who is silent on what he believes, because of fear—it is inconceivable that a society with a social philosophy will not teach it."

If the American public-school system could do *just one thing* out of the many things it tries to do—if it could develop in just one generation of children the ability and the habit of thinking in the face of objective evidence—it would transform civilization. False propaganda, political demagogues, racial prejudices, evil superstitions, and graft, could not long exist in a land whose citizens were equipped with honest minds.

Let me read to you from the Constitution of the United States the First Amendment: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

An honest mind cannot operate unless the freedom set forth by this, the First Amendment to the Constitution, is guaranteed.

In the third place, we in America owe to our children trained hands. Even in an age of machines there is work in the



world to be done. As Lincoln Steffens says in a recent article:

I teach my child and, as I get the chance, I tell all the other children of all ages—pre-school, in school, in college, and out: That nothing is done, finally and right. That nothing is known, positively and completely. That the world is theirs, all of it. It is full of jobs for them, full of all sorts of things for them to find out and do, or do over and do right. And they eat up the good news. They are glad, as I am, that there is something left for them to discover and say and think and do. Something? There is everything for youth to take over, and it is an inspiration to them when I confess for all grown-ups: That we have not now and never have had in the history of the world a good government. That there is not now and never has been a perfectly run railroad, school, newspaper, bank, theater, steel mill, factory, grocery store; that no business is or ever has been built, managed, financed as it should be, must be, and will be, some day—possibly in their day. That what is true of business and politics is gloriously true of the professions, the arts and crafts, the sciences, the sports. That the best picture has not yet been painted; the greatest poem is still unsung; the mightiest novel remains to be written; the divinest music has not been conceived even by Bach.



There is still a great deal of virtue in that old concept—the dignity of labor. The American school should train the hand to that which it can best do. It may be to run the machine; it may be to guide the paint brush, to control the vibrating string, to manipulate chemical elements, to do all of the things which in our complex world need to be done.

But to train the hands of our children is not enough; we must afford them a land where these trainings of the hand may have a chance to function, not only for the happiness and wellbeing of the trained, but for the welfare of all who make up our society.

And last of all, we owe to our children the right to a living soul. I realize that it is considered unscientific in some educational circles to speak of a soul or spirit. We have gone thru a period in which the psychologists have attempted to explain all human action and reaction in terms of biology. But of late even they are acknowledging a something in human behavior which they cannot explain in terms of psychological reaction. From it come kindness and unfortunately unkindness, honesty and dishonesty, love and hate, and a host of things which make for character or the lack of it. It leads us to strive for beauty in color and line, tone and rhythm, word and phrase; it makes us happy or sad, grave or gay. It is in short the essence of personality. It is elusive, intangible but from it comes the good in life.

We owe to these children a world in which these things of the spirit are given a chance to live and grow. Not a world of crookedness but a world of honor, not a world of hate but a world of love, not a world of ugliness but a world of beauty, a world of justice, a world in which they may live happily.

Parents are prone to blame the failures of education upon the school. It has a part in the education of the child but what a small part the school plays, after all. The world in which children live plays an infinitely greater part in what they are to become. The school and the home want children to have healthy bodies, honest minds, trained hands, and a living spirit. What do we owe to our children? To paraphrase John Dewey—What the wisest and best parent owes to his child—that, America owes to all of its children.

—Rollo G. Reynolds, principal, Horace Mann School, Teachers College, Columbia University, New York. [This address was delivered on an "Our American Schools" radio program.]

Educational Planning for America

MANY of the wisest and best citizens are seriously concerned with the social-economic-moral confusions and conflicts of the present era. Longtime planning is a common proposal for solution.

Education in many of its larger aspects—such as selection and education of teachers, relation between housing facilities and enrolment, anticipation of population growth, and the like—is the most planned procedure in America. However the present schemes of education were constructed or “grew up” in and for a social order that no longer exists. If planning affects the essential ways and means of social-economic-moral reconstruction for the new era, then educational planning must take first place because the technic of accurate adequate planning must be learned.

Tentatively, at least, educational planning involves five personal and three impersonal fields of strategy.

Personal fields of educational planning: [1] *Learners*—The powers and rights of persons as learners exhibit the primary principles of education. Those powers and rights by planning and execution determine the education a person achieves. The meaning and ultimate value of all other planning emerges in this intelligent controlled experience of the learner.

As Socrates taught, an unexamined, unplanned life is not worth the living. Unplanned learning is an educational sin. A person to be a person must plan his own learning and it must include learning to live with others. This involves group thinking, group planning, and group action. These learner's plans will of necessity involve other persons, teachers, parents, but ultimately the plans whether initiated or adopted must be felt to be the learner's own.

[2] *Teachers*—The powers, duties, and corresponding rights of teachers in helping learners to learn exhibit the secondary principles of education. These principles are secondary only in the sense that they operate in the interest of and for the sake of the learner. All other educational planning must aid and support the teacher.

The supreme strategy of educational planning for America is the adequate planning for the selection and education of teachers, their placement, inservice

training, and their moral and financial support.

[3] *Educational officials*—The whole spirit and technology of educational officials must be weaned from the dominant motives that prevailed in the past era.

First, there are essential business procedures to be carried on, but educational administration is not a business and cannot do justice to children or teachers by the technology of business as administered in the industrial era.

Second, there are engineering procedures involved in producing and operating school machinery, but educational administration involves persons and cannot be carried on solely according to the principles of mechanics.

Third, there are political principles involved in educational administration, but the schools must be directed by that statesmanship which serves the personal and corporate wellbeing of the whole community.

[4] *Patrons*—The parent-teacher association is a new phenomenon in education giving great promise as centers of education and as powerful agencies of influence in behalf of children.

[5] *Legislators and legislatures*—The need of acquainting such groups with educational problems has become increasingly plain.

Impersonal fields of educational strategy: All plans are by and for persons. In what sense then are plans for curriculums and programs, for school equipment, and for educational finance, impersonal? In the sense that these plans are concerned first with things, and second, they are to be used by other persons than those who make the original plans.

[1] *Curriculums and programs*—In the new era this will be the field of most radical reconstruction. It includes the selection, sequence, and organization of school activities by which accepted objectives of education are to be achieved.

[2] *Educational equipment* is now fairly well standardized. Great ingenuity will be required, however, both to provide equipment for new educational activities, and to substitute where retrenchment of equipment is necessary. A new field of educational planning is found in having teachers and pupils participate in planning and producing certain equipment.

[3] *Educational finance*—There are many local, state, and national organizations at work on this problem. Only one suggestion is offered here: get the money for education where the money is and spend it where the learners are.

What are the goals toward which educational planning in the personal and impersonal fields should be directed? There are three documents which should be the primary charts for every planning body and which should also serve as a final check upon any plan proposed. These documents are the Preamble to the Constitution of the United States; the Social-Economic Goals for America, prepared by a committee of the NEA; and the Children's Charter, prepared by the White House Conference on Child Health and Protection.

The Preamble to our Constitution with its seven objectives is the primary plan for longtime planning for any national procedure. True, these objectives have been considered political and need, therefore, to be translated into educational terms.

The second document for any planning commission is the report on Social-Economic Goals for America. Fortunately this document recognizes the Preamble as primary sanction. No one, certainly not the authors, proposes this as a final formulation. However, it does provide a most significant example of educational planning.

The third national document is the Children's Charter, in one sense the most important. It is stated from the standpoint of the child. Like the other documents it needs translation into educational ways and means.

The planned procedures of these groups of persons are educational in two important and different ways. First, they are in the interest of education in the national sense contributing to the welfare of the nation thru the welfare of all. Second, these plans are specific and unique with each group and are means for the progressive education of the members of these groups in the contribution which they can and should make to general welfare.

Since educational planning involves every essential human interest and endeavor, and all their factors and functions, it is evident that we need a National Educational Planning Commission to correlate and integrate all the fundamental plans.—C. E. Rugh, professor of education, University of California, Berkeley.

Student Leadership

ONE CANNOT VIEW the current scene without serious concern for the future of democratic government, free public education, and other American ideals. In the midst of all the distrust and criticism of presentday institutions, the schools are placing more and more emphasis upon education for citizenship and leadership. The two go hand in hand, for a certain amount of leadership is demanded of a citizen in order for him to participate intelligently in the affairs of his community.

All other objectives of education are subordinate to the broad objective of education for citizenship and leadership. During the past few years there has been much emphasis on educating young people directly for public service. Leonard D. White, United States Civil Service Commissioner, suggests that highschool teachers encourage the best 10 percent of their students to look forward to civil service as the best way of insuring that efficiency of government which is necessary to its security and stability.

Modern educators are more and more coming to recognize this fact and to utilize student leadership in building better schools. Qualities of leadership are more easily developed during highschool age than at any other period in life. Every normal boy or girl has a natural desire to be a leader. The school may suppress this desire or it may make use of it in building a better school and in developing effective citizenship qualities. If the latter aim is to be accomplished, responsibility must be placed on the shoulders of students.

The students of America now have their own publication, dedicated to helping them solve their own problems of school citizenship, personal growth, and initiative. This periodical, *Student Leader*, has for its aim to serve as a clearinghouse of student thought and action. As the official organ of the National Association of Student Government Officers, the National Association of Student Editors, and the Student Graphic Arts Society, it has for an audience students who have already started careers of creative leadership. The above organizations are under the sponsorship of THE JOURNAL of the National Education Association and have the support of the educational leaders in their fields.

These organizations represent pioneer movements in education. They are built

around carefully planned programs of activity. The following from the constitution of the National Association of

HAVE WE GIVEN enough attention to the educational possibilities of student leadership? Have we considered its contribution to the growth of the student officer himself? Have we considered its possible contribution to the ideals of the student body, to the spirit of the school, to the growth of students who come under the influence of this movement of student officers? Is there not here a fertile field for pioneering? Has anyone ever written out helpful suggestions for school treasurers that would emphasize the responsibility of trusteeship in the handling of other people's money as well as the machinery of account-keeping? Has anyone ever developed a planbook for class presidents that would inspire them to a high sense of responsibility and maintaining among the student body standards of loyalty, mutual helpfulness, worthy conduct, and cooperative democracy? —Joy Elmer Morgan.

Student Government Officers gives something of the spirit and purpose of that organization:

We, the student officers of American institutions of learning, in order to spread the spirit of responsibility, leadership, personal growth, good citizenship, cooperation, and self-discipline; in order to foster movements for school and community improvement; in order to achieve unity of effort in realizing the ideals of education and democracy; and to make available to student officers thruout America ideas and information to help in achieving these objectives; unite in an organization to be known as the National Association of Student Government Officers.

Below is reproduced the program of the National Association of Student Editors:

[1] To encourage each member of the staff of the school publication to grow in initiative and responsibility; [2] to acquaint students and public with the aims, ideals, and achievements of the schools and improve relations between the school and the community by providing a common source of information; [3] to give students a part in the movement to safeguard and improve the schools; [4] to arouse interest in special events such as American Education

Week, World Goodwill Day, and the Horace Mann Centennial; [5] to serve as a clearinghouse for the best ideas and practises in school journalism; [6] to further the movement to educate people to be intelligent readers and buyers of the newspaper; [7] to seek to establish for school periodicals distinctive standards in keeping with the educational character of the institutions which they serve; [8] to encourage schools to include courses in journalistic writing which will utilize the strong interest in the newspaper to inspire motivated teaching of English writing; [9] to bring about more generous support of school journalism and to relate it to the entire life of the school, with particular emphasis upon its intellectual and cultural aspects; [10] to encourage schools to develop courses in printing as a regular part of the curriculum; [11] to encourage pioneer enterprises which will help to adapt the schools to the changing needs of today's life; [12] to help to achieve for America the ideals set forth in the Seven Objectives of Education, the Children's Charter, the Children's Morality Code, the School Finance Charter, the Report of the National Resources Board, and the Social-Economic Goals of America..

The Student Graphic Arts Society emphasizes the cultural rather than the vocational aspect of printing, encourages the improvement of graphic arts courses for educational purposes, and conducts projects as a means of stimulating students to appreciate the several methods of graphic duplication as instruments for personal and social betterment.

Student Leader is a monthly publication without advertising. It is allied with other educational movements developed by THE JOURNAL of the National Education Association which encourage student participation and responsibility. Among these are school interpretation, American Education Week, vitalized commencements, home-school leaflets, and nationwide projects for students. The projects include cartoon, printing, American Education Week Student Writers, editorial, book review, and special celebrations.

Upon payment of the \$1 membership fee in the National Association of Student Editors; the \$1 fee in the Student Graphic Arts Society; or the \$1.50 fee in the National Association of Student Government Officers, *Student Leader* will be sent for one year, together with such services as each organization provides for students who affiliate with it. Single subscription price without membership in any of the three organizations is \$1 per year; in clubs of ten or more students all mailed to one address, 75 cents per year.—C. C. Harvey.

TWO BILLS FOR SERVICES

FROM THE GOVERNMENT

FEDERAL








 Administration + Army + Navy + Coast Guard + Weather Bureau + Highways = 104.00

STATE








 University + Hospitals + Prisons + Alms Houses + Bridges + Parks = 21.00

CITY








 Street Lights + Police + Street Cleaning + Water + Grammar School + High School +








 Libraries + Fire Dept + Garbage Collection + Sewage Disposal + Play grounds + Clinics = 240.00

TOTAL 365.00

FROM PRIVATE CORPORATIONS






 Electricity 100.00 + Telephone 50.00 + Gas 50.00 + Gasoline and Oil 165.00 = 365.00

GOVERNMENT COSTS TOO MUCH—Or again, someone may say, "But government costs too much. Government activities are too expensive. We would all be ruined if the government tried to run things. Taxes are already too high."

Did you ever stop to think how much it would cost you if you had to hire a policeman to protect your house, or a company to pave your street and keep it clean, or a fire brigade in case of fire, or a service to collect your garbage, or if you had to maintain schools and hospitals and playgrounds and parks?

Here is a picture of two bills. One is for services which the government pro-

vides. The other is from four private companies. A certain man in New York City figures that he pays in taxes—federal, state, and local—on income and property, \$365 a year, or a dollar a day. He pays the same amount just for electricity, gas, telephone service, and gasoline for his car.

Of course, government expenses have been much higher since the depression. The government has had to help the banks, and the railroads, and the insurance companies, and the farmers, and the building and loan associations, and the mortgage companies, and home owners, and business men, as well as the unemployed. It costs a lot of money to

help so many people, but they all needed help badly, and the government was the only agency that could do it.

Using our wealth—If service is to be the purpose of economic activity instead of profit, then the worth of a thing is not measured in terms of whether it can be sold. Wealth will include all those things—natural resources, factories, motors, labor, raw materials, scientific inventions, railroads, trained minds, artistic ability, libraries, theaters, everything that can be used by people to make life happier, more comfortable, and more interesting. The proper use and distribution of this wealth is the only real test of economic activity. The waste or neglect of any or all of this wealth means gross inefficiency and tragic failure.

During the past five years an average of ten million men have been unemployed. These men might have been used in a hundred different ways to improve living conditions. During these years factories have been shut down. Goods and services worth 287 billion dollars have not been produced. And we are all that much poorer. When men are unemployed, their services are wasted. When factories are idle, goods that are needed are not produced, and plant capacity is wasted.

Was this waste due to the inefficiency of the government? Not at all. It was due to the inefficiency of a system of private industry that is organized for profit and not for service. *Private industry is the victim of its own methods.* It reduces costs by paying less wages and employing fewer men in order to make a profit. While all the time industry can be kept running only if these people have money enough to buy the goods produced.

It is necessary, therefore, for an agency whose chief concern is the social good to take charge of those fields of activity which are essential in providing men and women with the necessities of life. The only such agency, as we have seen, is the government.—From a book entitled *Rich Man, Poor Man* [Price \$1] by Ryllis Alexander Goslin and Omar Pancoast Goslin, published by Harper & Brothers, 49 East 33d Street, New York, N. Y. This material is reproduced thru the courteous permission of the publishers.

Use this page on your bulletin board.

Some Salaries and Wages

THE TABLE BELOW is the first part of a longer table published by *The New Republic* for July 10, 1935. The figures for officials' salaries are drawn from the records of the Securities Exchange Commission. Those for the wages in the same industries are taken from the "Trend of Employment" com-

piled by the Bureau of Labor Statistics of the United States Department of Labor.

The individual named in the second column is in most cases the chairman or president of the company. He is usually, but not always, the individual receiving the highest salary. It should be noted

that the figures for 1933 and 1934 are not strictly comparable, since the latter covers total compensation, including bonuses, etc.

The weekly wages given for December 1933 and for December 1934 are in each case for the industry in which the major part of the company's business lies.

Name of Company	Name of Officer	His Total Compensation in 1934	His Yearly Salary in 1933	Approximate Average Weekly Wage in Same Industry, Dec. 1934	Approximate Average Weekly Wage in Same Industry, Dec. 1933
Addressograph-Multigraph Co.	J. E. Rogers	\$40,800	\$40,800	\$23	\$20
Air Reduction Co., Inc.	C. E. Adams	76,269	45,725	24	23
Alpha Portland Cement	G. S. Brown	32,249	36,000	17	15
American Commercial Alcohol Corp.	R. R. Brown	50,797	21,000	24	23
American Hide and Leather Co.	C. F. Danner	18,806	15,000	20	20
American Machine and Foundry Co.	R. L. Patterson	40,000	40,000	20	18
American Metal Co.	H. K. Hochschild	24,000		20	17
American Radiator and St. San. Corp.	C. M. Woolley	48,000	24,000	19	14
American Rolling Mill	G. Verity	63,000	63,000	19	17
American Safety Razor	M. Dammann	59,740	54,000	20	19
American Smelting and Refining Co.	S. Guggenheim	50,000	40,000	20	17
American Snuff	M. J. Condon	64,256	50,000	14	13
American Steel Foundries	G. E. Scott	32,400	32,400	22	19
American Telephone and Telegraph	W. S. Gifford	206,250		27	26
American Woolen Co.	L. J. Noah	85,300	85,000	17	16
American Zinc, Lead and Smelting	H. I. Young	25,385	20,000	20	17
Anaconda Copper Mining Co.	C. F. Kelley	92,666	208,402	21	20
Anchor Cap Corp.	I. R. Stewart	46,644	31,725	..	..
Armstrong Cork	H. W. Prentiss	48,000		..	..
Beechnut Packing Co.	B. Arkell	20,800	20,800	13	..
Best and Co.	P. LeBoutillier	130,095	60,000	19	18
Bethlehem Steel Corp.	Charles M. Schwab	250,000	250,000	19	17
Blaw-Knox Co.	A. C. Lehman	33,500	36,000	24	22
Caterpillar Tractor Co.	B. C. Heacock	32,066	28,800	25	19
Certain-teed Products Corp.	G. M. Brown	24,000	32,400	..	..
Cluett-Peabody and Co., Inc.	C. R. Palmer	47,166	43,500	12	11
Coca-Cola Co.	R. W. Woodruff	100,500	75,000	27	28
Crown-Zellerbach Corp.	L. Bloch	67,500	67,500	19	17
Curtiss-Wright Corp.	T. A. Morgan	25,560	25,000	25	24
Diamond Match Co.	W. A. Fairburn	100,000	100,000	..	..
Distillers and Brewers Corp.	S. Ungeleider	37,500		27	28
Eastman Kodak	F. W. Lovejoy	90,903		..	..
Fairbanks, Morse and Co.	R. H. Morse	62,500	58,500	24	22
General American Transportation Corp.	M. Epstein	60,000	60,000	..	..
Gillette Safety Razor Co.	S. C. Stampleman	60,000	60,000	20	19
B. F. Goodrich Co.	J. D. Tew	60,142	60,142	26	20
Goodyear Tire and Rubber Co.	P. W. Litchfield	81,000	81,000	26	20
Grand Rapids Varnish Corp.	W. E. Brown	25,000		21	20
W. T. Grant	B. A. Rowe	56,071	36,000	19	18
Great Western Sugar Co.	W. D. Lippitt	53,363	50,000	15	18
Hercules Powder Co.	R. H. Dunham	55,000	31,183	22	19
Hershey Chocolate Corp.	W. F. R. Murrie	91,550	66,550	16	15
Ingersoll-Rand	G. Doubleday	78,000	78,000	..	..
Inland Steel Co.	L. E. Block	48,750	45,000	19	17
Interlake Iron Corp.	C. D. Caldwell	41,424	41,424	21	20

Preserving American Democracy

EDITORIAL NOTE—The material in the following pages is an admirable example of the work being done by progressive school systems in the United States. This learning unit on the preservation of American democracy was developed for use in the Pittsburgh, Pennsylvania, schools, printed under the authority of the board of education, and distributed to each student in the junior and senior high schools.

Other units in the current problems series which have been likewise developed and distributed at Pittsburgh are: "Prosperity and Depression," "Recovery," "Gold," "The Menace of Crime," "Social Insurance," "City Government," "The Constitution of Pennsylvania."

This work has been done under the direction of Mr. R. O. Hughes, assistant director of curriculum study, who has been responsible for the final writing of the series. Mr. Hughes is also the author of many books, including: "Community Civics," "Economic Civics," "Elementary Community Civics," "Problems of American Democracy," "The Making of Our United States," "American Citizenship Charts," "Fundamentals of Economics," "Building Citizenship," and "The Making of Today's World."

AMERICANS believe in liberty. They know, however, that without a sound and honest government, liberty cannot be safe. A vital question with them must be: What kind of government will protect liberty and at the same time render the service that is needed to make a people happy and progressive? Along with liberty Americans have believed that democracy is the soundest principle on which to build a government. Shall we inquire whether that belief is correct, and if so, how democracy may be safeguarded?

[1] **The progress of democracy—What do we mean by democracy?**

We speak most often of the *political* side of democracy. The democratic idea in government is that the people shall decide the form of their government and the policies it will pursue. They may do it directly on a small scale or by referendum votes, or indirectly by choosing representatives to act for the whole people.

We may also think of democracy from the *social* standpoint. Professor Tufts declares: "The finest and largest meaning of democracy is that all people

should share as largely as possible in the best life." Everybody should have a chance to develop his talents and pursue happiness with only such limits as the equal rights of others require.

We may also consider democracy from the *economic* side. Says Professor Munro: "By economic democracy we mean the right of everyone to determine for himself his own occupation and the means of earning a livelihood, all of which involves freedom of contract, the right to labor, and the right to hold private property." When economic democracy is practised, any occupation or industry is carried on from the point of view of the general good and not merely for selfish profit or satisfaction.

Democracy in any form carries with it the idea of equal rights. Our Declaration of Independence maintained that "all men are created equal and endowed by their Creator with certain inalienable rights, among which are life, liberty, and the pursuit of happiness." The Declaration of the Rights of Man which the French adopted early in the Revolution of 1789 asserted: "Men are born and continue equal in respect of their rights . . . All citizens have the right to concur personally or thru their representatives in making the law." You will notice that the French statement brings out the fact that *equality* in a democracy concerns rights before the law rather than in talents or conditions. President Faunce of Brown University once said that democracy does not mean that one man is as good as another, but that all men have a right to a voice in deciding who the best men are.

Why do we talk more about democracy in politics than in any other field? Perhaps because it is easier to secure it in politics than in society or industry. The economic problems have much influence in determining the policies of a government; if we have democracy in government, we can secure as much democracy otherwise as we really want.

How old is democracy? Democracy has developed gradually in history. We see it first in Athens in ancient times. This Greek city carried democracy to its highest point among ancient people. With them, however, it applied only to free people of pure Athenian ancestry.

Rome had a government which was thought to rest upon the will of the people. The word "republic" which was

applied to its government for a long time really means public affairs or public business. But neither Athenians nor Romans made use of the idea of representation, which we consider important.

On the continent of Europe the little countries of Switzerland and Holland have cared more about democracy in government than any others. In England time after time there were struggles between kings and various classes which insisted upon having rights against the kings. As time went on, these struggles for the rights of classes became steadily broader and broader, and finally the rights which certain classes sought for themselves were passed on to all the people. It took about seven hundred years for the complete achievement of democracy in England. Magna Charta in 1215 marked the recognition of the rights of the barons as against the king. The Bill of Rights of 1689 made clear the rights of Parliament, representing the people, as against the king, and the "Reform Bills" of the nineteenth century and the suffrage laws of the twentieth century put all men and women on the same level as far as political rights are concerned.

To what extent has the United States been democratic? A considerable number of the early settlers in the English colonies along the Atlantic coast were people who came to the New World because they were dissatisfied with the narrow policies of their rulers in matters of religion and government. They did not always, however, permit everyone the privileges which they themselves wanted.

Not only did the Declaration of Independence assert that "all men are created equal," but it declared that "governments derive their just power from the consent of the governed." At the same time, there were a great many people who had no vote in elections. The people did not vote directly on the adoption of either the Declaration of Independence or the present Constitution of the United States. Some states set rather high requirements for property-owning or tax-paying in order to enable one to be an office-holder or even to vote. Some limited the right to vote to those who held certain religious beliefs.

Gradually, however, the states, led by Vermont, extended the suffrage to all men by removing all restrictions excepting those reasonable requirements which

any citizen could meet. By the middle of the nineteenth century, *white men* could vote in almost every state. Then as a result of the Civil War, the right to vote was extended to *Negro men*. The Fifteenth Amendment to our Constitution forbade the states to set up any restrictions on voting on account of "race, color, or previous condition of servitude."

Women, however, still had almost no share in the government thru voting. Wyoming [then a territory] in 1869 set the example for the country by giving women the same rights in voting with men. It was not until the end of the nineteenth century that other states followed the example of Wyoming to any extent, and not until the close of the World War that the whole country put women and men on the same footing as far as suffrage is concerned. The Nineteenth Amendment to our Constitution adopted in 1920 completed the process of making the United States a real democracy politically.

Socially and economically, we shall have to admit, we are still short of complete democracy. There always have been in most parts of the country social distinctions based on ancestry or wealth, for example. Settlers in pioneer communities cared less for such distinctions than people in older places. As time went on, people of ability, character, and enterprise made places of prominence for themselves, regardless of their original handicaps. The growth of public schools, which gave opportunities for education to all on equal terms, helped powerfully toward democracy.

Economic democracy has perhaps been the slowest phase of democracy to develop, tho a large number of our very wealthy men of today rose from humble positions in social life. Labor unions have contributed toward securing fair treatment for workers. Employers no longer boast about being tyrants in managing their business affairs. Among the outstanding features of the national recovery program are the efforts to put an end to child labor and sweatshop conditions, and the understanding that workers shall have the right to deal with employers thru representatives of their own choosing.

Is any particular form of government necessary to democracy? In this country we have no place for a king and are sometimes inclined to think that kings and democracies cannot go together. The truth is that it all depends on the place which the king has in the government and the kind of man he is. Countries like

Great Britain, Denmark, and Sweden, for example, have been under kings for so long that their king symbolizes the sovereign power of their government. In

AT THIS TIME when governments and civilizations are collapsing the world around, we would do well to attach more importance to the blessings of self-government. No government can succeed without the sustained interest and devotion of the people. The forces that destroy civilization and undermine the government are at work long before a real crisis appears. We shall gain in security by making ourselves ever watchful of these tendencies that constantly creep in to interfere with the wellbeing of the people as a whole and to defeat the purposes of democratic government.—Joy Elmer Morgan.

those countries, however, the king looks upon himself as the representative of the people. He does what he thinks the majority of the people want. Democracy is just as real in such countries as in those which elect a chief executive and call him a president. The prime minister in such countries is the chief direct representative of the people in administering public affairs.

Democracy, therefore, is a thing of the spirit and not of form. Any government is democratic if the people of the country have the power to determine the policies of their government. One may call himself a president when he really is a dictator. We must judge the progress of democracy not by the number of kings who are overthrown, but by the number of people who possess the right to govern themselves and learn how to exercise that right intelligently.

Some questions for discussion:

Does the teaching of religion that men are equal before God contribute toward democracy among the people? Express in your own words the thought of Lincoln's famous phrase, "Of the people, by the people, and for the people." In what ways did the following contribute toward the development of democracy in this country: The Virginia House of Burgesses; the Mayflower Compact; the Fundamental Orders of Connecticut; William Penn's ideas on government; the Virginia Bill of Rights? What do you think Wilson meant by his statement, "The world must be made safe for democracy"? Do democracy and peace go hand in hand?

[2] **Democracy under a cloud—**
What is meant by the statement we some-

times hear that "democracy is on trial"? We have been going thru a great emergency which has affected not only our own country but practically every other country in the world. Will democratic governments be able to survive such an emergency without changing their form or abandoning the principles on which democracy rests?

What is the state of democracy in countries that have been democratic for some time? Outside of Switzerland and some others of the smaller European nations, France and Great Britain stand out as the chief representatives of democracy outside the United States. France has been deeply aroused by a great national scandal as well as by the difficulty of keeping a balanced budget. There has been no serious attempt to change the country's form of government, however, and the only difference of opinion seems to be over what persons shall take charge of the work of getting France definitely on its feet financially and politically.

Great Britain suffered seriously from the effects of the World War, but her political leaders still hold to the principles of democracy. Stanley Baldwin, Prime Minister and the leading member of the English Conservative Party, said recently, "Democracy wants constant guarding, and for us to turn to a dictatorship would be an act of consummate cowardice, of surrender, of a confession that our strength and courage had gone."

Does democracy exist in all countries that call themselves republics? No—and that is one reason why some people misunderstand present conditions. A considerable number of countries have imitated the form of government of the United States or Great Britain without realizing that the form alone would not bring them peace, order, or self-government. They have had frequent civil wars because the losing party would not gracefully accept defeat in an election. There has been no fair test of democracy in such countries.

Several nations which made changes in government immediately following the World War had no real experience in self-government. It was no wonder that within a comparatively short time some of them fell under dictators or accepted other methods of government which were more like the kind of administration with which the people were familiar.

Is democracy in danger in the United States? There is no reason for thinking that it is any more in danger in this country than in Great Britain or France. Since democracy has been a cardinal

principle of the American government for so long, it would seem strange if this country should not be able to maintain it against even worse odds than those with which it has yet contended.

Some say that Congress has bestowed the powers of a dictator upon the President. But those critics should remember that most of the powers granted were limited to a definite time and can be recalled by the same law-making body which provided for them in the first place. Besides, our Constitution provides for regular elections of officials, and at any such times changes can be brought about if the people desire them.

Is there any reason to believe that the United States Constitution is equal to the demands of such economic and social changes as those thru which we are passing? The Constitution has worked well under conditions far different from those prevailing at the time it was adopted. There were fewer than 4,000,000 people here at the time it went into effect and today we number perhaps 125,000,000. It has survived a Civil War and a World War. In all this time only twenty-one changes or amendments have been considered necessary. In addition, if our Constitution did not permit us to do things we might consider desirable, the process of amendment is comparatively easy. It took less than a year for the 21st amendment, for example, to go thru all the stages of proposal and adoption.

What are some of the charges made against democracy as a principle of government?

[1] That it is suitable only for highly civilized people.

[2] That people are not equal in ability either to hold office or to select intelligently those who are to be office-holders.

[3] That it means the rule of the demagog, because people often can easily be swayed and, once in power, officials can carry thru measures which can never be revoked.

[4] That delay may occur in times of emergency.

[5] That the majority may be tyrannical and intolerant—that there is just as much danger of the minority's being oppressed by the tyranny of the majority as by the tyranny of a monarch or dictator.

[6] That individual indifference is common because there is a tendency for a voter to shift responsibility to someone else and to take little interest himself in governmental policies unless they affect him directly.

[7] That there is disrespect for officials and unwillingness to be guided by really competent people because popularity is more likely to be the basis of an official's election than merit.

[8] That "the voice of the people" is not "the voice of God."

[9] That when people have honest and just government they have never shown any desire for self-government.

Are these charges against democracy valid? If so, do they hold any more truly against democracy than against any other idea of government?

THE OLD OBSTACLES to a democratic system of public education still survive in various forms. They are these: an aristocratic society; the notion that the support of schools is not a legitimate responsibility of the state; that education is a matter for the family, the church, and the individual to provide; that the masses do not deserve or need education beyond the rudiments; that free education is public charity. Then, too, those who have profited by the old order oppose the new. And there is social inertia opposing any change.—Herman H. Horne, School of Education, New York University.

[1] If true, this is no argument against democracy for those who are able to make it work. It is not desired to force it upon those who do not want it or cannot use it successfully.

[2] It is granted that people are not equal in ability. Neither have monarchs nor dictators been equal in ability. In a democracy the people may make their own mistakes and not have to suffer from the mistakes or crimes of rulers whom they did not select.

[3] It does not follow that they will be swayed in the wrong direction any more than in the right direction. Democracy gives the voters a chance to reject as well as to accept; under some other kinds of government they have no choice at all.

[4] Every government must have some official or body of officials ready to act at all times. It is no denial of democracy to hold such officials responsible for acting promptly.

[5] Majorities may readily be turned into minorities if the government they furnish is not successful. Witness how complete a change occurred in the United States between the presidential elections of 1928 and 1932. A majority which must submit to votes of the people at regular intervals cannot afford to go very far with tyranny.

[6] Surely a citizen who knows that his opinion will not be asked on a question of public policy and who is in the habit of expecting the head of his government to make all of his decisions for him, will take much less interest than one who has a voice and vote, even if he is frequently on the losing side of a discussion or election.

[7] It may be one of the risks of democracy that people will not feel the same kind of respect for one of their own number in office that they would feel for a monarch who inherited his position. That very fact should make the ruler more anxious than otherwise to conduct himself so as to win the goodwill of the people. Respect for authority which is commanded by force may not be real.

[8] Surely in the long run the majority of the people are not going to make any more mistakes than dictators or hereditary monarchs. If people have determined policies for themselves, they are going to be more willing to correct errors peacefully than if they have to force a ruler to make a change by a threat of revolution.

[9] What if it is true that good government keeps people quiet when bad government would make them restive? There have been plenty of instances when absolute monarchs, tyrants, or dictators have not given good government. The possession of absolute power tends to make its possessor careless of the rights or interests of other classes of individuals.

In short, every evil which democracy possesses either might exist under almost any other form of government, or is balanced by a danger at least equally serious under some other form of government. The fact that under democracies there have been unpleasant times does not in the least warrant a conclusion that democracies are responsible for those times.

[3] *If not democracy, what?—What services are any civilized people likely to demand today from a government?* The preamble of the United States Constitution states them in one form. James Bryce has listed the following as benefits that government ought to provide: safety against attack on the community from without; order within the community; justice among the members of the community; efficient administration of common affairs; assistance to the citizens in pursuing their several occupations.

If we are dissatisfied with democracy, what can we have in its place? We could go back to monarchy and trust some "benevolent despot" to do all these good things for us. But what does history tell us about "benevolent despots" except that they have been very few in number? Also, no people anywhere will deliberately choose a government that is carried on by a class or part of the people in the interests of that class or part. Then there is nothing left for us but to turn to some kind of dictatorship in which we allow one outstanding leader or group of leaders to take charge of the government and administer the country's affairs at its own will. We have that kind of thing now in operation in three great European countries—Fascism in Italy, National Socialism in Germany, and Sovietism in Russia.

What are the characteristic features of Fascism? It is a political movement which began in Italy shortly after the World War. It gets its name from the fasces, or bundle of rods containing an ax, which symbolized the authority of government in the ancient Roman republic. It sup-

presses all parties and doctrines that disagree with it. It abolishes all hint of democracy and selects the officials of local communities thru the central organization. It appeals to people thru a stirring up of national patriotism and promises to maintain efficiency and order in industry and public affairs.

Fascism came into power in Italy under the direction of a remarkable leader, Benito Mussolini, who with his followers, known as "black shirts" because of the characteristic outfit they wore, planned a "march on Rome" in 1922 which the Italian government was not strong enough to resist. The king asked Mussolini to form a cabinet. Since that time Mussolini has been for all practical purposes the absolute dictator of Italian affairs. The king still remains as a figure-head monarch but without power. Mussolini is "Il Duce" or "leader." Nominations to office are made only from persons satisfactory to the leaders of the Fascist party, and no other party is allowed to have public recognition in Italy.

Fascist rule in Italy does not do away with private property or private management of business, but insists that it must be carried on within the limits laid down by the government. All trades, occupations, and professions are organized into "corporations" which regulate the activities of their members and may plan and carry out policies for them. There are thirteen such "corporations" representing the various occupations and professions. The National Council of Corporations, which is made up of representatives of these various corporations, is to take the place of the Chamber of Deputies which represented the Italian people under its previous government. Fascism does not allow strikes, and keeps the control of all industry in the hands of the government. It is not socialism, however, for the government itself does not carry on industry, in spite of its strict control over it.

What has Fascism done for Italy? Would it do the same for the United States? There is no doubt that Mussolini has given to Italy a state of peace and order within the country, a confidence in the future of the Italian people, and a prestige in international affairs which it has never enjoyed before in modern times. On the other hand, a Pittsburgh highschool student who lived in Italy until just a few years ago and had first-hand acquaintance with Fascist Italy said in a printed article recently, "I wish to say that I am happy to have fled from

the clutches of Fascism. Here I feel at home. I can express my opinion freely without fear of arrest or castor oil,

THE HEART of the modern conflict between democracy and dictatorship lies in the juxtaposition of two verbs. They are "representing" and "dictating." Whether the dictator is one man or a group or even a given majority is a matter of form or degree rather than an important difference in kind. . . . Our system of communication—radio, newspapers, and to a large extent the motion pictures—is privately owned and operated. . . . Regardless of who owns these lines of communication or what authority operates them at any given time, it is essential to the preservation of our democracy that they be used to *represent* the American people and not to *dictate* to them.—J. W. Studebaker, U. S. Commissioner of Education.

whether it is in class, at home, on the street, or in the newspapers."

Are conditions in the United States comparable to those under which Fascism came into power in Italy? Certainly not, as far as education and experience in self-government are concerned. We have been thru economic depressions before, and without turning to dictatorship, have recovered from them and become stronger and more progressive afterward. We have insisted upon the right to hold opinions and express them freely. We have insisted that the government should regulate business organizations when those organizations were too strong or selfish, but we have not cared to allow business men and workers to make their organization the basis for the representation of the people in government. Is there a Mussolini powerful enough or wise enough or popular enough to take over the control of the government of the United States as he has done it in Italy? What, indeed, will happen to Italy when Mussolini has to pass off the scene?

What are the characteristics of National Socialism? The National Socialists are most often referred to as Nazis. National Socialist is merely the name adopted by the party in Germany headed by Adolf Hitler which has seized control of the country as Fascism did in Italy, but much less intelligently, if we are able to pass a fair judgment upon it. It has no

likeness whatever to socialism in its proper sense. The real socialism looks to Karl Marx as its source of authority and foremost advocate. Marxian socialism wants society reorganized in the interests of the working classes and plans that the government shall operate all the fundamental industries and control the land of the country.

Hitler has played upon the discontent of the people with conditions under the republic for which the policies adopted after the World War were largely responsible. The newly-born German republic adopted a really democratic constitution and honestly sought to bring about a better day for Germany. However, burdens were imposed upon this republic which could be met only by such sacrifices on the part of the people as they would not endure. A period of money inflation ruined Germany's currency system. Business conditions in Germany were bad even after the nightmare of inflation was over. Hitler supplied the country with a scapegoat for their troubles by blaming them on the Jews, and added racial and religious hatred and prejudice to the other elements of discontent in the country.

His followers, who imitated Mussolini's blackshirts by wearing brown shirts, used all kinds of coercion and brutality upon those who disagreed with them. Critics of the government have been put into concentration camps and sometimes harshly treated otherwise. All parties have been suppressed except the Nazis. Newspapers do not dare to tell the truth about German affairs unless it happens to be favorable to the government.

Hitler and his associates talk about setting up a "totalitarian" state in which everybody will be expected to act, speak, and probably think in accordance with the doctrines laid down by those in authority. Land-holding, industry, education, and even as far as possible religion are to be brought under the control of the central government. The states composing the federation which made up the former German Empire and German Republic have already lost their right to self-government and probably will be still further rearranged so as to vest all political power in the central government. Business men who hoped that Hitler might relieve them of some of their problems and therefore went along with him, have found that they are now under the direction of the big industrialists who have made contributions to Hitler's cause and who will probably be given a

controlling influence in industrial affairs. Just as in Italy, workers have been denied the right to strike.

What has National Socialism done for Germany? Would it do the same for the United States? Thus far, Hitler's government seems to have done no good for Germany except to revive some of the national spirit which was at a low ebb as a result of the unpleasant conditions prevailing in Germany after the World War. Jewish leaders in business and in the professions have been driven out of the country or forced into a situation where they are allowed to do little more than merely keep alive. The withdrawal of Germany from the League of Nations and the insistence upon Germany's right to re-arm to the extent that other powers are armed, produced a distrust of Hitler's government on the part of every other nation. Tho an agreement has been made with the Pope by which German Catholics are assured a right to the exercise of their own religion, German Protestants have suffered from the attempts to make the Lutheran Church organization merely an agency for the promotion of Nazi theories.

To suggest the adoption of any such program as this for the United States is beyond the range of reason. Religious freedom, individual liberty, the right of free speech and free press—principles to which this country is committed—could not exist under such a system as at present has Germany in its control.

What are the characteristic features of the Russian Soviet system? Here we have a system of government and economic operation which the Russian leaders call socialism, and which they claim to be based on the teachings of Karl Marx. It is *communistic* rather than socialistic, however. The communist theory has no place for private ownership of property in any form. The state is everything; the individual has no rights except as the state sees fit to let him have them. In Russia this doctrine has been known as Bolshevism, from the name of one of the parties which existed in Russia in 1917 at the time the Czar's government was overthrown. The Russian leaders speak of their system as the rule of the country by the workers, "the dictatorship of the proletariat." No one has any voice or vote in the government if he has an income from any source except his own labor or if he profits by employing anybody else.

The political organization rests on a system of soviets. A soviet is a sort of council which represents usually an in-

dustrial group or class. Representatives are chosen by trades to form a soviet of city workers. Soviets of this kind and

HOW SHALL UNIVERSITIES defend American democracy? By suppressing discussion? By disciplining nonconformists? By dismissing professors whose views are unpopular with some important group of people? By prohibiting students from having contact with any ideas except those sanctioned by some one authority? By indoctrinating students with some kind of social or political dogma? Not in any of these ways. Every one of them is diametrically opposed to the principles to which this democracy is dedicated. Universities can best defend American democracy by tenaciously upholding those rights which American democracy guarantees. They can best interpret American democracy by giving an example of it.—Samuel P. Capen, chancellor of the University of Buffalo.

rural soviets elect delegates to a district or regional soviet and to the Union Congress of Soviets, which is supposed to be the chief governing body in the country. This Congress appoints an executive committee which chooses a Council of People's Commissars. The chairman of this Council is supposed to be the head of the Russian government. In reality he is not, however, for the chief authority is actually exercised by Joseph Stalin, who is only the secretary of the Communist party.

Just as in Italy and Germany, no other parties are permitted than the one in power. The Communist party itself includes only a small fraction of the people. No one is allowed to be a member in good standing if there is any suspicion of his disagreement with the doctrines and policies of the leaders. The party is "purged" from time to time by expelling those who have dared to disagree.

The whole industrial system of the country is completely in the hands of the government, and the peasants also have been forced into the system. Religion in any form is a particular object of hatred on the part of the government, which has not only denied to anyone the right to teach religion to persons under the age of eighteen, but has been respon-

sible for campaigns ridiculing religious beliefs and teaching atheism.

What has Sovietism done for Russia? Would it do the same for the United States? The Soviet leaders have unquestionably transformed the economic condition of Russia. They have endeavored to make it not only a great agricultural nation, which it naturally is, but a great industrial nation as well. They have established a system of planning for the industry of the country such as no other government has ever been able to undertake anywhere. They have set up schools and other educational agencies to a degree that Russia never knew before and have succeeded in teaching most of the Russian people to read and write. The schools—naturally, perhaps—are made to teach Communism as a theory of government and industry which must be accepted by the Russian children.

Partly because they have made the Russian people believe that the "capitalistic" governments wanted to destroy Russia, the Soviet leaders have been able to develop a kind of patriotism which has helped them in keeping a strong hand upon everything in Russia. No doubt the economic and social condition of millions of Russian people has been lifted somewhat under the rule of the Soviets; but it is equally true that all who had lived in the old days in comfort or luxury have been either "liquidated," as the Russians say, or forced to accept the doctrines now in vogue. On the whole, the general standard of living in Russia is still far below that in the United States or the leading countries of western Europe. Sovietism has meant a leveling down in Russia as well as a leveling up.

There is a complete contradiction between the principles underlying the Soviet policy and that of the United States. If it should be argued that a limited number of rich men have actually gained much influence in this country industrially and politically, at least the government does not recognize them officially as the masters of the country. The mass of the voters, who have always been far more numerous than the rich men of the nation, could at any time, had they felt sufficiently oppressed to do so, have overthrown by their votes any party that was actually dominated by the rich men of the country.

What objectionable features characterize all the policies and programs just discussed? In the first place they are dictatorships, depending either upon one man or upon a limited group of men. Stanley Baldwin, whom we have already

quoted, spoke very truly when he said, "The whole tendency of a dictatorship is to squeeze out the competent and independent man and create a hierarchy accustomed to obeying. Chaos often results when the original dictator goes. The rise of Communism or Fascism—both alike believe in force as a means of establishing their dictatorship—would kill everything that had been grown by our people for the last 800 or 1000 years."

The recent depression has thrown the spotlight upon some of the blunders, the greed, and the injustice which have been possible under our political and industrial system. We must remember, however, that with all its faults, the American people have risen under this system to a higher average standard of living, wealth, and income than any other great nation. Italy, Germany, or Russia did not enjoy as high a standard of living in the past and have not attained it today. A system can hardly be entirely bad that has permitted as much culture and comfort as have been developed in the United States. Does it not seem the part of wisdom to try to correct bad conditions in our own system rather than throw it overboard and adopt a system which, whatever it may have done or promised for the people of some other country, gives no sign of being adapted to the people and conditions of the United States?

What are some of the definite advantages that democracy possesses in comparison with other systems of government? Lincoln stated a far-reaching principle when he declared, "No man is good enough to govern another man without that other's consent." Fascism, Nazism, and Sovietism alike deny that principle. They force their policies upon people who are not willing to accept them, and then deny the right to discuss or criticize those policies.

Democracy not only makes possible the expression of the will of the majority of the people, but permits the majority to change their minds and peacefully put into effect a new policy whenever the people see fit to make a change. Under any of the three alternative programs we have suggested, a change could be brought about only by a revolution.

"Democracy makes for peace." The three alternative kinds of government which we have considered were all put into power by force and have gained what popularity they do have with their own people partly by threatening war or talking about conquest. A govern-

ment which comes into power by force is likely to depend upon force for its place among its own people and among the peoples of the world.

It has been said, "Important as it is that the people get justice, it is still more important that the people feel that they get justice." Will not in the long run the people feel that they get justice if it comes thru the decisions which they themselves make directly or thru their representatives, rather than justice handed out by some authority which has forced itself into power and which would be constantly tempted to use any means necessary to keep itself in power?

The success of any government depends to a large extent upon the regard and devotion of the people toward their government. Italians today may be grateful to Mussolini for establishing order when their country needed it and helping them to revive their national spirit. Russians today may be thankful for a change in government which has permitted millions to have some comforts and opportunities which formerly they were denied. But in the long run is not true national patriotism most likely to exist among people who have the right to think, speak, and act in accordance with the dictates of their conscience and who are not bound to accept the announcement of any authority as final unless those ideas appeal on their own merits?

[4] Making democracy successful—Will democracy operate itself?

James Bryce has said, "No government demands so much from the citizen as democracy, and none gives so much back." Professor Munro declares, "In the long run democracy depends for its success on the competence and faith of the people who form its foundation. It particularly depends on the faith of the people, for no system of popular government can long endure unless the people believe in it." Because an undertaking is difficult does not, however, excuse us for refusing to attempt it. We must expect to make sacrifices if we are to get the things we desire.

To make democracy successful, we must have a people intelligent and well-educated. We must cultivate an active and sensible public opinion. We must all display a spirit of cooperation and service. We must develop toleration and goodwill among the individuals and groups that make up a community or nation. We must be constantly watchful so that evil and selfish interests do

not control the policies of the government. We must show our patriotism not merely by noise and ceremony but by taking part in public affairs and trying our best to understand our times and the problems we face.

What is the place of education in a democracy? "Education is the friend of democracy and thru all time has been the chief enemy of autocracy." Education, moreover, does not consist merely in knowing how to read and write. One can do those things for years without ever becoming a good citizen. The kind of education that we mean includes also an understanding of our country's history, of its form of government, of the social and economic conditions in which we live, and of the difficulties which must be overcome in making our community and nation what they ought to be.

Education can come from many sources, but naturally we think of the school as the primary agency in providing it. In the school we have the opportunity not only to gain information, but to have experience in cultivating the qualities that a good citizen in a democracy should possess—cooperation, tolerance, self-reliance, ability to accept responsibility, and willingness to serve others.

What is the place of leaders in a democracy? It is an old saying that "what is everybody's business is nobody's business." Tho in a democracy every individual citizen should play his part intelligently and efficiently, the actual responsibility for managing a government under any system must rest upon a few. There are many things, such as determining how roads shall be constructed, fixing tariff rates, taking care of forest reserves, fixing rates for railroads and other public utilities, that cannot be satisfactorily done by popular vote. If these and countless other activities are to be done well, they must be handled by people who have some expert knowledge and special training. It is sometimes charged that in a democracy people are not willing to let the really competent have places of responsibility. If that is true, it is a condition that we must correct. The individual citizen should be able to distinguish between candidates for office who sincerely want to render a high quality of public service and those who want office either for the salary or for the power that may come thru it.

Training for intelligent leadership should be one of the purposes of our

schools and colleges. In these days few untrained people could successfully administer a public office that requires more than routine service.

What is the importance of tolerance and goodwill to the success of democracy? A community or a nation cannot get along satisfactorily if the various elements among its people are always suspicious of the acts and motives of each other. We do not need to think that the public man or political organization which takes a different attitude on some disputed question than we take is any less patriotic or well-intentioned than we. Other churches and other races may be just as well-meaning as our own. We should use parties simply as an agency for bringing about the election of certain candidates or the adoption of certain policies. We must not let them bind us so that we have no conscience or judgment in public affairs except as our party organization directs us.

Are distinctions among individuals permissible in a democracy? Since people are born with different abilities and tastes, certainly all individuals will not be alike under a democracy or any other kind of government. A democracy, however, should draw no distinctions as far as equality of opportunity and fairness of treatment are concerned among people of any social standing, race, or creed. Whether a person's ancestors were rich or poor should make no difference in a democracy. Neither rich nor poor should be despised or hated by the other. When it comes to selecting men and women for public office, the first question should always be, Is the candidate qualified to perform well the duties of the office and do his character and reputation indicate that he will do his best to perform those duties?

Is there any place in a democracy for submission to authority? Any government must expect submission to proper authority or else there is no authority. Democracy lays down laws to guide people's conduct. The people have made these laws directly or thru their representatives. Whether an individual citizen likes them or not, he is bound to recognize them as long as they are laws. If he believes them to be bad, he may use any honorable and peaceful means to bring about a change in sentiment that will cause a change in the laws. It has been said that "A successful democracy requires a nation of good losers." However much we may regret the choice of a certain individual to

office, we must respect the authority of the office, and as long as that individual himself obeys the law and performs his required duties, we must recognize him as possessing authority given him by the majority of his fellow citizens.

What determines the policies of a democracy? "The will of the people" or "public opinion" are phrases often used. But what do we mean by either of these terms? We certainly cannot expect them to mean "what everybody thinks," for a subject on which everybody thinks alike would either be so fundamental that no one would think about it anyway, or so unimportant that there would be no need to think about it. Perhaps, too, only a small part of the people have done enough thinking about a certain subject to have an opinion. It may be correct to say that "the will of the people" or "public opinion" is "the attitude of the largest number of people who have taken the trouble to form an opinion about a given topic."

How is public opinion formed? There are two viewpoints as to the way public opinion takes definite form. Some say that the mass of the people are unconsciously influenced to hold certain views, which are then taken up by the newspapers and other agencies that express opinion, and finally shape the policies of law-makers and officials in general. Others believe that public opinion goes from the top down—that political leaders, newspaper and magazine editors and authors, and demagogues who seek popularity, either honestly hold certain views or express opinions which they think will be popular and then the people follow them. It is likely that comparatively few people think seriously about questions of government, economics, or other public problems until something happens to arouse discussion on those issues.

The home and the opinions and attitudes of the family group; newspapers thru editorials, "columns," and sometimes biased news reports; the church, if its leaders do take a stand on matters involving anything else than theology; the schools, as they impart information and sometimes interpret life; moving pictures and other means of recreation—all these cannot fail to have some influence upon individual thinking, consciously or unconsciously. What groups of individuals think becomes public opinion.

Public opinion in the long run may be even stronger than law. Public opin-

ion is responsible for the passing of many laws, and if a law is passed which the majority of the people disapprove, repeal or change of that law is inevitable sooner or later.

To what extent are individual citizens responsible for successful democracy? Since democracy rests on public opinion and public opinion is simply a combination of individual opinions, individual citizens must seek to make their own opinions fair and intelligent and to give force to them when they do have them.

We cannot expect that democracy will be successful unless the citizens of a community or nation work together. The "let George do it" attitude encourages selfish politicians or autocratic leaders to take power into their own hands. There are many things that must be done. If they are not done thru cooperation, they will have to be done by pure authority.

Citizens in a democracy should be willing to participate in public affairs thru voting and rendering service in community life in the many ways that are offered from time to time. That "experience is the best teacher" is particularly true in a democracy. Those who have had a share in *doing* things are much better qualified to know how things ought to be done than those whose opinions are formed from mere theory.

Individual citizens in a democracy must be vigilant to see that corrupt or selfish politicians do not deny them their rights and privileges or thru improper influence upon ignorant people gain power which they will exercise unworthily. If good citizens are not alert and constantly active to promote good government, they may be sure that those who are looking out for themselves and not for the welfare of their community or country will have things their own way.

A good citizen in a democracy will think for himself and not be carried away by the promises of demagogues before election or appeals to prejudice based on class, race, or creed. There is no more dangerous situation in any community than when a mob forms and is ready to destroy property, take life, or do other damage at the command of a leader. Mob thinking is even more common than mob acting. Waves of sentiment sometimes sweep over a community or country resulting in the election of certain candidates to office or the passage of laws which in their soberer moments the people regret. The indi-

vidual citizen must keep in his own control his conscience and his judgment.

Can young citizens have a part in making democracy successful? There is no doubt about it. They have opportunities to gain information that will help not only themselves but others to act intelligently in forming opinions and carrying out policies. Thru school and other contacts with community life they can prepare themselves to be efficient and intelligent in the days soon to come when their immediate responsibilities will be greater.

A young citizen can take advantage of every opportunity to become acquainted with his community, state, and nation, and to learn the facts that will enable him to form intelligent opinions about public problems. It is easy in school life to be satisfied merely with "getting by," but no habit that is not definitely vicious is a greater cause of regret later on. It is not pleasant to recall neglected opportunities. Let no one think that he must wait until he is twenty-one before he can or should think about questions of political, social, and economic character. If year after year as political campaigns come along and opportunities for developing an opinion on social and economic questions arise, a boy or girl takes an active interest, it is much more likely that when he is old enough to have his vote counted on the regular election day, that vote will be cast more intelligently than if he has felt during his school days that public questions did not concern him.

The young citizen in a democracy can actually render service that will be valuable to his community. Many opportunities for cooperation are offered during the days of one's school life for participation in community movements of one kind or another. What one does in his own school life to make it as effective as possible is in itself contributing to community welfare, for the public schools are themselves an important part of the life of the community. No one needs to think that in school he is merely training for citizenship—he is practising citizenship all the time.

A young citizen owes it to the country which has done so much for him to give it his loyal and enthusiastic support. We need not say "My country, right or wrong," in any spirit that will make us careless as to whether it is right or wrong; but we have every reason to feel that our country has, in spite of mistakes and misunderstand-

ings, a glorious history and that under our Constitution and the privileges which it guarantees, we have enjoyed

THOSE WHO HAVE accepted the privileges of higher education are particularly responsible for meeting the challenge of democracy. They were remiss in their duty in other countries, and they now pay the price as they live under the iron rule of anti-intellectualism. Even in this country, where the tradition of equality has held sway, the gap between the scholar or specialist and the man on the street is dangerously wide and growing. . . . Too many of our university-trained people have lost sight of the fact that their advantages are mandates requiring greater service of them.—Oscar L. Chapman, Assistant Secretary of the Interior.

a freedom and security unsurpassed by any nation. There is no reason why temporary misfortune or depression should make one lose confidence in a nation which has accomplished as much as our own and successfully passed thru emergencies as serious as any which have confronted us in recent years.

Fascism, National Socialism, and Sovietism are trying to make themselves permanent in the nations where they are now in vogue by building up societies of young people and trying to cultivate in them a devotion to the theories under which those countries are now governed. Let us make ourselves, thru our own school organizations, builders of democracy, citizens who are loyal to democracy, not because we are told to be, but because it offers to us in the highest degree freedom and opportunity to make the best of ourselves.

In the years just preceding the American Revolution that famous Virginian, Patrick Henry, exclaimed, "I have no lamp to guide my feet but the lamp of experience." An American citizen today may well maintain in a similar way, "The surest lamp to guide our feet is the lamp of experience." Democracy has been the ideal of liberty-loving people in many lands and in many times. It has been the ideal which our own country has set up and striven to attain. Even if mistakes have been made by the people in democratic countries, and if in times of great distress some have

turned from it and sought other ways of meeting their particular problems for a time, democracy still remains the highest and purest hope for people who want to be free. To quote James Bryce once more, "Hope often disappointed but always renewed is the anchor by which the ship that carries democracy and its fortunes will have to ride out this latest storm as it has ridden out many storms before . . . Democracy will never perish until after hope has expired." Democracy will be preserved if the citizens, young or old, who appreciate what it has given to the world and what it still offers will be faithful to their responsibilities.

The American's Creed—"I believe in the United States of America as a government by the people, of the people, and for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies."—WILLIAM TYLER PAGE.

Reference material—Helpful supplementary information for discussion may be obtained from sources listed below, and others familiar to teachers.

American Observer, especially a series of articles published in November and December, 1933

Bauer, "The Nazi Revolution and Its Influence on the Teaching of History"—*Historical Outlook*, December, 1933

Bryce, *The American Commonwealth*

Bryce, *Modern Democracies*

Current History, many recent numbers

Hughes, *Problems of American Democracy*

Langsam, *The World Since 1914*

Lippman, *Public Opinion*

Lowell, *Public Opinion and Popular Government*

Lumley and Bode, *Ourselves and the World*

Munro, *Social Civics*

Scholastic, especially articles published in November and December, 1933

Taylor and Brown, *Human Relations*

Tufts, *The Real Business of Living*

REPRINTS AVAILABLE

Reprints of this JOURNAL feature may be secured from the Association at the price of 10¢ per single copy, with discounts as follows: 2 to 9 copies—10 percent; 10 to 99 copies—25 percent; 100 or more copies—33 1/3 percent. Funds must accompany orders amounting to \$1 or less.

The material in this special feature provides excellent curriculum material in keeping with the American Education Week theme, "The School and Democracy." Single copies of the reprint will be included in the American Education Week School Packets listed in the advertising section.

Planning for American Education Week

THE GENERAL THEME for the fifteenth annual observance of American Education Week in 1935 is "*The School and Democracy*." Year by year American Education Week has grown in significance as a national celebration of public education. During this week millions of citizens visit their schools and, in countless other ways thruout the country, the attention of the people is focused upon the public school.

In 1934 approximately 4000 communities participated in the American Education Week celebration. Reports from 375 of them—less than 10 percent—show that 1,830,961 citizens visited the schools in these communities alone. The governors of forty states issued special proclamations calling upon the people to take part in this observance. At no other time in the year is the attention of the public so closely focused upon the schools.

The theme, "The School and Democracy," is particularly fitting in this period of adjustment. Democratic institutions are being questioned thruout the world

and in many nations have been discarded. What does the future hold for democracy in America? What part have the schools to play in the titanic struggle of opposing forces that lies ahead? These fundamental questions will receive during AEW the concentrated attention of more American citizens than has probably ever before been turned upon them in any similar length of time. The nationwide observance of AEW in 1935 will be successful if it leaves the American people with a better understanding of the issues involved. Plan now for the participation of your school and community in this nationwide observance.

The following topics are suggested for the day-by-day observance but each community will be free to change and adapt them to its own particular needs:

- Monday, November 11—The School and the Citizen
- Tuesday, November 12—The School and the State
- Wednesday, November 13—The School and the Nation
- Thursday, November 14—The School and Social Change

Friday, November 15—The School and Country Life

Saturday, November 16—The School and Recreation

Sunday, November 17—Education and the Good Life

Suggestions for school programs in keeping with these daily themes were presented in the April 1935 JOURNAL.

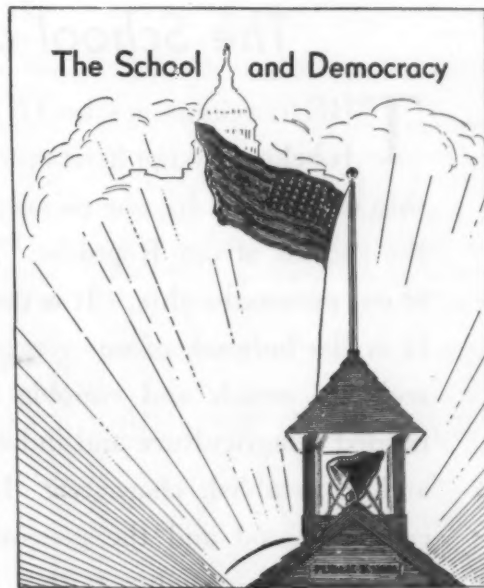
As has been the custom since the inception of American Education Week, it will be sponsored jointly by the National Education Association, the United States Office of Education, and the American Legion.

If your preparations for American Education Week have not already been begun, they should be started at once. As many people as possible should actively participate in this observance. There is no stereotype pattern by which to organize an American Education Week program. In some communities the local teachers association sponsors it. In other cases, the superintendent of schools appoints a general committee which in turn appoints committees for specific purposes.

THIS LEAFLET

is one
of the
special
1935
American
Education
Week
publications.
Turn to the
advertising section
for a complete
list of
these helps
and an
order form.

THE AMERICAN democratic ideal is government of the people, by the people, and for the people. To achieve this ideal requires intelligence, integrity, initiative, and courage. Our schools seek to establish and maintain these virtues. Let us dedicate ourselves anew to the ideal of free education for every man, woman, and child.



A Message to Parents and Citizens

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

As in earlier years the National Education Association has taken the lead in the development of materials to help schools plan and carry out their American Education Week programs. The 64-page American Education Week Handbook, available at a nominal cost price, gives suggestions regarding the planning of this celebration in 1935. Most of these suggestions as to sound procedures are culled from the best planned observances thruout the country. Those interested in knowing how an individual community organized its program last year are referred to the article by Mr. McCalister on p225.

An attractive three-color poster specially painted for the occasion by Anna Milo Upjohn has been made available in a 9 by 12 inch size. This is useful in store windows and on bulletin boards. More than 900 of the 1934 posters were displayed in Birmingham, Alabama, store windows.

A miniature of the 1935 poster has been made for use as a sticker. It is in 3 colors, size 1½ by 2 inches. It may be used on letters, messages to the home, and in other ways.

Two small but attractively printed

3 by 5 inch leaflets are available this year. These are entitled "The School and Democracy," and "The American School." The former is reproduced below and has not previously been used. The latter leaflet was also available last year and over a million copies were distributed. Owing to its popularity, it has been made available again this year for those desiring to use it.

In addition to the special publications cited, several packets of materials have been developed for the purposes indicated by the following titles:

Kindergarten and Primary
Elementary School
Highschool
Rural School
College and University
Teachers College
Newspaper

In the advertising section you will find additional information and order forms for these materials developed to assist you in your observance and made available at cost prices.

Write also to your state teachers association and your state department of education. More and more state education associations are placing special

emphasis upon American Education Week in the belief that it offers one of the most fruitful avenues for statewide interpretation of the public schools. The Nebraska State Teachers Association, as an example, has furnished a wealth of suggestions in the form of handbooks, news releases, playlets, and program outlines. Many state departments of education are likewise stressing the observance of American Education Week. Miss Agnes Samuelson, state superintendent of public instruction in Iowa, and president of the National Education Association for 1935-36, wrote concerning the Iowa observance in 1934:

"Complete details cannot be given but it is not too much to say that the observance has become more meaningful and extensive than ever before. As a result people are better informed about their schools and their problems. That is the direction in which we are moving. While we who are in educational leadership have no inclination to escape responsibility, the greatest need of the times is lay spokesmen for education. We believe the observance of American Education Week and Citizens Conferences on Education offers the means to this end."

The School and Democracy

THE free common school is America's greatest gift to humanity. It belongs to the heritage of intelligent and responsible citizenship established by our pioneering forefathers. It is necessary to the success of our Republic. The school is the surest guarantee of our personal rights. It is the safeguard of our political liberties. It is the bulwark of our representative institutions. The school seeks to enrich and ennoble home life. It develops the skills needed in agriculture and industry. It helps to awaken ambition and to establish character. It emphasizes responsibility to the common good and the general welfare. The free school is the expression of a mighty faith. Because we believe in ourselves, in democracy, and in the future, we seek thru the schools to improve the quality of our lives.

MANY
of the
regular
publications
of the NEA
are
especially
helpful
in dealing
with the
topic,
"The School
and
Democracy."
See
the list on
page A-105.

American Education Week in Oklahoma City

WAYDE H. MCCALISTER

Principal, Bath Elementary School, Oklahoma City

THE AMERICAN EDUCATION WEEK observance in Oklahoma City is one of the most important events during the year. A cooperative program is carried out with many organizations participating. The schools, American Legion, churches, civic clubs, women's clubs, newspapers, young people's organizations, and the parent-teacher association all work in this great program of interpreting the school to the public and stressing the importance of education in building citizenship and the community.

The plan for this program is started about six weeks before the education week. The superintendent of schools appoints a general program chairman who meets with the former chairman and the superintendent to select the committee chairmen. At this time general plans are outlined.

American Education Week materials, such as handbooks, leaflets, posters, and packets for each committee, are ordered from the National Education Association. A meeting of all the school chairmen of the various committees is held with the chairmen from the several city organizations. At this meeting definite plans are made; materials are distributed; and each committee is assigned its particular work so there will be no overlapping of tasks. A date is set for the completion of each committee's work. A checkup meeting date is set, when all chairmen must report as to the progress made by their committees.

After this first meeting each committee meets separately to plan its part of

the program and then starts to work. The following committees are used in drafting the program for American Education Week: bulletin, interpretative literature, press, speakers for civic clubs, speakers for the churches, radio, art and display, music, school program and assembly, parent-teacher association, and printed publicity.

The committee which prepares the interpretative material for the children to take home to their parents, is composed of teachers with literary and journalistic interests. Leaflets, folders, and other printed material, are under the supervision of a committee made up of journalism and printing teachers. Much of the printing is done in the local highschool print shops.

A special bulletin is prepared by the program committee outlining the plans for the week and giving suggestions as to the method of carrying out the plans. The bulletin contains the following information: description and nature of materials to be used, when materials are to be distributed, and the plan for distribution in each type of school—elementary, junior high, and senior high-school.

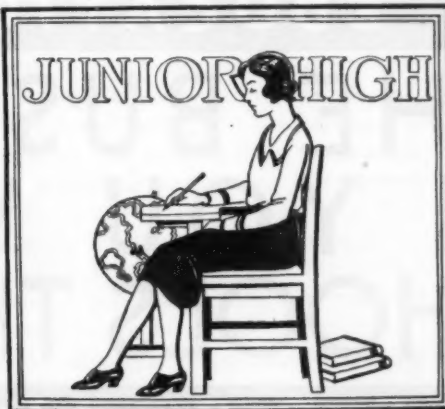
Principals and teachers receive this bulletin thru the school mail on Monday morning before American Education Week. On that day, detailed plans are discussed in principals meetings. The following day plans are outlined to teachers, and posters and displays are put up. On Wednesday all bulletins, interpretative literature, and programs are received

by the schools from the committee. Friday the schedule of radio and assembly programs is sent into the homes.

On Monday of American Education Week the first interpretative literature is taken home by the children. The assemblies are usually given on Wednesday, Thursday, or Friday. The parent-teacher association "back to school nights" are held the latter part of the week. The radio program begins Monday and runs thru the week four times daily.

A mimeographed manual or bulletin of some fifteen or twenty pages is prepared by the bulletin committee for the use of the home and classroom teacher. This classroom manual contains the week's program, listing the subjects for each day with material on each subject that is to be discussed by the teacher and pupils. Also several references to magazines, recent books, and newspapers are listed for the teachers' and pupils' use. Suggested activities for each type of school are listed so that each school may plan its week's program. This bulletin contains programs, songs, poems, Bible selections, quotations, skits, plays, pictures, cartoons, drawings, and other suggestive material.

Two years ago during American Education Week a leaflet was sent into the home each day. The message sent on Monday gave the program for the week. On Tuesday the "E.R.A." [Educational Recovery Act] was distributed. This leaflet contained a picture of Franklin D. Roosevelt; a quotation by President W. B. Bizzel, University of Oklahoma;



THESE ILLUSTRATIONS are reproduced from the eight-page folder which Mr. McCalister describes on the following page. This folder was sent into each home during American Education Week last year. The primary picture was on the page with a short message, "We understand." The junior high student appears on a page explaining, "Mother, dad, I am an adventurer." The highschool boy illustrates a page entitled "Thanks heaps!"

and a statement by the American Education Week committee: "President Roosevelt is right. Recovery and peace can be secured thru education. Oklahoma City patrons and teachers are responsible for local educational recovery." The leaflet for Wednesday included a graph giving a comparison of budget and number of pupils by years from 1928 to 1934 of the Oklahoma City schools. On Thursday another graph showing how Oklahoma City pupils stand in their academic work as compared by national tests, was sent to the parents. A community appraisal card was sent to the parents on Friday, so that after a week's study of their school and community they might fairly appraise their community.

This last year, an eight-page folder was sent into each home. This folder presented the week's program and messages from the board of education, the superintendent, and the president of the parent-teacher association council. Some of the subjects treated were: "We understand," "Mother, dad, I am an adventurer," "Thanks heaps," "School facts," "Opportunities for every child," "Take heart—because."

The local press is very generous with its space in interpreting the schools to the public thruout the entire year. During American Education Week special stories, editorials, and feature stories fill the columns of the newspapers. The press committee, working with the principals council and the classroom teachers research committee is able to give to citizens many valuable facts about the local school and schools of the nation.

The speakers' committees arrange with clubs and churches of the city to have special educational addresses during the week. The Sunday before American Education Week the ministers usually give

sermons on some subject dealing with education.

Often student speakers are sent from the junior and senior highschools to speak on education before a church, an elementary-school assembly, or parent-teacher association meeting.

The radio program has become one of the most important features of the American Education Week program. The four broadcasting stations in Oklahoma City liberally donate time each day during this week. The radio committee secures for the programs able speakers, including leading educators from our nearby colleges and universities, state officials, and prominent business and professional men and women of the city and state. Each program has special musical numbers secured by the music committee from the music departments of the local schools. These radio broadcasts are from fifteen to thirty minutes in length.

A program card is printed giving on one side the daily radio programs—time, station, speaker, subject, and music; on the other side is printed the school assembly program of each school for the week. This program card is sent home to the parents so they may have at hand a schedule of the activities for the week.

The music committee with the music supervisor schedules the various music organizations such as orchestras, bands, glee clubs that are to take part on some program during the week.

In each school where assemblies are possible a program is prepared composed of talks, music, skits, or plays. The programs are planned and presented so as to interpret the school and present education to the parents and the public.

The local parent-teacher associations have special programs at the school buildings for the patrons. The programs

are worked out in cooperation with the principal and teachers. In some schools the PTA has an afternoon program consisting of music, demonstrations, and talks. Others have what is known as "back to school night." Each patron is given his child's schedule card and the parents attend the classes of their children for a short period in which the teacher explains the work done by the pupils. In some schools the children themselves demonstrate the work done by the school. After the "classes," a general assembly is presented by the children.

The parent-teacher association cooperates in every way to make this a profitable week. It helps the school contact the parents and give to them an understanding of the training being given their children.

The American Legion supplies speakers who discuss educational problems, Americanization, and patriotism. This organization also gives citizenship awards to children who have earned them.

The YMCA has for the past few years had "Boys' Week" during American Education Week. Boys are elected city officials—mayor, city manager, councilmen, chief of police, and schoolboard members—to govern the city for one day during this week. The young city officials take charge of the city government under the supervision of their elders. Often a parade precedes the taking over of the government by the young officials.

American Education Week in Oklahoma City becomes not only a week of interpreting the school to the public but a week in which every citizen is given an opportunity to take a part in the great program of educating and training the future citizens and leaders of the community.

AMERICAN EDUCATION WEEK

**RIDE THE BUSES
WHEN YOU VISIT
THE SCHOOLS THIS WEEK**

NOVEMBER 11th - 17th

PUBLIC SERVICE cooperates—three hundred and fifty buses in Camden, New Jersey, carried these "ad announcements" for American Education Week.

The Elementary Principal's Contribution



A. Virginia Adams

WHAT CAN WE DO to improve the schools during 1935-36? The September JOURNAL included answers to that question by elementary, rural, and high school

teachers and a state superintendent of public instruction. In this issue educators in other fields suggest plans for "going forward during 1935-36."

DEAR ELEMENTARY-SCHOOL PRINCIPAL: Here at last is a chain letter with certainty of result. Read and, in the days to follow, this chain will automatically strengthen and grow as thought jumps and leaps, twists and turns in its journey from mind to mind.

'Tis September of 1935. Clanging bells are calling to you and to me: "Come down from the heights whereon you have sojourned since June. You are needed." No call can bear a sweeter message. To be needed; to have work in the doing of which to grow in usefulness—that indeed is reason for joy in living.

The need for efficient, thoughtful, magnetic elementary-school principals is greater today than ever before because the far goal of a great endeavor has been placed just twelve more laps ahead while flashing from eye to eye and ear to ear comes the mighty challenge of our NEA—"Go ye forward during 1935-36 bringing forth upon the land better, far better schools."

Elementary schools unhesitatingly reply: "Of course America is going forward during the coming year. Surely schools will become better schools manned with understanding, straight-thinking teachers and guided by principals who not alone lead but also find and develop leaders."

The challenge accepted and the goal set, you and I must decide upon our own particular course of action. As a beginning I have listed certain plans trusting you will send along the additions and subtractions for a correct solution of our mutual problem.

How best to go forward to better schools—Bring to the attention of every

teacher the simplicity of educating when the learner himself cooperates in his own learning, when barriers no longer exist between curriculum and learner, and when school is conducted upon such a natural plane that children happily interpret the education of today to the products of yesterday's schools.

[2] Become an integral, decisive factor in community life; an active worker in civic and welfare organizations; a church member who works at religion. Surely and sanely fill the place in society which educators of American youth should fill. Open-eyed participation in political matters which can bring mutual understanding and school betterment.

[3] Investigate possibilities and make use of aids being offered education by the federal government. Tiny tots, from two to five, need no longer be shunted hither and yon because a chaotic society requires the mother to earn the livelihood. Nursery schools under competent teacher nurses are provided by a beneficent Uncle Sam if the school principal so arranges. Adult education is another service coming thru the FERA designed to care for idle hands and minds during idle moments and to return that glow of contentment which comes from being foursquare with the world.

[4] Get near and keep near fellow principals and other leaders in education. Read what they have written, listen when they speak; and cheer when they triumph, telling others how great are the first three letters in any triumph. Consider well-spent every dollar paid in dues to national, state, county, or city groups organized to advance education. Make smiling attendance at conventions or other professional gatherings a personal obligation.

[5] Contact the people served by the school going into homes on various levels of society. Advocate a *visit all the children's homes* project for teachers as well as noting in a memory book understanding highlights concerning the honest effort, struggle, and sacrifice of certain parents; the heritage of dignity, pride, and Old World training of the foreign born as contrasted with the artificial home life of some others.

[6] Organize forums and book clubs among teachers and parents. In book clubs endeavor to read into the pages of worthwhile books the real or exact meaning of the author. In the forum entertain leaders of thought in matters which per-

tain not alone to the profession but also to things around and beyond the school zone.

[7] Cheer often and boost definitely. Cheer for effort, for originality, for pupils, and for teachers. Make an American public school carry memories so near and dear that to the end of time they vie with those of any college Alma Mater. Boost the talent of the teacher who can paint, sing, play, or lead in any line. Make for all those God-given but personally developed talents a special place in the scheme of the better school.

[8] Hold an annual hobby fair to emphasize the value of hobbies in developing an understanding teaching technic. Watch closely for evidences of personal desires and need as well as the urge of native abilities.

[9] Bind the entire school together by the creation of something intensely interesting to teachers and pupils alike. Write and produce a play, a pageant or operetta. Develop a vacant lot or rubbish heap into a permanent spot of rest and beauty. Label this spot "A Mother's Garden of Remembrance."

[10] Last but not least of my plans for 1935-36 is this: To merit such wholesome respect for the work of the elementary school principal that the near future will see a fulltime, carefully selected leader in each school in the nation, one who will be loved by the community and paid as such a one should be paid.—**A. Virginia Adams**, principal, East Avenue School, Vineland, New Jersey.



A Checklist for Progress in City Schools



R. W. Bardwell

LIKE THE CAPTAIN with his ship in port, the superintendent of the city schools during the summer vacation contemplates the next annual voyage and lays his plans.

He is concerned with the seaworthiness of the ship, as it pushes its prow into new and strange waters. He is responsible for the ability of the crew to take advantage of favorable winds and trim the ship in storm. He must see to the supplies for the crew and do what he can to obtain cargo that will yield the greatest profit. He must recommend the officers that will insure the ship's safe arrival in the port named in the manifest.

As the ship captain before each voyage checks every item to make sure that none has been overlooked, so does the superintendent of schools check his preparations for the school year. This article will discuss items the superintendent might include on his annual checklist.

[1] **Revising and improving the curriculum**—A continuing revision of the curriculum, which would approximate 10 percent of change annually, is a conservative standard. Are the local community resources for curriculum content being utilized? There is a wealth of material, practically untouched, that has great potential value. Extending the schools' services and linking them with other movements, such as city planning, community recreation, unemployment relief, adult education, and housing; and the relation [and obligation] of the school to the general social-economic program are a few of the items to be considered in the building of the curriculum.

[2] **The building or plant program**—Every superintendent should initiate or perfect a plan for the needs and growth of the school system he administers looking forward one, five, ten, twenty-five, fifty years and taking into account such items as new school buildings and sites; enlargement and beautification of school grounds; repair or relocation of buildings; provision for

automobile parking; establishment of playgrounds, swimming pools, school gardens, school forests and summer camps, school libraries, and school health facilities. He will need data on probable growth or decline of population, change of industry, and shifting of residential areas. If any "white collar" people are on relief in the community, some of them could be used in making surveys to secure facts.

[3] **Improvement of instruction**—To find the weak spots and correct them is the obvious way to improve the schools. Is the general physical development of the children properly provided for? Is the teaching load too heavy or unequally distributed? Can the methods of child accounting, the report cards, and the system of keeping a record of each child's growth and achievement be improved? Is the faculty well-balanced with old and new teachers? Can improvement be made in selecting new members for the staff? Is additional clerical and stenographic help needed? Probably the least expensive way to improve small school systems is to provide the superintendent with adequate clerical and stenographic help, releasing him for more important services.

[4] **Improving the equipment of the schools**—A modern curriculum cannot be operated in a vacuum. Skilled workmen must have good tools in order to do their best work. Are the teaching materials adequate—textbooks, library books and equipment, classroom and laboratory materials, visual education equipment, and the like?

[5] **Extension of services into adult education**—Realizing that the education of adults, and especially their vocational rehabilitation thru education, is becoming a greater necessity, some extension into this field is possible, even where funds are not available. Thru the voluntary enlistment of members of the staff and other interested citizens, the public forum idea, similar to the Des Moines plan, has been carried on successfully in other cities. The initiation of such a plan may lead to its continuance under federal aid or local tax support.

[6] **Service to unemployed youth**—A community survey of unemployed youth to get the facts, and a plan such as that proposed by U. S. Commissioner of Education Studebaker to use school facilities in order that these young people

may have a place for study and recreation, together with the enlistment of groups and individuals in the community to furnish at least parttime employment is a service that is greatly needed. The schools, under the leadership of their superintendents, are the logical agencies to coordinate community service to underprivileged youth.

[7] **Keeping the public informed**—That the public should know the purposes, needs, and accomplishments of the schools is essential in carrying out an effective school program. Are members of the staff aware of their importance in the task of interpreting the schools, particularly during American Education Week? Is there a definite plan of obtaining co-operation from the press, service clubs, and local radio stations?

[8] **Stimulating the professional development of the staff**—Active membership in educational organizations—local, state, and national—offers an opportunity to teachers and school administrators for continuing professional growth. The superintendent's leadership in encouraging membership in professional organizations helps to safeguard and improve the school. An increase of at least 10 percent membership is a good goal for 1935-36. Membership in professional organizations brings regularly to teachers and administrators up to date, authoritative educational material. Professional reading is essential. The educational world is striving desperately to meet the demands of new times and new conditions.

[9] **Planning a democratic school administration**—The schools in a democracy should follow democratic practices. The superintendent who encourages initiative, experimentation, and partnership will, in the long run, achieve greater results in the growth and happiness of faculty members and children.

[10] **Using time and energy for most important tasks**—The superintendent should so plan his administrative work that his time and energy may go to the human services for which a school system exists. The development of broad educational purposes and ideals, and a school system in which everyone will contribute to such purposes and ideals cannot be accomplished by an executive who is buried by a mass of mechanical details.—R. W. Bardwell, superintendent of schools, Madison, Wis.

The College Teacher's Outlook



Ambrose L. Suhrie

THE VITALITY and integrity of our service as college teachers is as much conditioned by the breadth of our human interests as by our professional equipment

and our technical skill. Our first concern must be that we shall be normal human beings, good neighbors, and broadminded citizens. Then we must hunger and thirst for knowledge, must covet the gift of human understanding, and must willingly embrace every opportunity for service.

The successful college teacher is not a recluse or a hermit. He lives a full and an abundant life, in intimate touch with his fellow-townsmen, with his fellow-teachers, and with his students. This teacher seeks to secure a broad knowledge and a clear understanding of all important and pressing national and international problems. He endeavors continually to re-inform himself on scientific, literary, social, economic, and political questions thru the reading of the best books and magazines, thru the critical discussion of them in private conversation and in public conference, and thru extended travel and the wide human contacts which it affords. He recognizes smugness and complacency as his mortal enemies.

One of our most eminent diagnosticians and surgeons is quoted as having said that any medical practitioner who in a period of twenty years following his entrance upon his profession has not attended medical and surgical clinics and has not taken short periods of time off every year or two to engage in systematic graduate study is almost sure to be an actual menace to the health of the community in which he maintains his practice.

The ponderous pronouncement which comes from the pedagogical pulpit of the man who for twenty years has been living in the musty atmosphere of a college retreat or a professorial hermitage, shut off from the industrial and social

conflicts and the political controversies of our modern life may be, and doubtless often is, a menace to the intellectual health of the young people enrolled in his courses and compelled by the rules to attend his classes.

Since education is a living process and not a dead product, it must be obvious that "full professors" are as much in need of rejuvenation, rehabilitation, re-education, re-conditioning, as young instructors are in need of advanced training. It must be at once apparent that no college teacher, no matter how high his academic rank may be, can effectively direct the interests and activities of college students if he is merely "an undertaker carting about the remains of an academic degree that once had but no longer has life and vitality."

The successful college teacher must be a student of education in all of its bearings, and all of its larger social implications. To be an eminent scholar in his own field of academic specialization will not suffice. He should be interested in the aims, the processes, and the results of the total educational program of the college he serves and likewise concerned—intimately concerned—about the personal welfare of every student in it.

College teachers are peculiarly in need of the benefits which come from active participation in local, state, regional, and national education associations.

Organization can never be anything but a means to an end; but a simple, well-unified, compact, thoroly functional organization of the college faculty can do much to promote that freedom which is essential to a fine professional morale. A tentative or working solution must be found each day within the organization and its membership for all the pressing problems of that day.

It is a tower of strength to the humblest member of a faculty to feel that the combined resources of all may be at his command when he encounters professional or personal problems too difficult for him to solve alone. Some of our smaller faculties, located in lonely places, are self-reliant and even measurably self-sufficient because an organization has been set up, and a cooperative spirit has been engendered that places the strength of all at the command of each.

Happily there are increasing numbers of institutions in which the program of

the weekly meeting of the faculty, or of any of its major committees, is no longer a sleepy administrative monolog, but is, instead, a magnificent educational seminar dealing with problems that are too real to cast into the abstract formulas of books, too pressing to be discussed casually in current *pedaguese*, and too difficult to be solved by quotations from the pedagogical prelates of our universities, or the smug writers of pedagogical creeds; seminars eliciting the active participation of all of their members, so lively and spirited that the least experienced will not be expected to accept any conclusion on mere authority, and so finely professional that the most experienced will show no impatience or intolerance, when suggested innovations threaten to disrupt the traditions of the institution by forcing the good to give way to the better and the best.

Such temporarily disrupting, and at the same time permanently unifying and rejuvenating, institutional enterprises typify the educational and professional ideals toward which the official leadership of our struggling college faculties should be vigorously directed. When these ideals have been measurably achieved by the organized group, professional growth and personal development will come not to the few, but to all, and principally as a result of the thrilling challenge and call of each day's work; and they will come to each individual *in connection with* and *not apart from* his particular professional assignment in the service of an institution that is living a full and an abundant life.

Finally, the college staff member who desires to be a really effective teacher in the most inclusive sense of that term must always bear in mind the consumer's viewpoint and actively solicit the cooperation of his students in indicating the ways in which his services may be made more acceptable and more effective. It is well for all of us to remember Lucine Wilson's definition of cooperation—"so to conduct ourselves that others may be able to work with us." Our students want to help us improve our teaching. We should therefore consider it our privilege as well as our duty to encourage them to do so.—**Ambrose L. Suhrie**, professor of teachers-college and normal-school education, New York University, New York City.

Improving Our Highschools



Ernest B. Comstock

A BETTER UNDERSTANDING of the aims, needs, and achievements of the schools by the public should not be overlooked. The financial and moral support of our schools

depends on the goodwill of the people toward them. Plans for interpreting education to the community should include the observance of American Education Week.

The school plant should have a wider use than it has at the present time. If the highschool does not function to some extent as a community center, it is missing a great opportunity. Parent-teachers organizations, dads clubs, fathers and sons banquets, public entertainments, open forums, school dances, parent education classes, and social functions of various kinds, may be a help to the educational morale of the community. We have been somewhat remiss in the past in securing adult participation in school affairs. This year is a good time for the highschools of the country to participate more actively in the life of the community.

The need for enlarged plans for pupil guidance and counseling is becoming apparent as curriculum revision proceeds. Permanent homerooms, sympathetic homeroom teachers, deans, vocational counselors, senior counselors, aptitude tests, psychological tests, and case studies have aided much in the past. For the sake of adolescent boys and girls there is a need of making teacher-pupil contacts more individual and personal. The pupil must have some person in whom he can confide and from whom he may receive friendly advice. Too little time has been taken for this and too little importance attached to it.

Remedial work needs to be more thoroughly organized. It has been carried on satisfactorily in some of our schools; in many it has been ineffective. Pupils fail in a subject, repeat the course, fail again, drop out of school, and little is done to correct the situation. The remedy does not lie in making the pupil a gift of a

passing grade when lack of effort, class-cutting, and failure have characterized the work from the beginning. Such a procedure would be pernicious. Other things can be done. A remedial teacher, a few classes for remedial work, together with a sympathetic study of each case will bring good results.

The re-evaluation of our educational psychology has become imperative. There is a state of chaos existing in this field. So pronounced is this chaotic condition that the pursuit of psychology often confuses rather than aids even experienced teachers. There are behaviorists; Freudians; glandular psychologists; psychoanalysts; adolescent psychologists; and advocates of naturalistic psychology, gestalt psychology, and others. The administrator cannot with safety advise his teachers to study merely psychology. He must be able to tell them what psychology to study. "Has Psychology Failed?" is the subject of an article by Joseph Jastrow in *The American Scholar*, summer of 1935. He points out that unless the worthwhile phases of psychology can be salvaged and utilized it will be of little value to education.

The revision of the curriculum should have the attention of the principal and his entire faculty during the coming year. The curriculum is changing rapidly whether we like it or not. It should be revised as the interests of society change. The conditions that surround the curriculum are somewhat chaotic. If it emerges from these conditions in a form sufficiently potent to induct boys and girls into society as valuable citizens, it will be because the teachers do not now withdraw from the task. The teachers of the nation have never had a greater opportunity to assist in making the curriculum workable and effective.

The cardinal principles of education—health, ethical character, citizenship, leisure, etc.—have stood out as goals of the secondary school for nearly twenty years. There is danger of their being forgotten before they become an integral part of the curriculum. These principles need rejuvenation. They need to be woven into our plans so that their effect is unmistakably felt. They must be vitalized by more powerful agencies than those used in the past, if they are to remain as worthy aims in the instruction of high-school pupils.

A more complete integration of the

work of the faculty members is needed. The aims and goals of the various departments should be understood in a sympathetic way by all. Too often a teacher is unaware of the problems the pupil is facing in classes other than his own. There is need of a closer coordination of work and a better understanding of the purpose of education among faculty members. Meetings of the faculty for panel discussions or for attacking the problems arising with the revision of the curriculum will help accomplish this.

The highschool has an opportunity to participate in the teaching of the world-peace movement. The facts about the Paris Pact which was adopted by the United States and forty-eight other nations will furnish excellent material for this study. Whether this Pact accomplishes its purpose and prevents future wars depends largely upon the way it is taught to the young people of the countries which have adopted it and the attitude they develop toward it. If circumstances prevent the organization of special classes for the study of the Pact, arrangement can be made to have it taught in connection with history, civics, and social science. Articles on the peace movement may well be placed in the library. They will furnish material for debate, essays, class projects, and declamation or oratorical contests. Let special attention be given to the U. S. Senate investigations of the munitions industry, as to the part munition makers play in fostering war.

Relief work among school pupils has assumed huge proportions during the past two years. Indiscriminate giving of relief without painstaking investigation is fraught with danger. Such relief usually takes the form of giving lunches, paper and pencils, carfare, textbooks, clothing, and many things which most of the pupils have to purchase. When relief is being doled out in such large amounts as at the present time to pupils in our schools, there is a grave danger that we are training up beggars and parasites by our injudicious generosity. Many who do not permit their needs to be known are given no aid at all, while for some who do receive aid, selfrespect, selfreliance, industry, and habits of thrift are impaired. There is need for serious thought and planning along this line.—**Ernest B. Comstock**, principal, North Dallas Highschool, Dallas, Texas.

The Improvement of Teacher Education



R. W. Fairchild

IF PROGRESS is to be made in meeting demands for an improved type of teacher, a well-defined program of a highly adaptable and practical nature must be

undertaken by institutions for the education of teachers.

There will be almost as many programs or points of emphasis as there are teacher-training institutions. At the request of the editor of this JOURNAL, the suggestions below are given. There is no contention that phases of improvement here listed are either exhaustive in number or represent any ranking as to importance. They do present a program that is possible of attainment and they do include a program that is actually under way in the Illinois State Normal University. The assertions here made are based upon actual needs of teacher-training institutions as revealed by personal visits by the writer within the past three or four years of almost one hundred state teachers colleges in thirty-five of the forty-three states having such institutions.

Just how the Illinois State Normal University is now attacking these problems or proposes to attack some of them in the immediate future is indicated here.

[1] Contacts with the field served—Realizing that the greatest weakness of teacher-training institutions is their aloofness from the field they presume to serve and their complacent and often self-sufficient attitude toward actual conditions in the public schools, we carry out the following program:

An annual "roundup" of administrators [county and city superintendents, elementary and highschool principals] each fall where we listen to the ideas of several hundred persons on what we should do to develop a more effective type of teacher for their schools. We do not provide a program; we listen.

An annual summer conference and exhibit where speakers of national recognition are brought to the campus to address and informally discuss educational problems with teachers and administrators. School materials and publications of approximately fifty concerns are

made available in a large exhibit for the entire week of the conference.

County contact organization thru which each of twenty-seven counties directly served by this school is visited by a specially chosen faculty member, to bring back to our campus a complete picture of the county for purposes of more effective and adaptable teacher education. In addition to the contact representative, each of 165 faculty members visits one or more public schools in session each school year.

[2] Development of breadth of background and assumption of responsibility—Since the product of normal schools and teachers colleges is often recognized as rather narrow in attitude and limited in ability due to a lack of information, we place emphasis in our four-year courses on almost two years of general or content materials in the fields of English, social science, science, art, music, hygiene, speech, and psychology required of all students without reference to use for teaching purposes as a major field. This background is designed to develop breadth of interest and knowledge and is not different from the trend in many of our teacher-training institutions today. We are now engaged in the establishment on the campus of student and student-faculty forums of a voluntary nature for an informal and free discussion of problems in these or other general fields. We believe this will strengthen interests and attitudes and make for greater assumption of responsibility by the student who is later to be a teacher.

[3] Courses of greater adaptability—We have eliminated some of our meaningless and overlapping subjects especially in Education and now offer such courses of an adaptable nature as guidance; school and community relationships; current trends in education; character education; extracurriculum activities; and others of similar nature. Departments other than Education are now engaged in replacing "deadwood" courses with those of a live and meaningful nature. This is especially true in social science, art, music, science, physical education, and commerce.

[4] Emphasis on student understanding and participation in so-called extracurriculum activities—Recognizing the value placed by employers of teachers on right attitudes toward school activities, if not a working knowledge in this important field, we attempt to bring the student into active contact with numerous activities. Provision is

made, as in many schools, for contact with activities thru a student activity fee but steps are taken to establish definite programs of participation in sports, forensics, music, dramatics, journalism, and kindred channels that will serve as a vital part of the teaching equipment of the prospective teacher.

[5] Improvement of faculty instruction—Impressed with the general belief and apparent truth that the higher the level of schooling [elementary, secondary, college] the poorer the instruction, we definitely undertake to improve instruction. This program is decidedly aided by our demand that all candidates for all positions have five years of successful teaching experience in public schools regardless of training or other types of experience. We fail to see how a person without such personal experience can attempt to educate teachers for a phase of education with which he is not familiar as the result of teaching experience. Our inservice improvement program includes a functioning departmental organization with department heads as real supervisors of instruction; a self-inventory plan for faculty members; faculty meetings of a professional and not mere routine nature; effective visiting of schools and contact with the territory; classroom visits by administrative officers; a satisfactory student reaction checkup on teaching; and attendance at off-campus meetings. Of course the development of a right attitude toward such a program and a desire to improve must accompany any attempts in this direction.

[6] Development of a profession—As a state teachers college we emphasize the fact that we are a professional school and not a liberal arts college. We do not pose as a liberal arts college altho our content courses must be just as strong as the best of such colleges. We believe we should not attempt the liberal arts program any more than liberal arts colleges should attempt to be teacher-training institutions. Law, medicine, engineering, and other professions do not mix their special professional programs but do develop an atmosphere peculiar to their particular fields. This we believe is our mission in teaching as a profession.—R. W. Fairchild, president, Illinois State Normal University, Normal, Illinois.

A County Superintendent's Program

AS WE OBSERVE the work of our schools, it is easy to see the possibility of improvement. Teachers too often become satisfied with the humdrum drone of things as they are. They were perhaps at first fired with an ambition to do great things, but as time went on, the routine of a staid school program put these ambitions to sleep.

Probably these same teachers, given an environment encouraging professional growth and assurance of financial return, would be stimulated to continued effort. A pleasingly attractive place in which to work, an eager group of well-graded pupils, an appreciative schoolboard, and a sympathetic community are desirable. But we must take the initiative, ourselves.

Let us, then, first improve our physical surroundings. Add a few flowers and plants inside as well as out. Use some new light, cheerful paint, hang a few well-chosen, inexpensive pictures, and soften the hard stare of the room with simple sash curtains. The pupils will enjoy assisting in this program and will retain a consequent interest in the school's appearance.

Search your community for objects of pertinent interest to add to your class work. Encourage the 4-H club activities even if you must become the leader, and vitalize your agriculture or home economics classes from its program. Your geography class will enjoy a trip to the Orient with the Junior Red Cross and the physiology class will be much more interesting if some Boy Scout is called in to demonstrate first aid. These organizations and others have been developed in response to definite child interests and their ideals should be utilized. Or what could be finer than a countywide chorus such as is being conducted in Iowa? There, in cooperation with the state teachers college, a children's chorus has been established in every county. Instruction in singing is given in individual schools by the teachers, aided by the use of phonograph records.

A parents' day or exhibit day will draw the interested patrons of the community and here you have an opportunity to interpret the school to the community. A parent-teacher organization under competent leadership will assist immensely in this project. The members of the schoolboard must be invited and possibly requested to participate, since understanding best comes thru doing.

American Education Week is an ideal time for such an occasion. Every school should make some opportunity to present their activities or the general cause of education to the public during this week. Publicity concerning this and other worthwhile activities of your school should be provided. Develop more interest as to what your school is doing than as to what your school costs.

Higher qualifications for teacher certification will improve the personnel of the teaching fraternity. The state of Washington is now realizing the benefits of such increased standards in better quality of teaching and, in consequence, a more sympathetic public attitude during this difficult period.

The school district organization needs attention. The taxpayers' associations are criticizing the expenses of government. They emphasize the cost of education and, with considerable justification, point out excessive per pupil costs which could be effectively reduced thru logical consolidation and elimination of small, expensive units. In Skagit county we find small, one-room districts with a per pupil cost in excess of \$300 per year, while larger units are operating at \$54 or less. When we consider, also, the educational advantages possible in the larger units, we must accept the challenge and work for more practical educational administrative units.

Many advantages are inherent in the county unit plan of administration, involving the election of a county lay board of education whose duties are to administer all the schools of the county, including the selection and hiring of the county superintendent. Such a plan should remove the office of county superintendent from politics and place the administration of that office entirely on a professional basis.

School support must come from indirect taxation. The tax on real property as the major source of revenue is no longer equitable. The income must come from a larger source and be distributed upon the basis of actual school need and not in proportion to district wealth, as the district property tax incurs. Our state, under the leadership of State Superintendent N. D. Showalter, has taken a place in the foreground in educational legislation. The state now provides approximately half of the current school costs from indirect sources of revenue.

The county and local district furnish the balance from a property tax.

The county superintendent cannot be expected to accomplish these things single handed, but his influence, carefully and continually exerted, will bring results. He holds a place of leadership which should be used to direct educational interests.

We find the use of bulletins issued periodically to teachers and school officials to be a simple and successful means of supplying information or instruction. We endeavor to keep our teachers and directors abreast of the current educational trends. We continually encourage the enrolment of our teachers in our educational associations and likewise encourage the active functioning of these groups.

The Skagit County Education Association conducts two general assemblies each year. These are exceptionally well-attended, probably because of the entertaining and instructive programs which are presented. In addition to these general meetings, the sub-units hold their educational conferences.

The school directors of the county are organized and hold two meetings each year at which they discuss current educational problems. The county superintendent is an exofficio member of this organization.

Thus we have an organization of teachers, directors, and parent-teacher associations all with a common interest and with the county superintendent the logical leader, who, if he proceeds judiciously, can accomplish definite progress for education in 1935-36.

Countywide planning for the improvement of the schools is necessary. From five to twenty or more years is not too far ahead to plan for such school needs as new buildings; repair, remodeling, and beautification of present school plants; relocation or consolidation of rural schools; establishment of nursery schools, adult education classes for illiterates; vocational education for the unemployed; county parks; playgrounds; school forests; and the like. The county superintendent might well take the initiative in forming a county council of educators and laymen in securing facts and making plans for bettering the schools.—**Frank M. Brock**, county superintendent, Skagit County, Washington.

Cartoons and the Chalk Talk in the Classroom

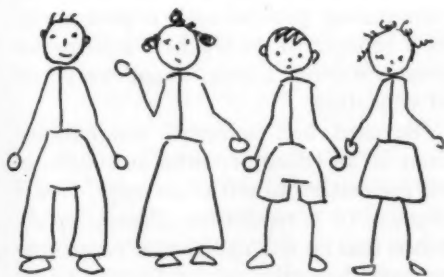
THE CARTOON has long been used as an effective teaching device. The secret hiding places of the early Christians contained varied examples of this medium of propagating early religion. Histories of early man everywhere are traced thru this method of setting down a picture record of a race on rocks and walls of caves.

Newspapers and magazines realize the importance of the cartoon as a means of imparting news as well as perpetuating sentiments and philosophies to the reading public.

Teachers are overlooking one of instruction's most valuable aids when chalk illustration on the blackboard is neglected. White chalk and a blackboard should never become too old-fashioned for the new-fashioned school. No subject in the curriculum is void of opportunities for point clinching by way of chalk illustration. Nor should the illustrating be delegated to talented pupils. Each teacher should draw—and he does not need to be a professional artist. The simpler the picture, the more effective.

First, a teacher should have a definite point to be illustrated. Some time should be taken before the lesson to practise. The circle and the straight line form the entire basis of most pictures.

What should you draw? People are always interesting. Facts are intensified when tied up with a human form.



Let's start with 4 circles. Join a vertical line to each circle.

To number 1, add trousers; draw the shoulders, arms, hands, feet, eyes, nose, and mouth—a man results.

To number 2, add a trapezoid—then feet, shoulders, arms, hands, eyes, nose, mouth, and hair—a woman.

To number 3, add short trousers, legs, feet, shoulders, arms, hands, eyes, nose, mouth—and a boy results.

To number 4, add a smaller trapezoid, legs, feet, arms, hands, eyes, nose, mouth, and hair—and a girl appears.

Note the difference between the face of an adult and that of a child. In the

adult the eyes, nose, and mouth are placed higher than in the child's head.

Thus you obtain the differentiating characteristics.

Facial expressions are always interesting, too, and can be used in many ways to represent a desired effect.



Animals are good illustrative material. Use practically the same technic, straight lines and modified circles. A few strokes—and the good old horse.



With a few changes and on

a smaller scale the chicken emerges—

Give your chicken a smaller body, a longer neck, a graceful tail,



and a branch to sit on and you might have a robin.

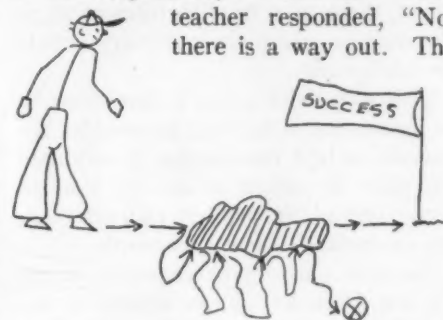
Trees can be as simple as you

like. Everyone knows the Christmas tree—a triangle, a rectangle, and a few small circles for ornaments.

Recently I observed a teacher in the presentation of a lesson in elementary psychology. The teacher was portraying to an attentive class some of the problems of adolescents.

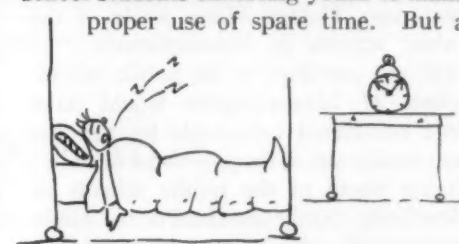
"Too often," the teacher said, "boys and girls of highschool age allow imagined handicaps to rob them of the zest for life. Imagined inherited traits, or physical deformities, for example, fall across the adolescent life like a shadow, and purpose is thwarted. A boy surveys his life before him. He has in mind a vague objective—but the shadow of an imagined handicap falls on his path, and his course wavers." The teacher began with a simple picture on the blackboard. "Repeatedly the boy's course encounters

the edge of his doubt and he finally ends, far short and much divergent from his original aim." The teacher paused for a moment. The entire class listened intently. Finally a boy who was known to the observer to have felt the disappointment of handicap asked, "Is that all?" The teacher responded, "No, there is a way out. The



shadow is there only if you allow it to remain, and it will remain as long as you permit it. The only way is to plunge straight thru—into the sunlight on the other side and the goal is reached." The point was evident.

One of the objectives of education is training for the wise use of leisure time. Hundreds of words might be hurled—with slight response—at a group of high-school students exhorting youth to make proper use of spare time. But a



graphic presentation may offer just the outlet for a good bit of teaching.—Glen O. Ream, principal, Highschool,



Albuquerque, N. Mex., before NEA Dept. of Visual Education, July 2, 1935.

The Renaissance in American Education

THE CENTENARY of the renaissance in American public-school education is near. Because the movement was widespread; because so many educational and social reformers labored for the cause of better schools; and because the work proceeded thru years of effort, there may be disagreement as to the date on which the centenary should be celebrated.

It is worthwhile, even if there may be no agreement as to time, to consider the reasons for the renaissance, to evaluate the gain for public education, and to honor one of the noblest characters in the movement—Henry Barnard.

Barnard sought no recognition in his lifetime. He is left almost without a memorial, save as a few educators understand and treasure his work. He himself said, "For me, I mean to enjoy the satisfaction of the labor; let who will enter into the harvest."

It is not easy for one who knows the public schools only as they are in the twentieth century, or whose knowledge is related to the traditional excellence of the district school kept in the little red schoolhouse, to appreciate the lowly estate of public education one hundred years ago. Horace Mann wrote of the public schools of Massachusetts: "In 1837 not one-third of the public schoolhouses of Massachusetts would have been considered tenable by any decent family out of the poorhouse or in it." Young wrote of the public schools of New York: "Only one-third of the whole number of schoolhouses visited were found in good repair; another third in ordinary and comfortable condition only in this respect—in other words, barely sufficient for the convenience and accommodation of the teachers and pupils; while the remainder, consisting of 3319, were to all intents and purposes unfit for the reception of man or beast."

Henry Barnard had failed in five years of labor in Connecticut to accomplish a change which he forecast: "The common school should no longer be regarded as common, because it is cheap, inferior, and attended only by the children of the poor and of those who are indifferent to the education of their children, but common as the light and air, because its blessings are open to all and enjoyed by all." He returned to Connecticut to complete there the work of reform, after five years of service in Rhode Island. In Rhode Island he made a survey of schools, which

disclosed one-third of the schoolhouses as "totally unfit for school purposes." These statements cover conditions as they were one hundred years ago in four states amply able to provide and maintain excellent schools. They disclose the work for the reformers.

When Barnard completed five years in Rhode Island, the state was dotted with splendid schoolhouses, and schools were better than ever before in the history of the Narragansett Bay country. When Barnard resigned his position as chief educational officer in Connecticut, the school system of that state had been reformed.

In his work in Rhode Island, Barnard anticipated the modern survey of education. His invitation to make a thorough examination of the schools of the state was precipitated by an address on schools delivered in the Rhode Island General Assembly in 1843, the first General Assembly to meet after the Dorr Revolution. Dorr had been an educational reformer in the sense that he had advocated free public schools to replace tuition schools, and that he had induced Providence to appoint the first American superintendent of schools. No doubt the orator in the General Assembly had been inspired by Barnard, who had visited in Rhode Island a short time before. Governor Fenner appointed Barnard to make the first survey of a state public-school system. Barnard used most of the methods of inquiry which are recognized as modern survey practises, and his report might serve as a model for modern surveys in the masterly presentation of facts and statistics, without waste of language.

Lest the people fail to understand, he carried his message to them personally. In five years, 1100 meetings were held for the discussion of educational questions. These meetings were so well scattered over the state that one was held within three miles of every home. No Rhode Islander could say honestly that there was a good reason why he had not seen Henry Barnard and heard his exposition of the conditions of the schools, the need for improvement, and the methods that should be applied. Barnard was in the prime of life—a handsome man with charming personality and an appeal that was persuasive when logic might fail to convince.

The effect was found in the enthusiasm with which the people of Rhode Island

responded and the action which they took to improve the schoolhouse, the schools, and the teacher. Barnard's work in Rhode Island included the drafting of a fundamental school law, so perfect in principle that the Rhode Island school system continues to operate under the Barnard law after the passing of ninety years.

Henry Barnard's study of education on a visit to Europe had convinced him of the necessity of normal schools. He was a leader in the movement to establish normal schools in America. Horace Mann pleaded with Barnard to become principal of the first Massachusetts State Normal School, but Barnard felt that duty called him to other service.

He was already engaged on plans for his *American Journal of Education*, forecast in his publications for teachers while in Connecticut and Rhode Island. The venture was not remunerative in the sense of yielding financial profits and he gradually contributed so liberally from his own resources that the private fortune which he had inherited had gone to pay the printer. Yet the *Journal of Education* continued to be published as the editor, who never wavered in his enthusiasm, found means to finance it. It remains, a monumental work in thirty-one volumes, the largest encyclopedia devoted to any profession, except the encyclopedia of law. The *Journal of Education* was a most dynamic means for stimulating professional improvement, as it brought to the teachers information from worldwide sources about every field of education.

Barnard had achieved international fame as an educator, altho he continued his inclination to self-effacement. It was because of a reputation already established that he was called to Wisconsin to become chancellor of the University, to St. John's College to become President, and to Washington, D. C., to be the first U. S. Commissioner of Education.

In Washington he laid the foundations for the establishment that has been building thru seventy years and that is now known as the United States Office of Education. He was a venerable figure, veteran of many battles for education, as he became the nation's chief educational executive. After retirement he was to continue for thirty years more a dominating leader of American education.—Charles Carroll, NEA state director for Rhode Island.



The beautiful new St. Louis Municipal Auditorium where the Department of Superintendence will meet the last week of February

When St. Louis Entertains

THE DEPARTMENT OF SUPERINTENDENCE will hold its sixty-sixth annual convention at St. Louis, Missouri, February 22-27, 1936.

Before choosing the convention city, President A. J. Stoddard of Providence, Rhode Island, and members of the Executive Committee visited the various cities extending invitations, and examined them carefully for their hotel, meeting hall, and exhibit facilities. At St. Louis they found an unusual combination. They were particularly impressed with the city's beautiful new Municipal Auditorium—a structure which for many years has been the dream of civic-minded St. Louisans. With its completion, St. Louis can now proudly extend cordial welcome to convention visitors throughout the country. The Municipal Auditorium is ideally located in the heart of the hotel and business section.

Viewed from the plaza to the north, the building with its stately Grecian col-

umns is a thing of classic beauty. Within it is no less beautiful. Spacious lobbies, artistically decorated, first greet the eye. Beauty, however, does not overbalance the building's usefulness. For a convention of the Department of Superintendence with its innumerable meetings it is particularly well adapted. Its main arena has a seating capacity of 12,000; its opera house, 3500. Four halls seating 750 each are within its walls. There are also some twenty-five assembly rooms seating from 50 to 300 persons. An enormous exhibit hall, under the same roof, will provide excellent space for the exhibits which annually form an important part of the convention. Here will be displayed books of all kinds, maps, projection apparatus, scientific and musical instruments, school furniture, and every other type of equipment found in the classroom or laboratory.

The St. Louis convention gives promise of being the largest the Department

of Superintendence has ever held. The Housing Bureau reports advance reservations considerably greater than those of a year ago for the Atlantic City convention. Before the end of May the Statler and Jefferson hotels were booked to capacity. Other hotels are now heavily reserved. Single rooms in downtown hotels are exhausted. However, good accommodations are still available. Requests for reservations should be addressed to Philip J. Hickey, chairman, Housing Bureau, 911 Locust Street, St. Louis, Missouri.

For many years the schoolmen of St. Louis and the state of Missouri have eagerly awaited an opportunity to entertain the Department of Superintendence. The last winter meeting at St. Louis was in February 1912, when Charles E. Chadsey was president. All who attend the 1936 convention will receive a most hearty welcome. President Stoddard is preparing a program of unusual merit.

The Honor Roll of the NEA

JUST AS every citizen has civic responsibilities to the government and society which afford him protection and happiness, so every member of a profession has responsibility to these organizations of his coworkers that most truly serve the interests of his profession. There can be no live teacher who needs argument as to the necessity of teacher organization to keep safe the benefits already enjoyed and to attain those lying just ahead.—Los Angeles City Teachers Club Bulletin.

New Life Enlistments

THE NUMBER of life members in the National Education Association on September 10 was 5420. The following life members have been reported since the list was published in the May JOURNAL.

ARIZONA—Theodore G. Grieder.
CALIFORNIA—Peter T. Conmy, Helen M. Lord.
CHINA—Peichien C. Chiang.
COLORADO—Mrs. Lucy C. Auld, Charles Leander Binna, Carl A. Brumfield, Grace E. Burgess, Sedalia Cass Chase, Marie Davidson, Mary S. Detmoyer, William H. Eagleton, Walter A. Gail, Maud B. Gass, Mrs. Inez Johnson Lewis, W. B. Mooney, Mrs. Cecil E. Smith, Harold W. Underhill, Lucile Janet Whyte.
CONNECTICUT—Daisy Lord.
DISTRICT OF COLUMBIA—John H. Davis, Gwladys W. Jones.
ILLINOIS—Ernest R. Britton, Thomas R. Pfisterer.
INDIANA—Paul C. Garrison, Frederick W. Stoler.
IOWA—James Edmund FitzGerald.
KANSAS—James Abram Eastwood, John A. Paynter.
KENTUCKY—Edward F. Blackburn.
LOUISIANA—Violet O'Reilly.
MASSACHUSETTS—Marcella M. Garrick.
MICHIGAN—Charles F. Hamilton, Laura Williams.
MISSOURI—Emeline L. Chandler, Charles Blevins Davis, George H. Ryden.
NEW MEXICO—J. L. Burke, Jr.
NEW YORK—Howard E. Brown, Edna Crosby Hurley, Gustave A. Stumpf.
NORTH CAROLINA—Donald G. Chadwick.
NORTH DAKOTA—George H. Bott.
OHIO—Mrs. Clara Belle Anderson, Nora Hansen, Mrs. Dora Browne Hatfield, Charles J. Hill, Leonore Holliday, Mrs. Ruth Runyan, R. W. Solomon, Robert J. Streeter, Ralph H. Waterhouse.
PENNSYLVANIA—Mildred I. Grim.
RHODE ISLAND—James F. Rockett.
SOUTH DAKOTA—Beatrice O. Tilley.
TEXAS—Mrs. Willie Fae Asberry, Lucile M. Hogan, Greta Oppe.
VIRGINIA—Edward W. Marcellus.
WASHINGTON—William E. Ward.
WEST VIRGINIA—W. W. Trent, Ruth Walls.
WISCONSIN—Alexander P. Georgiady.

Completed Enrolments

THE following list of 1934-35 one hundred percent schools came in too late to appear in the May 1935 issue of THE JOURNAL.

Sixteen Years

COLORADO—Greeley, Washington.

Fourteen Years

ILLINOIS—Chicago, Pullman.

Eleven Years

OHIO—Findlay, Washington.
TEXAS—Waco, Brook Avenue.

Ten Years

HAWAII—Kihei, Maui, Kihei; Wailuku, Maui, Wailuku Elementary.
OHIO—Wood County, Lake Township Centralized.
PENNSYLVANIA—Berks County, Mohnton Boro.

Nine Years

COLORADO—Fort Morgan, Baker Platoon, Lincoln.
HAWAII—Lakaina, Maui, Honokowai.

IOWA—Sidney, Sidney Public Schools.
PENNSYLVANIA—Delaware County, Bartram Building (Collingdale Boro), Pusey Avenue Building (Collingdale Boro).

Eight Years

COLORADO—Arvada, Arvada Public Schools; Lanai City, Lanai City High, Lanai City Intermediate.
ILLINOIS—River Forest, Lincoln, Theodore Roosevelt, Washington.

Ten Constant Services of the Association

The service of professional and civic ideals.
The service of constructive educational organization
The service of continuing interpretation
The service of a comprehensive journal
The service of pioneering research
The service of ably managed conventions
The service of active departments
The service of able committees
The service of cooperation with other organizations
The service of enlistment and life dedication

Seven Years

OHIO—Lake County, Willoughby District Public Schools, Browning, Lincoln, Willoughby Union High, Willoughby Junior High.

Six Years

ILLINOIS—River Forest, River Forest Public Schools, Lincoln, Theodore Roosevelt, Washington, Frances Willard.
OKLAHOMA—Tulsa, Franklin.

Five Years

WYOMING—Cokeville, District Number Five Schools.

Four Years

HAWAII—Honokohua, Maui, Honokohua; Makawao, Maui, Makawao; Puunene, Maui, Puunene.
MISSOURI—St. Louis, Herzog.
OKLAHOMA—Oklahoma City, Stonewall Jackson Junior High; Tulsa, John Ross.
PENNSYLVANIA—Cranesville, High; Rankin, Rankin Public Schools, Hawkins High, McCrady, Public School Number 1, Public School Number 2, Special Teachers and Supervisors.
WISCONSIN—Superior, Bryant.

Three Years

NEW YORK—Waterpocket, Public School Number Three.
OHIO—Canton, Allen; Youngstown, Sheridan.

Two Years

COLORADO—Sterling, Logan County High.
CONNECTICUT—Bristol, Bingham (District Number Two).
HAWAII—Waikoa, Maui, Kealahou.
INDIANA—Danville, Central Normal College; Indianapolis, Public School Number Sixty-seven; Sullivan, Gymnasium, Junior High.
LOUISIANA—Longstreet, Longstreet High.
MISSOURI—Kansas City, Dunbar.
NEW YORK—Cottskill, Cottskill; Mechanicville, Mechanicville Public Schools, High.

PENNSYLVANIA—Pittsburgh, Roosevelt.
TENNESSEE—Knoxville, Bell House.

One Year

HAWAII—Hamakua, Maui, Hamakua; Huelo, Maui, Huelo; Kahului, Maui, Kahului; Waikoa, Maui, Keokea; Spreckelsville, Maui, Spreckelsville; Waihee, Maui, Waihee; Wailuku, Maui, Wailuku Intermediate.
ILLINOIS—Chicago, Gompers.
INDIANA—Indianapolis, Public School Number Fifty; Sullivan, Sullivan Public Schools, Elm Park Building, Gymnasium, Junior High, Sullivan High.
OHIO—Canton, Market.
PENNSYLVANIA—Berks County, Bethel Township Schools; DuBois, DuBois Public Schools, Central, DuBois High, Hubert Street and South Avenue, Olive Avenue, Second Avenue.
VIRGINIA—Richmond, Robert E. Lee.

FOLLOWING are the 1935-36 one hundred percent schools which have been received up to date.

Sixteen Years

MISSOURI—St. Louis, Simmons.

Ten Years

MISSOURI—St. Louis, Roe, Wyman.

Five Years

MISSOURI—St. Louis, Des Peres, Eliot, Gundlach, Herzog, Madison, Meramec, Pestalozzi, Shenandoah, Washington, Wilkinson.

Four Years

MISSOURI—St. Louis, Bates, Carr Lane, Clay, Clinton, Delany, Dewey, Humboldt, Jackson, Lincoln, Longfellow, Marshall, Oak Hill, Rock Spring, Schruggs, Wheatley.

Three Years

MISSOURI—St. Louis, Ames, Central, Cole, Grant, Harrison, Jefferson, Marquette, Meramec Hills, Mullanphy, Riddick, Stix, Turner Deaf, Walbridge.

Two Years

MISSOURI—St. Louis, Adams, Baden, Carr, Chouteau, Divoll, Dozier, Lafayette, Monroe, Porter Open Air, Shaw, Sigel, Wade.

Current Year

ALABAMA—Wylam, Wylam.
COLORADO—Alamosa, Central, Willis; Durango, Whittier Elementary; La Veta, La Veta Union High; Loveland, Loveland Public Schools, Garfield, Lincoln, Loveland High, Washington; Montrose, Montrose Public Schools, Central, Johnson, North Side; Steamboat Springs, Grade, High; Walsenburg, Walsenburg Public Schools, Hill Junior High, Pennsylvania Avenue, Seventh Street, Washington Elementary.
CONNECTICUT—Bozrah, Bozrah Public Schools; East Lyme, Flanders, Niantic; Fitchville, Fitchville; Lyme, Lyme Public Schools; Salem, Salem Public Schools.
GEORGIA—Montezuma, Montezuma.
ILLINOIS—Chicago, Carpenter Elementary, Coyenter Elementary.
INDIANA—Bedford, Bedford Public Schools, Bedford High, Central, Junior High, Lincoln, Madden, Stalker; Indianapolis, Public School Number Twenty; Kokomo, Douglas.
MISSOURI—Kansas City, Booker Washington, Douglass, Summer; St. Louis, Bellefontaine Farms, Buder, Carondelet, Charles, Dessalines, Dumas, Fanning, Fremont, Gallaudet, Gardenville, Garfield, Gratiot, Hamilton, Harris, Harris Teachers College, Hogden, Howard, Long, L'Ouverture, Mallinckrodt, Mason, Michael, Mount Pleasant, Peabody, Penrose, Schroeder, Shepard, Sherman, Special Number Two, Special Number Three, Special Number Five, Special Number Six, Special Number Seven, Special Number Ten, Stowe, Tausig Open Air, Vashon High, Vashon Preparatory, Waring, B. T. Washington, Woodward.
NEW JERSEY—West Orange, Saint Cloud.
NEW YORK—Troy, Whipple.
OHIO—Butler County, Hanover Township Schools.
TEXAS—Dallas, Eagle Ford.

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NOTES and ANNOUNCEMENTS

THE TEACHER

Leslie Pinckney Hill

Lord, who am I to teach the way
To little children day by day,
So prone myself to go astray?

I teach them knowledge, but I know
How faint they flicker and how low
The candles of my knowledge glow.

I teach them power to will and do,
But only now to learn anew
My own great weakness thru and thru.

I teach them love for all mankind
And all God's creatures, but I find
My love comes lagging far behind.

Lord, if their guide I still must be,
Oh, let the little children see
The teacher leaning hard on Thee.

Democracy Means Selfdiscipline

—Each year THE JOURNAL of the National Education Association and the National Association of Student Editors

conduct an American Education Week writing project. In keeping with the 1935 theme, "The School and Democracy," highschool students this year will write on the topic "Democracy Means Self-discipline." The three best papers on this topic in each school should be sent to the National Association of Student Editors, 1201 16th St., N. W., Washington, D. C., by December 1.

In 1934 thousands of students submitted essays on the topic, "What Is Best in My School." The following article, written by Bill Mereness, Central High School, Lima, Ohio, was a representative entry:

What is best in my school? That is a rather puzzling question. I wonder, can I really point out one certain thing which is best in my school?

Is it the fine spirit of sportsmanship which we can develop thru witnessing as well as participating in events involving competition?

Is it in enjoying the companionship of schoolmates and gaining a wealth of experience thru forming new friends?

Is it the sense of loyalty that we maintain

for our school which in later years will mean loyalty to community and nation?

Is it the development we receive thru accepting responsibilities which tends to train us to be more capable men and women?

Is it our clubs which enable us to express our special talents and thereby help us choose our life work?

Is it the opportunities which are afforded us to become leaders of a community the size of our school?

Is it the fine sense of honor which is evolved by our honor system?

Is it the developing of our brains by study so that we become more cultured and more capable of clear, levelheaded thinking?

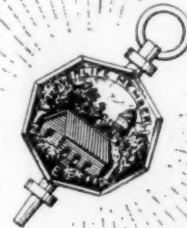
Is it just one of the features of which I have named a few? Or, is it all of these things together which tend to create men and women who will be more capable of handling this old world of ours in such a way as to bring peace and happiness to all?

NEA publications for American Education Week—The following list of NEA publications will be found especially helpful in developing the American Education Week theme, 1935, "The School and Democracy." Order from the

[Continued on page A-105]

LIFE MEMBERSHIP

The Life Membership emblem of the National Education Association has become a valued symbol among educational leaders. It suggests a permanent interest in the profession, an abiding professional spirit.



Life Members receive *The Journal, Research Bulletins* and *annual Volume*. The deferred payment plan puts this ideal membership within the reach of every true teacher. Use the blank below today.

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Mr. WILLARD E. GIVENS, *Executive Secretary*
1201 Sixteenth Street, Washington, D. C.

DEAR MR. GIVENS: Please enrol me as a Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each. I will send my first payment of \$10 on (date)..... Kindly send my Life Membership certificate, card and pin and my copies of the NEA publications to me at the address indicated below.

Name..... Position.....

Address.....

City and State.....

National Education Association, 1201 16th St., N. W., Washington, D. C. Cash must accompany orders for \$1 or less. Discounts for quantities.

Beard, C. A. and Carr, W. G. "Schools in the Story of Culture." Reprinted from THE JOURNAL of the NEA, November 1934 to May 1935. 32p. Price 25¢.

Classroom Teacher and Character Education. Seventh Yearbook of the Department of Classroom Teachers of the NEA. 1932. 272p. \$1.50.

Coffman, Ramon. "The Story of Schools." Vitalized School Journalism. 1935. Sample free.

"Emergency Federal Aid for Education Imperative." Reprinted from THE JOURNAL of the NEA, February 1934. 8p. Single copies 15¢.

Federal Assistance in Equalizing Educational Opportunity. Research Division of the NEA. Price 10¢.

Myer, Walter E. "The Tennessee Valley Looks to the Future." Reprinted from THE JOURNAL of the NEA, December 1934. 16p. 2 copies, 10¢.

"Preserving American Democracy." Reprinted from THE JOURNAL of the NEA, October 1935. 8p. Single copies, 10¢.

Recent Trends in Public Educational Expenditures and Other Governmental Expenditures. Educational Research Service of the NEA. Circular No. 5, April 1935. Price 50¢.

Report of the National Conference on the Financing of Education. Department of Superintendence of the NEA. Price 25¢.

School Finance Systems [ask for your state] Series 1—State Systems; Elementary and Secondary Schools. Research Division of the NEA. Price 5¢ for material on each state.

Social Change and Education. 1935 Yearbook of the Department of Superintendence of the NEA. Price \$2.

Socializing Experiences in the Elementary Schools. Fourteenth Yearbook, Department of Elementary School Principals, NEA. 1935. 400p. \$2.

"Social-Economic Goals for America." Report of NEA Committee on Social Economic Goals reprinted from THE JOURNAL of the NEA, February 1934. 8p. Price 15¢.

State School Legislation 1934. Educational Research Service of the NEA. Circular No. 3, March 1935. Price 50¢.

The Executive Committee of the National Education Association held a meeting at NEA headquarters September 7. The Committee confirmed the preference of the Board of Directors of the Association expressed at the annual meeting in Denver last summer to hold the 1936 convention in Portland, Oregon. The meeting will be held June 28-July 3. Members of the Executive Committee in attendance were Agnes Samuelson, president of the National Education Association, and state superintendent of public instruction, Des Moines, Iowa; Joseph H. Saunders, superintendent of schools, Newport News, Virginia; Henry Lester Smith, first vicepresident of the NEA, and dean, School of Education, University of Indiana, Bloomington, Indiana; and Caroline S. Woodruff, principal, State Normal School, Castleton, Vermont.



IT COSTS SO LITTLE to be SAFE-

...and Costs so MUCH to be SORRY!

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"With hospital bills, doctor bills and loss of salary staring me in the face, what should come along but the welcome red, white and blue air mail letter? The substantial check therein relieved the situation tremendously. I'm so glad I took out this health and accident policy. The T.C.U. umbrella is a real umbrella and I, for one, am glad I am privileged to crawl under it."



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

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

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World Federation of Education Associations—The American delegates to the Oxford meeting of the World Federation are just returning to America as this issue of THE JOURNAL goes to press. They report a most interesting and helpful series of conferences held in cooperation with the International Federation of Associations of Secondary Teachers and the International Federation of Teachers Associations. America had a delegation of approximately 150 with a quota of fifty voting delegates.

The president of the World Federation of Education Associations for 1935-37

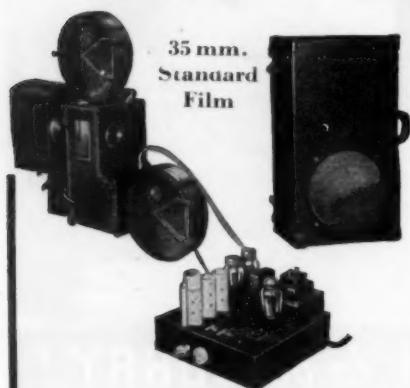
is Paul Monroe of Teachers College, Columbia University. Uel W. Lamkin, president, State Teachers College, Maryville, Missouri, was elected secretary-general. Former President Henry Lester Smith of the National Education Association was elected to the board of directors. Annie C. Woodward, teacher, Somerville, Massachusetts, was reelected to the board of directors.

Everywhere there were expressions of respect and appreciation for the pioneer work of the late Augustus O. Thomas.

The headquarters of the World Federation
[Cont. on page A-106]

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Chicago

[Cont. from page A-105]

eration will be continued in the administration building of the National Education Association, 1201 16th St. N. W., Washington, D. C. The 1937 biennial convention of the WFEA will be held in Tokyo. A further account of the Oxford meeting will be given in THE JOURNAL for November.

The following farewell message on behalf of the National Education Association was delivered by President Agnes Samuelson at the WFEA:

Someone has said that there is no such thing as a final word between friends. Altho this session this evening will write the word "finis" to our conference deliberations, it will not mean the termination of our efforts on behalf of the cause which brought us together. This is the gist of the farewell message it is my honored privilege to give on behalf of the National Education Association. We, of the NEA delegation, will never forget the dignity of the official welcome accorded us, the solemnity of the conference services, the charm of the social and recreational functions, the graciousness of the hospitality shown us on every hand, the challenge of the programs, the excellence of the exhibits, and the working efficiency of the entire conference. It was no small task to organize the hundreds of details involved in the building of this great Oxford Conference. But they have been synchronized with the perfection of workmanship characterizing the building of Solomon's Temple. President Mander and his cohorts have engineered this significant conference to a most

successful conclusion. They have earned the everlasting respect and gratitude of every one of us.

Happy contacts with delegates from other lands have broadened our skylines and given us the basis for more intelligent and sympathetic understanding of international problems. The tea cup has made neighbors out of strangers. As we come to appreciate the culture of our neighbors, we can more correctly interpret its values to our own household. We should be better neighbors because of being here in this great educational gathering.

We should also be better teachers for having looked backward and forward. The grandeur of Oxford as the setting for this great educational pilgrimage will continue to be a source of constant inspiration to us long after the conference has become history. Our teaching should take on new meaning as the result of visits to literary and religious shrines and historic places. Our experiences here this week should help us to spiritualize the facts as our own lives are enriched, our thinking sharpened, and our hands strengthened.

While as groups we differ in traditions, customs, and language, we are alike in the purpose which draws us together and which brought us here. That is our desire for a better understanding among the nations, and our belief and faith in education as the means to this end. It is not too much to say that this Oxford Conference will be history-making in its significance. It takes time to build substantial foundations for enduring world peace, but the important thing is to move in the right direction. There is everything to gain and nothing to lose by working together. The children will be the beneficiaries.

The NEA joins hands with all of you in interpreting the necessity and meaning of world friendliness to our present generation to the end that world peace may prevail and human progress be achieved.

A distinguished visitor at NEA Headquarters early in September was Dr. Masanori Oshima, secretary-general of the Japanese Education Association, who made a visit to Washington while on his return to Tokyo following attendance at the Oxford Conference of the World Federation of Education Associations. Altho Dr. Oshima's visit to Washington was very brief, he visited the grave of the late Dr. Augustus O. Thomas and placed a floral tribute thereon in recognition of his personal esteem of Dr. Thomas and on behalf of the Japanese people.

Legion citation—Arrangements have been made for special recognition of American Legion cooperation in American Education Week, 1935. Schools and teachers associations may receive without cost upon application to the National Education Association a form which commends members and officers of the local Legion post for outstanding activities in connection with the observance of American Education Week. This citation will be signed by the president and secretary of the NEA and is arranged also

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To the new superintendent—This note will come to the attention of many younger men and women who have become school superintendents for the first time, many of them working in smaller communities where they are somewhat isolated from other superintendents. Let one of the first acts of these new pioneers be to become members of their own professional organization, the Department of Superintendence. The Department is rendering invaluable service that no school administrator can afford to be without. This service includes among other publications the 400-page Superintendence Yearbook on the Social Studies Curriculum, which will be discussed from the platform at the St. Louis convention, February 22-27. The book contains a Who's Who of all members of the Department. It means much, particularly to a young superintendent, to have his name on this important list. The \$5 membership fee should be sent to: Department of Superintendence, 1201 Sixteenth Street, Washington, D. C.

Student leadership—School spirit can be made a powerful educational force in your school by giving students social and civic responsibility. To aid in this movement THE JOURNAL has developed a special monthly periodical called *Student Leader*, which serves as the official organ of the National Association of Student Editors and other groups. Read the account of this work on page 212.

Is THE JOURNAL on the reading tables of your local library?

President Harley W. Lyon of the Department of Elementary School Principals has asked the principals of St. Louis and Missouri to have charge of the Tuesday afternoon meeting, February 25, at the St. Louis convention.

Early 100 Percent Enrolments—Among the first school systems to report 100 percent enrolments for 1935-36 were Du Shane County, Utah; Fremont, Ohio, Public Schools; Greenfield, Ohio, Public Schools; Fortuna, California, Union Highschool. Will your school report 100 percent before the next issue of THE JOURNAL goes to press? Have you heard about the special gift to schools reporting 100 percent enrolment?

An allstate highschool orchestra is being organized in Pennsylvania. An allstate highschool band was organized in 1934.

[Cont. on page A-108]

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Charl O. Williams

Miss Charl Ormond Williams, field secretary of the National Education Association, was honored with the presidency of the National Federation of Business and Professional Women's Clubs at its biennial convention in Seattle, Washington,

last July. This is the first time that a member of the teaching profession has been chosen to lead this group of 60,000 women, 12,000 of whom are teachers.

In 1922, Miss Williams was chosen field secretary of the National Education Association and given the responsibility of developing lay support for the Association's program. Each year since that time she has traveled from twenty to fifty thousand miles and visited from fifteen to thirty states, speaking not only to teachers' groups but to lay organizations of men and women. During this time, Miss Williams has developed close contacts with a number of large lay groups, particularly with the National Federation of Business and Professional Women's Clubs and the National Con-

gress of Parents and Teachers. Since 1928, she has been officially connected with the Federation, first as chairman of the Committee on Education, then as representative of the Women's Joint Congressional Committee. In 1933, she was elected first vicepresident of the Federation, and in July 1935, was named its president. In 1930, she led one of the Goodwill Tours to Europe and at Geneva helped to organize the International Federation of Business and Professional Women's Clubs.

The program of the National Federation has much in common with that of the National Education Association. As president of one and field secretary of the other, Miss Williams is in a position to push forward the work of both groups simultaneously. The Federation's educational program places that organization solidly behind the maintenance of sound educational standards in this country. It has long stood for federal aid to education. In addition, the Federation stands for social and economic security for all—men and children as well as women—and it works to safeguard health, steady employment at a reasonable wage, freedom from discrimination of all kinds, security of position, unemployment insurance, old age pensions,

and academic freedom. Furthermore, the Federation's program includes activities in behalf of a revision of outworn taxing systems, a reorganization of state governments, and training for government personnel. A strong Federation committee is working for international relations that will bring peace and harmony to all nations.

For twelve years, Miss Williams has been a member of the Board of Managers of the National Congress of Parents and Teachers in the capacity of chairman of the Committee on School Education and as vicepresident and director of its Department of Education. In the latter position, Miss Williams edited for the Congress the little volume entitled *Our Public Schools* which has been used by groups of laymen all over the country to gain a better understanding and appreciation of the place schools should occupy in our social order.

Important—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 as well as new, to the National Education Association, 1201 16th St., N. W., Washington, D. C.

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three in the United States resides in a state other than the one in which he was born. A poorly educated child in Mississippi may become a public charge in North Carolina, commit a crime in Kansas, be an inefficient workman in California, or help elect a poor judge or Senator in Massachusetts. Some state must pay the price of ignorance in any state. In the interest of the general welfare, educational opportunities should be more nearly equalized thruout the nation.—A. R. Newsome.

Have you ordered your American Education Week supplies yet?

The following statement is typical of many expressions of enthusiasm over the restoration of the September JOURNAL: "I am delighted that you have again resumed the September issue of THE JOURNAL of the National Education Association."—J. Herbert Kelley, executive secretary, Pennsylvania State Education Association.

The 1935 Volume of Addresses and Proceedings will be ready for distribution late in October. This volume includes addresses delivered at the Atlantic City convention of the Department of Superintendence and at the Denver Convention. This volume is available to all who carry \$5 or life memberships in the National Education Association. It may also be purchased at \$3 per copy.

Dates to be remembered—

November 1-2—School health conference of the Department of School Health and Physical Education of the NEA in Philadelphia

November 11-17—American Education Week

November 11-28—Annual roll call of the American National Red Cross

November 30—Centenary of the birth of Mark Twain

Toward financial democracy—In Pittsburgh a few years ago an investigation showed an appalling amount of loan-shark activity among schoolteachers. But the Pittsburgh schoolteachers now have a credit union, as have those of Detroit, New York, and a dozen other cities. The idea is sweeping thru industry. Swift and Company has 134 credit unions in packing plants, refineries, and branches. The oldest was formed in 1931; most of them are less than two years old. In that brief time they have accumulated \$600,000 in savings and made loans of \$1,670,000.—Bertram B. Fowler in *The Forum*. [The National Education Association has prepared a Credit Union Packet which may be secured for 50 cents, 1201 16th St. N. W., Washington, D. C. Cash must accompany all orders for less than \$1.]

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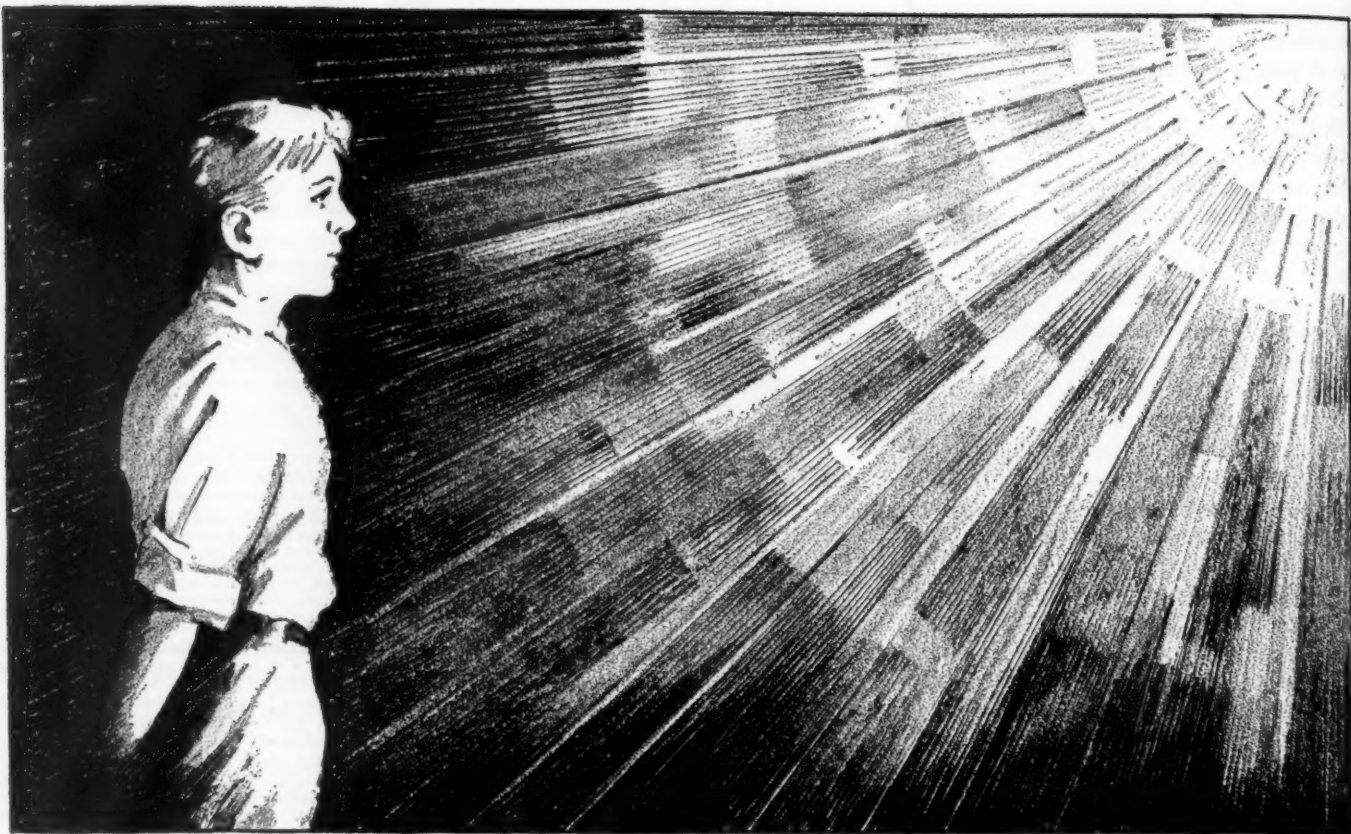
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