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Bulletin: Western State Teachers College Radio Addresses

Western Michigan University
Western State Teachers College

Radio Addresses

KALAMAZOO, MICHIGAN

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Foreword

For nearly a year the facilities of the local radio station, W.K.Z.O., have been available to Western State Teachers College for purposes of broadcasting educational and musical programs. We are on the air from 4:15 to 4:30 on Monday, Wednesday, and Friday, and from 3:30 to 4:00 on Sunday.

The reception accorded presentations by representatives of this institution has been most cordial.

The following pages contain radio addresses presented by various members of our Faculty. We believe they merit your perusal. We feel confident you will enjoy reading them.
"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country, but he who stands it now deserves the love and thanks of man and woman." Thus wrote Thomas Paine in *Common Sense*, the famous book that played so large a part in developing the public opinion that made possible the Declaration of Independence.

Paine's words are as true today as when he wrote them in a dark hour of the nation's history more than a century and a half ago. Our times seem out of joint. We are living in a period of prolonged economic depression. Because of the pinch of hard times we are prone to lose faith in ourselves, in our fellows, and in the future. Such loss of faith is apt to lead to a policy of retreat which threatens the morale, so essential to our success as individuals and to our future as a people.

We must meet the challenge of these dark years with stout hearts. The timid, the craven, the defeated have no place in our ranks as we march forward toward better days. Battles are won by thinking victory. Let "Onward" be our war cry in this time of seeming defeat. With such a slogan let us hold fast to our vision, our faith, our devotion, our industry, and our good nature. The abiding things are the things of the spirit.

We may draw inspiration and courage for such a course from the history of our own people. This is not the first period of extreme depression in the annals of America. The Constitution of the United States was born in such a time. Never was economic depression deeper in our country than during the years immediately following the winning of its independence.

The first peril of this Critical Period, as it has come to be called, was poverty. The new nation lacked the power to collect the taxes needed to pay the cost of the war and to carry on the new government. Nor was it any easier for it to borrow money. "Our public credit is gone," wrote Robert Morris, the financier of the Revolution. "We can have no right to hope, must less to expect the aid of others," he declared, "while we show so much unwillingness to help ourselves."

The poverty of the government and of the people in the critical years following the Revolution was made worse by the lack of good money with which to carry on the business of the country. The young nation had no coinage of its own. Most of its money consisted of paper notes issued at various times during the Revolution by the Continental Congress. A piece of paper money is only a promise to pay real money. The value of such a promise, like the value of any other promise, depends
upon the ability and the disposition of its maker to keep it. As the people grew to doubt the ability of their government to make good the Continental paper money, that money steadily lost value until, at last, it came to have almost no value at all. Even to this day, when we wish to say that something is utterly worthless, we declare that it is "not worth a Continental."

The jealousy of the states toward one another, their selfish policies in regulating interstate commerce, the lack of prosperity in foreign trade, all combined with bad money and the loss of credit to bring on the hardest times in our history. It was always difficult and often impossible for men to get enough money to pay their debts and their taxes. Under these conditions much property was sold by the sheriff for the benefit of creditors. Sometimes men who had no property were thrown into prison for debt, a practice permitted by the harsh law of those days. It is no wonder that there was great uneasiness in the land or that people grumbled against the government. Sometimes this popular discontent broke out in lawlessness and rioting. Truly the times were critical.

But the prolonged depression of the critical years following the Revolution did not daunt the stout-hearted men who had just won the independence of their country. Diligently they sought a way out of their trouble. They found it when they set up a national government strong enough to do the things that needed to be done. Washington, the most trusted man in the land, wise old Benjamin Franklin, full of years and honors, and two brilliant young leaders who were to play a great part in the later history of the Republic, James Madison of Virginia and Alexander Hamilton of New York, saw most clearly the necessity for a strong national government. These men and other fore-sighted leaders in the several states toiled without ceasing to give their country a government that could lead it out of its depression. Under their leadership the people made the present Constitution of the United States: For well nigh a century and a half our people have lived in security and in relative prosperity under this supreme law.

The prolonged hard times of the Critical Period just after the Revolution are by no means the only ones in our history. From time to time panics have come upon the land because its people have forgotten the laws of sound business and have been led astray by the "get rich quick" spirit. In 1837, the year Michigan became a state, wild speculation and unsound banking culminated in one of the most dreadful panics in our history. Bankers and merchants failed, factories and mines were shut down, and thousands of men were thrown out of work.

After the Civil War prices were high and men were tempted to engage in all sorts of new enterprises, mostly with borrowed money, in the hope of getting rich quickly. The result of such an orgy of wild speculation was inevitable. It came in the disastrous panic of 1873. Again banks closed, business houses failed, factories were shut up, and many men were thrown out of work.

Twenty years later rash speculation and precarious financial conditions
wrought the same results in the Panic of 1893. Reckless speculation and the improper management of financial institutions brought the crisis of 1907. The same old evil of reckless speculation upon borrowed money plus an unwise planless expansion of industry got us into our present trouble.

Courage, economy, industry, thrift, and wiser industrial planning have slowly brought our people out of the years of depression which have attended the financial panics in our past. They will ultimately lead us out of this one, if we will only practice them. But it will take a saner business philosophy and wiser economic planning than we have yet practiced to avert the periodic recurrence of such disasters in the future.

It is easy to say these things, but where can we find the vision, the courage, the presistence, and the self-sacrifice that will enable us to do them? Fortunately we can draw these high qualities from the history of our own people. A study of the times that tried men's souls is the surest way of forming souls that will stand in the hour of trial. Stories of intrepid courage in the face of danger, of fortitude in suffering, of undying purpose, of iron will, help to develop these qualities in those who feed upon them.

We Americans have a marvelous spiritual heritage in such stories. Voices from our past ring with dauntless resolution. While our pioneer ancestors won a continent from savagery and laid the foundations of the civilization which we enjoy, they were constantly beset by hardships and privations beyond any that we know. Yet their souls were steadfast. They incarnated courage and fortitude. From communion with their spirits we may draw resource of mind and content of soul. We need both in this time of depression. We may need them in larger measure in the trying years that lie just ahead in which we must strive to usher in the better day of industrial security and well-being, of social justice, of enlightened and honest government, of good will among the peoples of the earth, of richer culture, of higher civilization.

Courage and fortitude won our freedom from the mother country. Listen to John Paul Jones in the greatest sea fight of the Revolution. He is engaged in a terrific naval action with a British warship. "Have you struck your flag?" demanded the English captain when there was a moment's lull in the firing. "I have not yet begun to fight," rang the defiant reply of Captain Jones. His ship was cut to pieces but the awful fight went on until the British yielded. His own ship sank, but the heroic American captain sailed away on the ship he had taken.

Stand upon the hills of Valley Forge, our nation's greatest shrine of patriotism. Here the half-clad soldiers of Washington starved and froze. Hundreds of them died of exposure and disease. What kept these men to their duty? They could have gone home at any time, but their devotion to the cause of liberty held them steadfast at their posts through a long winter of indescribable hardship, sent them forth to years of struggle, and led them to ultimate triumph at Yorktown. It is most
fitting that the Federal arch which now marks their camp should carry the touching tribute of Washington, "One cannot sufficiently admire the incomparable fidelity of the soldiery."

The same fidelity and fortitude which won the Revolution saved the Union and gave it a new birth of freedom in the Civil War. "What will you do if we do not win the war this year?" said one of the faint hearts who are ever with us to Mr. Lincoln in a dark hour of the war for the Union. "Why," replied Lincoln, "I do not suppose there will be anything to do except to keep pegging away at it." How clearly Lincoln's greatest general expressed this essential of success when he said "I propose to fight it out on this line if it takes all summer." It did take all summer and all winter, too, but Grant never relaxed his grip until peace was won.

The spirit that will carry us through these dark years of depression and help us to find the way to better days was never better stated than by George Washington. In the spring of 1787 the greatest leaders of our people had assembled in convention in Philadelphia to give our country a better form of government. But the hesitant and the fearful were there. They soon began to show signs of that moral cowardice too common in our political history. They suggested that half measures would be far more likely to find favor with the people. They said, in substance, "If we do what we ought to do, the people will not accept it." In this time of doubt and indecision, Washington saved the day with a brief speech which it has well been said "ought to be blazoned in letters of gold and posted on the wall of every American assembly that shall meet to nominate a candidate, or declare a policy, or pass a law." In tones solemn with suppressed emotion Washington said:

"It is too probable that no plan we propose will be adopted. Perhaps another dreadful conflict is to be sustained. If, to please the people, we offer what we ourselves disapprove, how can we afterward defend our work? Let us raise a standard to which the wise and the honest can repair; the event is in the hand of God."

Never have his countrymen needed more the faith, the wisdom, and the courage of George Washington than on this two-hundredth anniversary of his birth.
Criticisms of Modern Education

BY

PAUL V. SANGREN

Director of Educational Measurement
October 5, 1932

ALTHOUGH my memory as a professional educator may be comparatively short, I cannot recall a time when so many individuals, laymen and educators alike, have been so critical in their attitude toward education. Any uncritical reader is certain to gain the impression that teachers and educators are a group of "racketeers" who would put the Al Capone gang to shame, and that our educational organization is a trust which would make the Standard Oil Company look like dabblers in gas. I propose to discuss briefly four criticisms concerning modern education; namely, (1) public education is too costly, (2) education today does not contribute greatly to individual success and human welfare, (3) teacher organizations have undue political influence and control, and (4) there is too much control of teaching and the schools by teacher-training institutions.

Consider the matter of school costs. It is true that school costs have been fairly high in many places throughout the United States. The bigger share of an individual's property taxes has always gone for public school support. Generally speaking, fully one-fourth of the taxes collected in the United States or in Michigan goes for public education. Local tax rates in Michigan are reported to run, in certain school districts, up to sixty dollars or more per thousand. Many schools' terms are being shortened, many teachers are being dismissed, and many schools are being closed because of the inability to collect taxes covering the costs involved. This situation looks discouraging indeed. On the other hand, there are several very significant facts which should be kept in mind. For example, we spend annually three times as much for temporary luxuries as we do for education. The annual tobacco bill in Michigan is practically the same as the annual bill for education. Until comparatively recently, we have spent annually on roads nearly as much as we have for education. There are thirty million individuals in schools and colleges at the present time, so that public education is a governmental service which is affecting directly, every school day, one-fourth of the total population of the United States. A very liberal estimate would be that the average daily cost of public education at all levels from Kindergarten to University is fifty cents per day, and that in the elementary schools, the average cost of education of your child is approximately seven or eight cents per day. It would be exceedingly difficult to conceive of a governmental service which could be more directly beneficial to such a mass of individuals at a more economical figure than is to be found for
public school education. Although no reasonable individual would be little the value of good roads, at costs which have prevailed for the building of paved highways, it is possible to maintain in the average elementary school for a full year nearly two thousand children for every mile of paved highway built.

Our objections to school taxation must be tempered in terms of other important facts. Taxation is not now, and never has been, the sole, nor even the primary, cause for depression. Although relief from taxation would undoubtedly be very acceptable at this time, even an amateur in the field of economics would know that relief from taxation alone would not restore normal prosperity. In the second place, it is only fair that we should look to other costs in government through which tax relief may be found. I suggest, for example, that we consider the tremendous amount of duplication and overlapping which now exists in our antiquated form of local, township, and county government. In the third place, we should have in mind that we have not begun to equalize the tax burden for school purposes. In the State of Michigan alone the variation of school tax rates, as reported in districts, may run from twelve cents to sixty dollars per thousand. Admitting, as we must, that every child has an equal right to adequate educational opportunity, the first demand is for an equalization of tax costs for public education and the establishment of a guaranteed minimum program through state and federal aid. The next step which must be taken involves the spreading of taxes upon more appropriate sources of wealth and income than the property tax which now bears the burden for nearly every sort of governmental services.

Many people are becoming discouraged with education because it has not led directly to a guarantee of economic independency. There is a tendency to feel that if education does not guarantee occupational success and independency, it has little to commend it. Schools, it is said, are so filled with frills and fads that there is no time left for practical education. Nevertheless, one may search wherever he will for happiness and security, but he will eventually return to the conclusion that whatever their defects, the public schools are, and always have been, the hope of the common man. Universal and free education has been the hope of democracy since its origin, and with advances in civilization there seems to be no reason to believe that it will ever be otherwise. The industrialism of our country, the invention and use of the machine, the increase in leisure time, our belief in individual rights, our desire for an improved social status, the demand for increased information and knowledge, the increasing proximity of people, and the greater integration of society, all demand an extended and expanded education which is available only through a universal and free system. Although we may be temporarily discouraged with the contribution of the schools, we must have in mind that they have contributed and will continue to contribute greatly to the material success and spiritual happiness of the individual. Furthermore, the schools are not the only educational in-
stitutions and influences which exist in society. It is possible that we have gotten ourselves into our present state of unemployment and economic dependency quite as much through the influence of other types of social institutions as through the schools. It would seem unfair to give much serious thought to the cry against frills in the schools, in as much as there is practically nothing now existent in the schools which has not been called a frill by someone. The fact of the matter is that for most critics anything is a frill which did not exist in the schools when they were in attendance. All of the newer subjects and practices which have been introduced into the curriculum and the method of schools are results of growing demands on the part of society that education should contribute more to the possibilities of the development of the individual.

Education and the schools have been criticized because the teachers are too highly organized into local, state, and national education associations. It has been held by certain individuals that these organizations and associations have exercised undue political influence in the maintenance and support of the teachers and the schools. It has been said that the educational lobbyists in the state legislatures and in Congress would put to shame some of the most highly commercialized institutions and organizations of the country. Anyone who has been associated with teaching and teachers for any considerable length of time knows very well that this is a rank misstatement of the facts. So far as I know, no educational organization has yet paid an individual solely to look after the legislative interests of the public school systems, and, unless I am hopelessly innocent, the legislative influence of educators and teachers, in general, has been markedly less than that of bootleggers. Education, now and always, rests its case with the belief of the American people in its ultimate values. True enough, there are educational organizations which help to maintain a spirit of cooperation and a desire for progressiveness on the part of teachers, but even the laboring man has never been denied the privilege of a federation. There can certainly be no good reason why it should be considered criminal if teaching as a profession protects itself from quackery and uninformed political control by the same means that any other profession such as law or medicine does. So long as individual commercial institutions, as well as organized industry, and organized bodies of individuals, engaged in the exchange of property for the profits which will result, maintain permanent and paid lobbyists in legislatures and in Congress, so long as vote-getting politicians are willing to see the governments invest tremendous sums of money in unneeded public buildings, while near by children attend school in ramshackle shanties, the less said about the influence of the so-called educational lobbyist the better.

Finally, it has frequently been said that teacher-training institutions have maintained such a control over the supply and preparation of teachers that an unnecessary surplus and an undesirable standardization has resulted. So far as the surplus of teaching is concerned, we can dismiss this criticism as it is raised by the disgruntled unemployed
teacher and the dissatisfied taxpayer with the following comments: Proportionately, there is not so great an oversupply of teachers as of doctors, lawyers, engineers, salesmen, stenographers, or even common laborers. There is an oversupply of people for all types of positions and occupations. But any reasonable individual is aware that these conditions result largely from the abnormally low state of prosperity and business in this country and throughout the world. So far as teaching is concerned, the situation is exaggerated because of the serious efforts being made by people from other professions and occupations to break into teaching. When normal times are restored, there can be little doubt but that practically the entire present supply of teachers will be easily absorbed by the schools. Furthermore, there is no more reason for expecting that every individual who would like to teach and is certified to teach should have a guarantee of a position and should be advanced without competition than there is to suppose that every graduate engineer should be automatically placed in a permanent job, yielding a substantial income.

Education has been strongly criticised, because we have demanded an increased standardization for the certification of teachers, and have specified certain professional requirements which teachers should meet. These individuals seem to have the notion that the standards which prevailed twenty-five or fifty years ago in teaching should prevail at the present time. They claim that the principal qualification for teaching must be a thorough understanding of some academic subject, and that there is no justification for requiring either that the teacher have any knowledge of the philosophy, psychology, and technique of teaching or that any definite standards should be raised with regard to certification. To my mind such criticism is absurd. Even the barber has to pass a satisfactory examination showing that he has an adequate command of the techniques and principles involved in sanitary barbering; the standards for the certification of the barber are today markedly higher than they were ten, twenty-five or fifty years ago. The notion that there is nothing new to be learned concerning the processes of teaching, and that new, higher, and more rigid standards should not prevail for the teaching profession as in other occupations and professions is based upon pure ignorance and prejudice. In spite of accusations to the contrary, the increased demands upon the professional requirements for teaching have not come about because of any attempt on the part of a so-called teacher training trust to control the profession, but because of a sincere desire, based upon evidence and common sense, to improve the opportunities and possibilities of the individual boy and girl.
SPRING is the time when the plant world seems most zealous in its reproductive activities. Probably no other month presents so large an assortment of wild flowers as does May. The white and pink masses shown by the fruit orchards and the riot of color in the tulip beds are features much awaited in our state, but I wish now to limit attention to the wealth of flowers which grow without cultivation. We may conveniently consider our flowers in relation to their homes and habitats.

The beech-maple forest is the finest type of forest in Michigan. Here we have our richest soil, our shadiest trees, our most luxuriant growth of flowers. The beech and sugar maple are the predominating trees of this forest. They are now developing their leaves, and will soon cut off much of the light from the forest floor. A few trees of white elm, white ash, tulip, the ironwoods and others are often scattered among them. The shrubs are spice bush, unmistakable because of its spicy odor, now losing its yellow flowers, the red berried elder with its rounded masses of white blossoms, the prickly ash, the wild gooseberry and the trailing evonymus or strawberry bush. The small plants or herbs of the beech-maple forest are the first of our flowers to blossom in the spring, for they must carry on most of their life activity before the dense summer foliage of the forest cuts off their life-giving sunshine. Here are found the Claytonia or spring beauty with its pair of fleshy leaves, two kinds of pepper root, showy plants of the mustard family, two closely related delicate-flowered plants, Dutchman’s breeches and squirrel corn, known to the children as boys and girls. The buttercup family is represented by the white snowdrops and wood anemones, the lily family by the yellow dog’s tooth violets and white or purple trilliums, the phlox or sweet william displays its lavender clusters and the beautiful yellow celandine poppy may at times be seen.

The forest that grows on the poorer, drier, more sandy or gravelly soils is the oak-hickory type, made up of white oak, black oak, red oak and several species of hickory. As we drive past such a forest today we are attracted by smaller trees, white with flowers. These are likely specimens of the plant generally known as June berry, service berry or shad bush. The last name comes from the fact that it blooms at about the time that the shad are ascending the streams along the Atlantic seaboard. A little later a similar scene will be presented by trees of the many species of thorn apple or hawthorn, while the flowering dogwood will be showing its well-known flower clusters, each advertised to the insect world by the presence around the cluster of four large display leaves. The oak forest is a more open type than the beech and has more
undershrubs, among which are species of dogwood and viburnum, raspberries and blackberries, Virginia creeper, greenbrier and one of which the nature lover must beware, poison ivy. The flowers of this forest include the early buttercup with its glossy yellow blossoms, the cottony-looking plantain-leaved everlasting, known to the children as Indian Tobacco, the may apple or mandrake with its two huge umbrella-like leaves bearing between them a waxy white flower, the Solomons seals, both true and false. (If you wish to distinguish between them the false has its blossoms in a terminal cluster, the true in small clusters just above the leaves.) Then we have the yellow pimpernel of the parsley family, with its flowers in umbrella like clusters and the pale yellow wood betony of the figwort family.

The pine forests to a large extent replace oak as one goes northward in the state. They tend to follow the shores of Lakes Michigan and Huron to the southern part of Michigan, narrowing out to a very thin strip where the Michigan-Indiana line intersects Lake Michigan. Under the pines grow an interesting lot of wild flowers, including several of shrubs of the Heath Family,—trailing arbutus, wintergreen, bearberry, blueberry and huckleberry. Here are also found the white mayflower, like miniature lily-of-the-valley, and the purple fringed polygals.

In places that are too dry and exposed or have too poor soil to support oak or pine, we find sassafras and poplar and sumac. Since all good soil was at one time poor soil, we know that there has been and is a progressive secession of plant societies, a bare area of rock or sand being occupied first by small plants such as lichens, then by grasses and certain herbs that grow in the open, then by shrubs, which are followed by some such succession as poplar-sassafras, oak-hickory and beech-maple. So a natural society or group of plants has not always been as we now find it, neither is it doomed to remain constantly the same.

If we now turn our attention to moist habitats, we find land that retains a little too much water for the beech-maple type occupied by swamp forest. Here the trees are elm, black ash, red maple, swamp white oak, pin oak, black gum, yellow and black birch. Tamarack grows in still moister portions. Michigan, because of the debris left over it by the last glacier, is dotted by thousands of lakes, the majority of which are partially or completely surrounded by swamps. You will be interested in noting how, from the deeper water outward, you may find a succession of vegetation zones. Starting with water lilies, we next find a zone of cattails and bulrushes, then sedges, then swamp or bog shrubs then tamarack, then the elm-birch-maple-ash combination, then beech-maple forest. Since lakes are gradually shrinking and becoming first marsh, then wet land then dry land, this series of rings about the lake is exactly the series through which vegetation progresses along with the series of changes in the physical condition of the soil. As water warms less rapidly than does land, we shall not find many water flowers in May. But the shrub zone contains the pink bell like parts of the leather-leaf or the yellow shrubby cinquefoil, while the swamp forest is gorgeously
adorned with yellow marsh marigolds, trilliums, wild ginger, mitrewort, dwarf ginseng, myriads of violets, and golden ragwort like miniature clustered dandelions.

Let us proceed to another forest type. In the damp rich valleys of our rather sluggish streams grow willows and silver maples and elms and ashes, mingled, here in southern Michigan, with the horribly thorny honey locust and the gray-barked sycamore or plane tree. The flash of purple that you see now and then is the pea-like red bud of Judas tree. Traditions holds that Judas hanged himself on a tree of this type. The blue of the forget-me-not is a conspicuous feature in these forests, as are violets, and white and lavender bulbous cress.

Another type of habitat fairly frequent in Michigan is the prairie or grassland, poetically known as the oak opening. It has no trees except scattering oaks, mainly bur oaks. Unfortunately most of these areas have been destroyed, only a few remnants existing along railway tracks and in similar localities. They exhibit some of the finest of our displays of spring flowers, including the blue-eyed grass and yellow star grass, plants which look like grasses but have very beautiful six-sided blossoms, the lupines which late May present very colorful patches of purplish pea-like blossoms, the wild peas which climb, as do their garden relative, by means of tendrils, the bird’s-foot violet, with its leaf divided into slender segments suggesting the toes of a birds foot, the strawberry-like yellow-flowered Canada cingue-foil and the orange hoary puccoon.

It is encouraging to notice a wholesome growth of out-of-door activities, including appreciation of the natural beauties, Michigan's biggest asset. Unfortunately from the biological standpoint much of the state’s wealth of plant life has been disturbed or destroyed by human hands. Some of this was to secure farm land, hence pardonable. Some was pure commercial exploitation without regard for the future, hence deplorable, unfortunately some of it is the thoughtless and unnecessary gathering of flowers by the handful or basketful on the part of those who are at heart lovers of natural beauty. These flowers quickly wither and are thrown away. Flowers of some species may be gathered judiciously without the destruction of the plant. But in the case of some, such as Jack-in-the Pulpit, trillium and orchids this is scarcely possible for the leaves come with the flower and the leaf is the only source on which the plant may rely for food,—it is the factory wherein the food is built up. Orchids are becoming exceedingly scarce, in fact some species once frequent in our region are now almost extinct, since they have been so ruthlessly gathered by eager hands. New York, Massachusetts and other states have passed laws making it a misdemeanor to gather flowers of certain species. Some of our Michigan species are sadly in need of friendly protection. If we can build up popular sentiment in their behalf, it will be more valuable than the mere passage of laws. We must regard especially the injunctions not to disturb trees and shrubs growing along the highways and not to gather flowers in public parks and
reserves, for the only hope we have of preserving wild life for the instruction and satisfaction of future generations is in these all too restricted protection areas.

"Hast thou known all the birds without a gun:
Loved the wild rose and left it on its stem?
Oh, be my friend and teach me to be thine."

It is of interest to us at Western State Teachers College to learn what we can of the distribution of wild flowers of this part of Michigan. We already have a list of fifteen hundred different plants that have been found in Kalamazoo County and the counties immediately adjoining. It will therefore be a pleasure to me to send the names of plants with which you would like to become better acquainted, if you will send me samples of the plants. These samples, in the case of rare plants, should be gathered in such a way as to avoid injury to the plant.
Some Reasons Why College Students Fail

By

HOMER L. J. CARTER

Associate Director of Educational Measurement and Research

October 14, 1932

LARGE numbers of college students fail to complete their college course. In 45 colleges and universities in Ohio the number graduating in the senior class averages only 48%\(^1\) of the freshmen class which entered college four years previously. In other words 52% fail to graduate. Similar studies in Minnesota and Iowa predict that from 50% to 57% will ultimately graduate within a five-year period. At Western State Teachers College recently approximately 6\(\frac{1}{2}\)% of the names of the student body appeared on the low scholarship list for the year and were reported as doing work far below the expected standard of the institution. In order to remedy similar situations, studies to determine the cause of low scholarship have been made by many institutions of higher learning and subsequently, attempts have been made to remove, as far as possible, the causes of failure.

Two procedures may be followed in investigating causes of failure. By one method the investigator uses an objective measure of each of the factors which is assumed to have an influence upon college success. Some of these factors which are generally held to be the cause of failure at the college level are: (1) inadequate mental capacity, (2) poor study habits and deficiencies in reading, (3) financial burdens and worries, (4) inadequate preparation and background, (5) physical defects and illness, (6) too heavy and poorly selected schedules due to lack of proper guidance, (7) family worries, (8) too much time spent in athletics, (9) homesickness and undue parental attachments, (10) misunderstanding with instructors, (11) personality defects, (12) worry over love affairs, (13) general dissatisfaction and (14) desire to enter some other type of institution. If adequate measures of each of these factors were possible and each could be correlated with college marks or some other criterion of success, with all other factors held constant, the factor having the highest positive relation with college marks would then be listed as the chief cause of failure. For example, intelligence correlates fairly well with college success. If then, a young man scores high on an intelligence test, his chances of succeeding in college are fairly good. However, facts determined by statistical procedure are in a great measure true for a group of students, but they may not be true for the individual and it is the individual student who is important to the instructor and college administrator, and therefore, the case method, which is the second method of investigating college failure, becomes necessary. An example of this procedure is presented as follows:

\(^1\)Figures from the Ohio School Report—State Department of Education.
Jack Gillan was an easy-going methodical young sophomore of twenty years who had been doing failing work in English, French, and history for two quarters. In fact, his whole college record was decidedly deficient in honor points. For one quarter, Jack had been on probation but still his marks consisted of "D's" and "E's". A study of the case indicated that Jack was the only son of a small-town merchant who was very anxious that his son should enter the ministry. The boy's high school record was average and showed no qualitative or quantitative deficiencies. College entrance tests indicated that Jack was somewhat above average in intelligence and above the general achievement level of college students in both reading and mathematics. Health records showed no physical defects or organic diseases which might interfere with college work. A conference with Jack pointed to the fact that the chief interest he had in becoming a clergyman was due to the prestige and social advantages of such a vocation. He frankly admitted that his only reason for pursuing his present college course was to please his parents, and especially his mother. Additional questioning indicated that the boy's real interest was in the field of mechanical engineering and especially that phase which dealt with experimental problems. In fact, Jack's landlady reported that the boy spent more time tinkering in a work-shop than he did in preparing his regular college work. Results of educational tests showed that, contrary to his high school record, Jack's preparation in English, rhetoric, and language usages was decidedly below the level of the average high school senior, and that his knowledge of mathematics, physics, and chemistry was superior to 90% of all college freshmen. Certain clinical tests indicated normal emotional reaction, but showed a slight tendency toward introversion and day dreaming. Here, then, is a brief statement of the case. What diagnosis can be made and what remedial procedure should be applied? In attempting a diagnosis, it is reasonable to assume that Jack Gillan has been pursuing a false goal which had been set up by his parents and which had not been determined by his own interests and abilities. The boy has more than average mental capacity and so lack of intelligence can be eliminated as a contributing factor. Emotional reactions are normal, and aside from undue parental attachment and certain religious urges due to early training, can also be set aside as having little bearing on the case. Deficiencies in rhetoric and a lack of interest in language would certainly affect achievement in the mastery of French. In applying remedial measures, Jack was permitted, after a conference with his parents, to change his course and select certain classes in mathematics and physics. Remedial instruction was provided in rhetoric and language usage which was evidently of value in the mastery of certain required courses in English, for, the following quarter, Jack's grades consisted of two "A's", two "B's", and one "C". Later reports indicated that Jack had made a satisfactory adjustment to college life and will probably complete his college course. It is evident to those who have worked with this case that several factors acting together have made up the pattern of failure. Those factors
were: (1) poorly selected college course, (2) undue parental attachment, and (3) inadequate preparations. When these three conditions were removed or modified, marked improvement in academic achievement resulted. It is reasonable, then, to assume that in this case, the three factors mentioned were primarily responsible for Jack's failure to do satisfactory college work.

Other case studies indicate that inability to take notes, inability to concentrate, and inability to memorize are responsible for the failure of many students. A study of these cases of failure shows that many students lack skill in studying and reviewing in preparation for examinations, in organizing and outlining subject matter, and in planning a careful expenditure of their time, and strange as it may seem, many college students fail because of their inability to read effectively and well. In numerous cases specific reading skills such as, ability to read for detail, central thought, following directions, organization and the interpretation of tables, charts, and graphs, are poorly developed. Dr. Pressey,\(^1\) of Ohio State University, has shown that by means of remedial instruction at the college level, these reading skills can be greatly developed and the scholarship of the student markedly increased. At Western State Teachers College remedial work of a similar nature has been attempted. The objectives of this instruction have been not only to increase reading skills but also to develop fundamental study habits. An evaluation of this remedial coaching shows that students receiving aid made three times as many gains in honor points as a similar number of students on the low scholarship list who received no aid. However, in the case of the individual student, it has been quite evident that a number of factors acting together have made up the picture of failure, and that no one condition has been primarily responsible.

In discussing the causes of failure Dr. Terman,\(^2\) of Leland Stanford University, points out that "all kinds of supposed causes of failure are emphasized except the one important cause, inferior mentality". Dr. Toops,\(^3\) of Ohio State University, who has contributed much to the study of college failure, shows that college students ranking in the lowest one percent on intelligence tests are almost certain to fail in college, that only one in ten of those ranking at the lowest ten percent will graduate, that those in the lowest twenty percent should go to college only when ambition and perseverance are unusual, and that those ranking in the lowest thirty percent on the tests will make a low "C" average but will probably not continue in college after the first year. This means that high school principals and parents should use care in directing young people toward their life's work. All should have an education but the kind should vary with the needs and ability of the individual. A five horse power motor is as perfect as a ninety horse power motor and each has its advantages and limitations. So it is with students at the fifth percentile and at the ninetieth percentile of intelligence.

\(^2\)Terman, L. M.—Interest of School Children, p. 116.
\(^3\)Toops, H. A.—Ohio High School Bulletin No. 2, Ohio State University.
in that the kind and quantity of their education should be differentiated. In addition to the point of view expressed by Terman and Toops, it must be said that some students with low scores on intelligence tests have completed their college course and that other students with high intelligence test scores to their credit have been asked to leave college because of low scholarship. Intelligence is only one of the many factors affecting achievement and should be taken for granted and not overemphasized in explaining success or failure.

In conclusion, it may be said that there are evidently many causes of college failure. In each instance there is one basic factor and several contributing factors, and in each case the combination of factors varies with the individual. Causes of failure may be classified as due to (1) the student, (2) the instructor, (3) the institution, and (4) the out-of-college environment.
"The American Boy—1932"

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May 6, 1932

In setting aside a week for the consideration of that difficult problem, the American boy, we are again confirming what has become a sort of national game: the dedication of special days and weeks to subjects as widely separated as sauer kraut and fire prevention. During these periods we may be asked to consider a cause, to eat more sauer kraut, to clean up our backyards. The hope, of course, is that consideration of the cause, the consumption of the sauer kraut, the cleaning up of our yards, is not limited to the week especially designated.

It would seem that the American Boy does not need the help of a special week to escape oblivion. He is always with us, a feature of the picture not likely to be overlooked. Nor has he been overlooked. He has been seen in different lights. Mark Twain saw him as Huckleberry Finn, an unconventional but resourceful spirit; Horatio Alger saw him as Phil the Fiddler, a poor boy doomed by energy and ambition to wealth and power; Hamlin Garland saw him as the Son of the Middle Border, sharing the hard life of our expanding frontier. Today, I venture to say, he is most frequently seen as the Man of Tomorrow, as many a speaker has insisted as he pointed an impressive forefinger at an audience of uneasy urchins.

Perhaps it is because he is the man of tomorrow that the American boy is given so much attention today. A democracy must be interested in its boys, if its people are to be aware of their problems, able to attempt solutions, and disposed to assume their duties. Consider for a moment some of the things done today for the boy. Almost every phase of his life is touched by some organization, some directive influence. He is required to be in school until he is 15, 16 or 17. When Mark Twain was writing about Huckleberry Finn, about 40% of the Huckleberry Finns of that day were corralled for part of the year in schoolrooms. Today, 70% of boys between 5 and 20 attend school. When the urbanization of our life has robbed the boy of the pioneering experience so common fifty years ago, the Boy Scouts stand ready to give him a sample of it. Churches and organizations similar to the Y. M. C. A. will give him social and moral guidance. Vocational or trade schools will prepare him for a useful place in life. When he is older, professional schools will make him into a physician, a teacher, an engineer. It can not be said that society today is not interested in the boy. It gives him every chance to equip himself in some way for this business of living.

So well, indeed, is he given the chance that occasionally there is heard a furtive question: Is society too much concerned with preparing him to earn his living, too much concerned with making him an accurately
machined cog fitting smoothly into the machinery of our times? Now, that would seem an absurd question. What better than to become a good cog in an age ruled by machinery? Whirling wheels are the symbol of the times. They sing a song of exciting living; when they move slowly, there is distress, as we well know. The moral is obvious: keep the wheels moving, faster and faster. We have accepted the moral, and are emphasizing mightily technical and professional training in the education of those boys who are to become our leaders. They are learning well to repair automobiles, to plan sales campaigns, to design sky-scrapers.

Yet there is still the uneasy questioning: Is this enough? Is it possible that our youth are losing the faith that has been peculiarly American? Here is a fine piece of sentimentality. What has faith to do with today's world? Well, it has as much to do with the twentieth century as it has had to do with all our past. Faith in the possibility of a better life helped to bring the first settlers to our shores, urged many of our pioneers to the west, brought many immigrants to their American homes. Faith in a better future has been a sustaining force in our development; and without it, the coming years may be the story of a great experiment fallen into futility, of opportunities neglected, gone forever.

Is the American boy acquiring that sustaining faith in the future? If he is, he must be able to explain many paradoxes in the wonderland through which he is wandering. The thoughtful boy must find many puzzling discrepancies in life today, many wide gulfs between teaching and practice. As he discovers them, will he be lead to indifference and cynicism? We hope not, for when those qualities become dominant, we, or any other, are a decaying people.

But what are some of these discrepancies? May we suggest as one that between the teaching and practice of citizenship? The boy learns in school of a government planned by thoughtful and hopeful men. Its functioning requires the unselfish interest of the persons who are governed. The boy is told that when he becomes a full-fledged citizen he should perform certain duties thoughtfully and honestly; that if he should be elected to public office he would regard it as a public trust. Well—how will this boy react to the disclosures of a Seabury investigation that uncovers a sheriff who has a black box possessing the uncanny but useful power of increasing his salary by some 2,000 percent? What will he think when he reads of a former Secretary of the Treasury returning from the prison where he had served the better part of a year for accepting a bribe while in office? How will he reconcile what he has been taught with the spectacle of a great city unable to pay its servants because of a former reign of inefficiency and corruption? Will his faith persist?

Some of his time in school is given to developing a taste for the literature and the music that the seasoned judgment of the years has called good. He has been introduced to Shakespeare and Vachel Lindsay, to Bach and MacDowell. Outside the schoolroom does he find interest predominant in the achievements of such artists? He does not! He finds,
on magazine stands, the better magazines smothered under a gaudy avalanche of publications that pander to a low taste: True-Fable Magazines, believed by no one, read by everyone; and highly colored monthlies that have made vulgarity fashionable. He turns on the radio. Is he more likely to hear a symphony orchestra, or a mixture of gossip and syncopation subsidized by a cigaret of ridiculous claims? Will he hear, more likely, a Schubert melody, or the daily struggle of a popular singer to get the moon over the mountain? Will he keep standards of taste, or will he lose himself in the maudlin mediocrity?

In his classroom he is lead to believe that the management of affairs today depends upon acquiring proper information and skill; that those who have acquired that information and skill are managing affairs in the best possible manner. Yet he reads that the president of the National Chamber of Commerce has said that we are experiencing just another inevitable depression, from which we shall recover as we have recovered before, that depressions come and go in spite of all that can be done. He discovers that at a time when economists are agreed that economic recovery depends in large degree on the free flow of international trade, the statesmen and legislatures of the world, ours included, are doing what they can to oppose obstacles to the flow of that trade.

Examples could be multiplied of such incongruities between what is taught the American boy and what he discovers to be the actual practice. And practice is the more convincing teacher. What will happen to the faith of our next generations, the faith that has prepared our path till now? Will it give way to an indifference and cynicism hastened by a tendency toward individualism? Will the idea grow that in spite of our technical skill, or perhaps because of it, our civilization is a machine without a governor, rapidly getting out of control, and bound to run its own wild course to destruction? How dangerous to our country would be that attitude!

It may well be that we should add to the technical preparation of the American boy something that will enable him to assume responsibilities greater than those that have ever before fallen to the lot of our people. Some nations are doing that, today. Though we may disagree with the political and economic programs of Italy and Russia, we must admit that they have given their youth something to believe in, something to absorb their enthusiasms. The coming generation in those countries will be well drilled in their respective national ideals. We do not intend that in our own country our zest for the accumulation of wealth, our skill in discovering means of softer and easier living, will produce among those who should be our social and political leaders a selfish complacency that would lead to destruction. Not that. Our hope for the American boy is that he may, in spite of many present discouragements, catch again the faith that will lead us in the pursuit of our national ideals. Then we shall have those qualities of which Walt Whitman wrote:
What do you think endures?
Do you think a great city endures?
Or a teeming manufacturing state? or a prepared constitution? or the best built steamships?

Away! these are not to be cherished for themselves;
They fill their hour, the dancers dance, the musicians play for them—
The show passes, all does well enough, of course;
All does very well, till one flash of defiance.

A great city is that which has
the greatest men and women.
If it be a few ragged huts,
it is still the greatest
city in the whole world.
A HAPPY New Year to you. I suppose this is the time to discuss one of two subjects, either New Year's Resolutions or Budgeting. After all, New Year's Resolutions and budgets are pretty much alike. Most New Year's Resolutions are made only to be broken. Most budgets, as they are ordinarily made, don't last any longer than the most fragile of our good intentions.

Nevertheless, you and I continue year after year to make a new crop of good resolutions and then to break them. You and I continue to build budget after budget, only to cast them too into the discard, thoroughly disgusted with the whole process.

We have come to dislike New Year's Resolutions because our failure to live up to them gives us an uncomfortable sense of personal inadequacy. For the same reason we dislike budgets. Repeated budget failures in the past have given us the same unpleasant sense of financial inadequacy. It is not my job to tell you how to keep New Year's Resolutions. But I have been asked to offer a few suggestions on how to make a workable budget.

In the first place, do not expect too much of your budget. There is nothing mysterious about it. A budget gives a sense of success, not because it enables you to get more than a dollar's worth in return for the dollars you budget, but because it prevents you from trying to do more than is possible with the income at your disposal. The most that a budget can possibly do is to help you make sure that you get a dollar's worth in return for every dollar you spend. A budget is a spending plan, nothing more. It is simply a statement of the probable demands upon your expected income, arranged in order of their relative importance and in such a way as to be a convenient guide to every day expenditure.

In the second place, budget headings,—those items for food, clothing, shelter, house operation, savings and the like, are simply convenient means of grouping your expenditures so that you will know when you have taken care of all probable demands on your income. There is nothing sacred about them. Disregard them entirely if you like. The important thing is to get into your budget a list of your own actual items of expenditure. It doesn't make so much difference how you classify them. Put them into your budget in what to you is the most convenient place. Should payments on a mortgage be included as savings or shelter? Should life insurance premiums be listed as investments? Should the automobile expense be figured as household operation, recreation or miscellaneous? What difference does it make? You may find it worth while in your own case to make separate heading of debt reduction, insurance, or transportation expense to cover these items.
The third essential in the building of a workable budget is the setting up of adequate reserves for contingencies such as unexpected illness, the failure of the plumbing, the arrival of unexpected guests, the loss of an umbrella or an overcoat or a pair of rubbers, or the premature collapse of a perfectly good looking automobile tire.

Paradoxical as it may seem, most budgets fail because they try to do too much, because they spend in advance too large a proportion of the available income rather than because they leave too much to one's everyday discretion. This does not mean that the ten or twenty per cent which is set aside as a reserve for unforeseeable demands can be used for anything which comes along. Reserves are created for definite types of emergency expenditures, and must be used only for purposes which are of equal or greater importance than those already provided for in the budget.

This year, in addition to the accumulation of funds for the usual unforeseeable expenditures, reserves are necessary with which to meet any further unexpected reductions in income. All of us hope that reserves will not be needed for this purpose. We are all of us looking for the time when business shall have turned the long looked-for corner, and started on the upgrade again. If this improvement in general business conditions should materialize during the year, these same reserves against declining income may be needed to make our present budget allowances adequate in the face of slowly rising prices. When business opens up again, these cash reserves can be used to buy to good advantage before prices rise too far, to pay the cost of moving to more remunerative employment, to take advantage of the unusual investment opportunities which returning prosperity offers. This year of all years it is highly important to avoid overdoing in budgeting. There must of course be adequate provision for minimum essentials. There should also be a generous margin of unmortgaged income to be spent as future developments dictate.

In the fourth place, one of the biggest difficulties in family finance is to synchronize the variations of income with the variations of expenditure. Bills must be paid when they fall due. Income cannot be used until it is received. All expenses must be provided for with actual, not with theoretical income. A budget will be a much more helpful sort of spending plan if it is worked out on a monthly basis. A certain amount of income can be counted upon each month. This is of course not always the same during the different months of the year. Neither do all expenses come with exact regularity. Lean months should be provided for by surplus from the fat months, if this is possible. Otherwise expenditures in lean months must be postponed until the income is available with which to meet them. The budget, worked out on a monthly basis, has a much better chance of success.

Although it takes a little time, the preparation of such a budget, is not such a difficult problem as at first it might seem. No month will be burdened with all the big items in your budget. There will be taxes
to pay in January and July, a license to buy for your car near the first of the year, insurance premiums on the anniversary of the purchase of the insurance, clothes to buy just before Easter, coal to buy in the fall, a vacation trip in July or August, wedding presents for your friends in June, Christmas presents in December. Repairs to the house in the spring and summer, the purchase of a new car whenever it seems most convenient. If these occasional purchases which call for considerable outlay are fitted into the budget first, then the other variable expenditures can be worked around them until for each month there is worked out a clear cut spending plan, which will stand on its own feet, and at the same time fit in perfectly with the yearly budget.

Finally work out your spending plan in such a way that it will be easy to keep a positive check on each of the various groups of your expenditures. Fixed expenditures will take care of themselves. Rent must be paid the first of every month. Public utilities cost only about so much, and these expenditures must be made promptly to get the discounts they carry. Insurance premiums when once provided for in the monthly budget, are easy to remember. It is the items of more frequent expenditure, the variable items, for which it is easier to spend more than to spend less, that require watching.

For example, if your food allowance for the month is $45.00 how can you tell from day to day whether you are spending too much or too little. Try working your problem out this way. Two quarts of milk are delivered daily at the door. This amounts to 60 quarts a month. At ten cents a quart this will use $6.00 of your food budget. Your meat bill it $7.50 per month. This leaves $1.00 a day for the grocer and forty cents a week for incidentals. If you pay as you go, it may be more convenient to remember that you can spend for groceries and meats $9.00 a week. If you run monthly bills it is easy to check up from day to day. For instance, on the 10th of the month your bill at the grocery should run not far from $10.00, and at the meat market not far from $2.50. If when the 10th arrives the bill is running behind its schedule you can buy a little more generously. If it is running ahead, it will be well to cut down a bit.

Or take the items of amusements. Put that allowance in terms of so many trips to the movies or the Civic Theatre during the month for the old folks and so many Saturday matinees for the children. If some evening you take the Jones to the movies with you, you will compensate by staying home yourself and listening to the radio.

Or if your little extravagances lie in the line of expenditures for clothing—translate your monthly budget into so many garments at such and such a price. Then if by dint of careful shopping you can get unusual bargains, you will know that the savings you have made can be spent for that little extra that adds the spice to living.

By such means as these it is possible to operate within the limits of a carefully thought out budget without a lot of complicated bookkeeping. You will find that most of your regular expenditures will take care of
themselves. The important thing is to watch the places where experience shows leaks are likely to occur. It may be wise, if you have no idea at all as to where your money has been going, to keep accurate accounts for a month or two, or perhaps even for a year, just to get a line on the items for which you have been spending too much money. When you have once located the danger points work out a simple but positive system for checking on these expenditures. Limiting yourself to the expenditure of a definite amount per week or per day, will be fully as effective as a highly complicated system of bookkeeping. If you have difficulty in keeping within the limits you have set for miscellaneous expenditures, issue yourself the amount of money you feel you can afford to spend in any one week, and stop spending when your pocket is empty.

In building your budget this year, then, try working out in advance a comprehensive spending plan. Be sure to include all the items of your expenditure. Set up adequate reserves for unforeseeable but nevertheless necessary outlays. If possible provide additional reserves against the delayed return of prosperity. Work your budget out on a monthly or even a weekly basis. And finally put your budget limits into easily remembered terms. Get away from complicated bookkeeping. Insure the successful operation as far as the major danger points are concerned by the application of simple mental checks.

Don't stop in building your budget when you have built up a highly complicated paper structure. Go just a step farther this year. Turn your budget into a spending plan so simple that even a child can run it.
“For Him That Hath Not”  
(The Handicapped Child)  

By  
MANLEY M. ELLIS  
Department of Education  
January 11, 1932  

Mass production method and standardization in industry during the nineteenth century have been reflected in the organization of our educational system. But scientific psychology of the twentieth century has demonstrated that the differences between human beings are so great that it is impossible to standardize them. Nor can all children profit by the same curriculum or the same methods of teaching. This is especially true of children who are markedly exceptional in any respect. Careful surveys and estimates indicate that the number of non-typical children is greater than is commonly supposed. The White House Conference figures show that there are in the United States 1,000,000 children who are speech defectives; 300,000 who are crippled, 450,000 mentally defective, 200,000 delinquent, 360,000 deaf and hard-of-hearing, 64,000 blind and partial sighted, 382,000 tubercular, 375,000 with weak hearts and 6,000,000 malnourished children. In other words, the perfectly staggering total of over 10,000,000 children are seriously handicapped in one way or another. Many of them have a combination of handicaps.

To assume that these children can be trained to become useful, productive citizens by means of the traditional school curriculum or taught by the traditional methods devised for the normal child is not only rank folly, but is a positive danger to society. Our civilization is even now on the defensive against the gangster, the crook and the criminal. To provide for the proper education of handicapped children, special methods and special curricula have been devised, and such children segregated in special classes, usually with special apparatus, and with fewer pupils per teacher. This allows the teacher to devote more time to individual instruction and individual help.

The curriculum is different in each type of special class. The blind children learn to read Braille. The deaf must learn lip reading. The speech defectives are generally taught by teachers who travel from school to school. In each school the teacher will conduct one or more speech correction classes. The children who are speech defectives are given special corrective exercises to accord with their needs. In this way one speech teacher does corrective work with from 150 to 200 children.

Delinquent children are placed either in special classes or in special day schools. There is quite a general tendency for the public schools to take the responsibility for the reform of the delinquent child, leaving
him in his home, if possible, during the process. The curriculum is adapted to the needs of the delinquent child, and academic progress is definitely subordinated to character building. Children are now-a-days sent to state reform schools only as a matter of last resort. Most cities retrieve a considerable proportion of their delinquents, many of whom eventually became self respecting, self supporting citizens.

Mentally retarded children are placed in special classes usually enrolling from 15 to 18 pupils. To a large extent the work is individual. The curriculum involves as little of the abstract and symbolic as possible. A good deal that this child learns is learned through doing rather than thinking, for he is not a fast thinker. Much emphasis is, therefore, placed on various types of handwork, shop work and household arts. Only the minimum essentials of the academic curriculum are taught, and these in the most objective and practical manner possible.

Such, in brief, are the provisions made for handicapped children in the best school systems. However, there is a woeful lack of opportunity for special training for these defectives throughout the country as a whole. A recent study published by the Bureau of Education in Washington shows that less than 10% of the children who grievously need special education are to be found in special classes.

Many of the teachers in charge of special classes have had little or no preparation for this type of work. In order to remedy this defect, the Western State Teachers College has been training teachers for classes of mentally retarded and backward children since September, 1930. A number of our graduates from this curriculum have been placed in excellent positions in various cities. They are doing such fine work that they amply justify our efforts in preparing them. We have a three-year and a four-year course in Special Education. The first years of the course are given over to the study of the basic sciences, especially biology, and to other work of a preparatory nature. Finally the prospective special class teacher receives approximately a year of specialized professional training. This includes work in the psychology and pedagogy of the backward child, and practice teaching with both normal and subnormal children.

Due to the fact that there are fewer children in each special class and also that extra equipment must be provided, the per capita cost of special education is much greater than the per capita cost of education for the normal child. Costs vary, but, in general, it may be said that the yearly cost per child of special education is from one and one-half to five times as great as is true of the normal child. The cost depends largely on the type of handicap the child has. In the case of the deaf where the number of pupils per teacher is not over 10 and where considerable special equipment is necessary, the average annual cost in a number of large cities recently studied was found to be $264.29. For the blind, the average annual per capita cost is $252.71, for the crippled the figure is $259.39, and for the mentally retarded, $123.83. That these costs are far beyond the cost of education for the normal elementary
school child will be evident when I tell you that the average annual per capita cost of elementary education is in the neighborhood of $70.00. Is this extra cost justified? Let us consider it in relation to results.

The results of a failure to educate the handicapped child are evident to anyone who has observed or read at all widely. The untrained defective either becomes a dependent upon society or his friends, or else he engages in such anti-social conduct as crime, vice, or vagrancy. He is ignorant, uncultured, selfish and useless in the world. His lot is misery, penury, and suffering even unto the end of his days. He is worse than a total loss. He is a human negative quantity.

Let us now see what it is possible to do in the education of defectives. In 1925 a follow-up study was made in New York City of 400 mentally retarded special class pupils who had been out of school from 1 to 4 years. Of the 400 boys and girls 334 or 83% were found to be employable, that is, they were either working for wages or were temporarily out of employment. Thirty-seven or 9% were of uncertain employability, while only 28 or 7% were definitely unemployable.

A similar study was made of 177 former special class boys and girls in Cincinnati in 1922. Seventy-six and eight-tenths per cent of this group were found to be employable. Eighty-seven and six-tenths per cent of the boys included in the study were employable, and 74% were actually employed at the time of the study.

The conclusion to be reached from these two studies is that if we consider half of those of doubtful employability as being employable, we find that 87.5% of the New York group and 84.2% of the Cincinnati group were capable of earning a living by their own efforts.

What these two studies show to be possible in the case of the mentally retarded child, other studies demonstrate for other types of handicapped children. Consider the facts and then ask yourself the question “Can we afford to educate the handicapped child?” In reality it is folly to say that the richest country in the world cannot offer equal educational opportunity to all its children, for equal opportunity to achieve is the only real sense in which equality exists. The fact of the matter is that we cannot afford not to educate the handicapped child. The cost of maintaining a person from age 20 to a normal expectancy of age 58 in a prison, an almshouse or an insane hospital would be with interest at 6% in the neighborhood of $45,000.00. Ten years of special education for a mentally retarded child would cost $1,238.00. It is not difficult to see that to obtain $20,000 from an original outlay of $1,238.00 is a very good investment indeed. Of course, not all handicapped children are educable. However, in the studies just mentioned it was found that of the total of 577 boys and girls only 19 or 3.3% were eventually found to be institutional cases. Similar low figures of uneducability have been found for other types of deficient children. Some school systems claim from 90 to 99% of cures of speech defects in one or two years of intensive, intelligent speech correction. In fact, when one studies the
possibilities of special education of the handicapped, he is inclined to exclaim, "Where there is life, there is hope."

But the difficulties confronting special education of the handicapped are many. The significance of the movement is not very well understood. It is hard for the common man to understand why so much money should be spent on defectives. The real trouble here is that people are short-sighted. They cannot or will not look upon education as a long term investment. Nor is the problem well understood by many of the educators themselves. Many of them look upon it with suspicion as a fad. But if special education is a fad, then democracy is nothing but a theory, for there can be no free government of an ignorant people.

I know of no better way to end my discussion than to quote a brief passage from President Hoover's speech delivered at the opening of the White House Conference of Child Health and Protection a year ago. Mr. Hoover says, "Let no one believe that these are questions which should not stir a nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish."
Some Characterizations of the Southern Plantation Negroes

BESS L. STINSON
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June, 1932

I HESITATE even to attempt to characterize my colored friends, who live on the plantations in the deep south. Words seem quite meaningless, to express the subtle philosophy of these simple folk. Distinctly, it is not a question of reading or hearing about, or even of mere visiting a section, but rather one must attempt to live the life of the people for a while. Only thus do we enter into that sympathetic understanding, which alone affords the penetrating insight, necessary to allow us to enter the deep-veiled shrine of a people's inner life.

The southern negro has his superstitions in a piquant way, as do all elemental human beings, at the same time he possesses a moving power of elemental sincerity.

Tilda, who has been the cook on the plantation for forty years, seems as much an essential part of the landscape, as the great pines which tower behind her cabin. She, who remains uncontaminated by civilization, in its grosser material aspect, seems to have been moulded for a place in plantation life. She lives close to nature, in an intimate, authentic sense, and possesses the power to rate human character, and the ability to judge men, which we usually account as one of the last products of culture. She is always willing to share her simple faith with an interested listener.

Just a question as—"Tilda, have you been to a funeral recently?" will bring forth such an account as the following—

"I reckon somebody told you Brer Ed done ceased out? Yes, he tuck and died last Friday. Um! Well, he sho is ceased out and I made sho dey would'er told you right off.

Yes mam, he don buried. Bey buried him Sunday up at Emanuel Baptist church.

Did us have a good time? Well sir, it was the worst funeral I ever tended in all my life. At first, it looked like everybody wuz going to have a pretty nice time. Two pastors wuz dere, and both of dem preached very good sermons. Dey spoke about what a noble Christian Brer Ed wuz and what a good pastor he made in his young days. Den the choir sang God Be Wid You Till We Meet Again and Swing Low Sweet Chariot. Den a white man got up and give his 'specience. Told how honest Brer Ed wuz and how he would trust the keys to his house with him, and jes made everybody feel good when lo! and behold a negro got up and started lorating dat dead man.
He sed, 'All negroes wuz liars and all negroes would steal and I don't trust any of them.' Folks tried to stop him but sho dey could not.

Some of de brethern wanted to take him out but he said, 'I runs dis church and ef I can't speak at dis funeral, den dis man can't be buried in dis grave yard.'

De way he carried on wuz rediculous and when he did set down everybody was so shamed-faced dey jes walked up to the table and put the collection down and never said a word.

No mam, it sho won't no place fer you or any other white 'oman to see how little sense de negro race has. I say dats de reason we ain't got nowha' in this world.

So many of our race ain't well raised. Cos now, my mother brought me up without a blemish and, I'se full of good behavior. My family knows how to act and we sho do get shame fer our race.

Like when my brother's wife died, her family won't half as well raised as ours and us sho did have a time at her funeral. Do you know we had to call a police before us could get off to the grave yard?

You see Liza was a society member. You know, she was in the burial association. So, the undertaker he come out dere wid a rail purty robe, a huss, and automobiles fer the family.

No sooner her family saw dese automobiles dey hopped in right up next to the corpse, de place wha our family oughter been.

We won't used to no sech, so we called de police and got that thing straight. Ain't no sense folks doing like dat at a funeral.

Cos, now, speaking of Brer Ed he wuz a mean man but it won't time to say so after he wuz done dead and gone. I told Lee it won't fer me to jedge after he done breathed his las.

I sho ain't gwine to say one single word about dat man. Ain't nobody gwine coax me to 'spl'ess my mind. No matter what t'other folks say I gwine to keep quiet. Nobody won't know what I thinks about him.

At first I thought I wouldn't tend the funeral. 'Cause I do know Brer Ed didn't lead the life of a Christian even ef he did used to be a minister.

I stood right on my porch and watched the huss go by. But de family dey wuz hollerin and crying. I felt sorry fer dem, so finally I jes told Margaret to get my white apron and I'd do along and help them lay him away. I sho does believe in paying proper respect to the dead.

True he won't no count, but he wuz his chilluns own dear papa and dey couldn't hope it and use oughter make the funeral as pleasant for dem as us could.

Well, I made sho dat you done heard all the particulars but I told Lee I'd hurry on up here and tell you anyhow. 'Cause I know you always pends on me fer the news, and I sho ain't gwin to forget you.'

About a week later Til'da rushed in with more exciting news to relate, but of a different nature, yet this topic too was one which has stirred the interest and emotions of men through the ages.

"Well, I jes been to a wedding even ef it wuz Easter Sunday. You
remember I told you Fannie Mae wuz gwine to get married. The ceremony was performed at an aunt’s of the groom. Louise, Dessa, and ‘Miss Annie’ were the only members of Fannie Mae’s family dere.

Mr. Johnson, (Fannie Mae’s husband) sont a car for dem so dey could ride over. It looks so much better you know. When dey got dere, Mr. Johnson said, ‘Fannie Mae, I got me a waitman, who gwine to be your waitman?’

Den Fannie Mae say, ‘Laws Mr. Johnson, I ain’t got one no less’n Honey Lou goin to be?’

Honey Lou say, ‘Naw I ain’t goin to be no waitman. You didn’t tell me in time to get ready.’

Den ‘Miss Annie’ said, ‘True enough Fannie Mae, you didn’t ax me to be a waitman, but bein you ain’t got nobody else, I will be. I’ll accommodate you.’

So Miss Annie she tuck and stood up wid Fannie Mae.

But Chile, I ain’t told you de worst yet.

After the ceremony, Mr. Johnson tuck Fannie Mae off and left Louise, Dessa, and ‘Miss Annie’ jes stranded out dere in the country wid no way to get home. Mrs. Huffman say, ‘Louise, how you all goin to get home? Johnson done got what he wants and gone!’

Bout dat time the pastor come up and said, ‘Mrs. Rulford, is you and your little girl and Miss Annie got a way to go home? Ef you ain’t, I’ll take you.’

Ef it hadn’t been fur dat pastor, Louise mont er been standing dere yit, ef she wuz pending on Mr. Johnson.

Dat’s de way some of our race will act.”

Those who live close to these humble hearts do not question their possession of those fundamental feelings which are common to all races. Paul Laurence Dunbar convinces us that he understands their moods and deeper emotions when he painted in words the following pictures:

**AT CANDLE-LIGHTIN’ TIME**

*When I come in f’om de co’n-fiel’ aftah wo’kin’ ha’d all day,
It’s amazin’ nice to fin’ my suppah all erpon de way;
An’ it’s nice to smell de coffee bubblin’ ovah in de pot,
An’ it’s fine to see de meat a-sizzlin’ teasin’-lak an’ hot.*

*But when suppah-time is ovah, an’ de t’ings i cleahecl away;
Den de happy hours dat foller are de sweetes’ of de day.
When my co’ncoeb pipe is sta’ted, an’ de smoke is drawin’ prime,*
*My ole ‘oman say, “I reckon, Ike, it’s candle-lightin’ time.”*

*Den de chillun snuggle up to me, an’ all commence to call,
“Oh, say, daddy, now it’s time to mek de shadders on de wall.”
*So I puts my han’s togethah—evah daddy knows de way,—*  
*An’ de chillun snuggle closer roun’ ez I begin to say:—*

*“Fus’ thing, hyeah come Mistah Rabbit; don’ you see hom wo’k his eahs?  
Huh, uh! dis mus’ be a donkey,—look, how innercent he ‘pears!  
Dah’s de ole black swan a-swimmin’—ain’t she got a’ awful neck?  
Who’s dis feller dat’s a-comin’? Why, dat’s ole dog Tray, I ’spec’!”*
Dat’s de way I run on, tryin’ fu’ to please ’em all I can;
Den I hollahs, “Now be keerful—dis hyeah las’ ’s de bugaman!”
An’ dey runs an’ hides dey faces; dey ain’t skeered—dey’s lettin’ on;
But de play ain’t realy ovah twell dat buga-man is gone.

So I jes’ teks up my banjo, an’ I plays a little chune,
An’ you see dem haids come peepin’ out to listen mighty soon.
Den my wife says, “Sich a pappy fu’ to give you sich a fright!
Jes, you go to baid, an’ leave him: say yo’ prayers an’ say good-night.”

And another very tender and human scene:

LITTLE BROWN BABY

Little brown baby wif spa’klin’ eyes,
   Come to yo’ pappy an’ set on his knee.
What you been doin’, suh—makin’ suh’ pies?
   Look at dat bib—you’s ez du’ty ez me.
Look at dat mouf—dat’s merlasses, I bet;
   Come hyeah, Maria, an’ wipe off his han’s.
Bees gwine to ketch you an’ eat you up yit,
   Bein’ so sticky an sweet—goodness lan’s!

Little Brown Baby wif spa’klin’ eyes,
   Who’s pappy’s darlin’ an’ who’s pappy’s chile?
Who is it all de day nevah once trys
   Fu’ to be cross, er onc loses dat smile?
Whah did you git dem teef? My, you’s a scamp!
   Whah did dat dimple come f’om in yo’ chin?
Pappy do’ know you—I b’lieves you’s a tramp;
   Mammy, dis hyeah’s some ol’ straggler got in!

Let’s th’ow him outen de do’ in de san’,
   We do’ want stragglers a-layin’ ’roun’ hyeah;
Let’s gin him ’way to de big buggah-man;
   I know he’s hidin’ erroun’ hyeah right neah.
Buggah-man, buggah-man, come in de do’,
   Hyeah’s a bad boy you kin have fu’ to eat.
Mammy an’ pappy do’ want him no mo’,
   Swaller him down f’om his haid to his feet!

Dah, now, I t’ought dat you’d hug me up close.
   Go back, ol’ buggah, you shan’t have dis boy.
He ain’t no tramp, ner no straggler, of co’se:
   He’s pappy’s pa’dner an’ playmate an’ joy.
Come to you’ pallet now—go to you’ res’;
   Wisht you could allus know ease an’ clean skies:
Wisht you could stay jes’ a chile on my breas’—
   Little brown baby wif spa’klin’ eyes!

Howard Weeden proved satisfactorily that she had walked close beside
them and had caught glimpses into their inner souls when she wrote such
an affecting confession as:
De chillun all tuk after Her
A warm bright ginger bread
Exceptin' little Acer Spades
An' he was black instead.

So hein' he tuk after me
Why I tuk after him
An' dat small boy he filled
My heart right to de brim.

Well, all the ethers dey growed up
An' scattered far an' wide;
An' only one has stayed wid me
Dat Acer Spades who died!

Through the ages the negro race has proved itself to be wonderfully gifted in music. They possess a quick ear, an extraordinary sense of rhythm, an instinctive musical understanding, and a rare talent for sympathetic expression upon the stringed instruments.

Evening after evening one may chance to peek in at the cabin door, when the glowing flames from the light wood logs fall in dusky and purple-flecked shadows across the floor. When the family is gathered together after the toils of the day and the evening meal is being prepared—we may hear them chanting "spirituals," those melodious folk songs which were gathered from the hearts of the negro people. These songs, with their universal appeal, which the negro race has given to the musical world, express not only their sense of beauty, their artistic conception, but also voices their deep religious feeling.

Or again maybe Uncle Ike will very tenderly take his banjo in his arms and soon the strains of *Steal Away To Jesus* will fill the air. Such a scene must have prompted Mr. Dunbar to pay the following tribute to the banjo which is probably the negro's most loved musical instrument.

'Bout de time dat night is fallin'
An' my daily wu'k is done,
An' above de shady hilltops
I kin see de settin' sun;
When de quiet, restful shadders
Is beginnin' jes to fall,—
Den I take the little banjo
From its place upon de wall.

Den my fam'ly gadders roun' me
In de fadin' o' de light
Ez I strike de strings to try 'em
Ef dey all is tuned er-right.
An' it seems we're so nigh heaben
We kin hyeah de angels sing
When de music o' dat banjo
Sets my cabin all er-ring.

The southern negro appreciates honest guidance, and he is worthy of friendship, of encouragement, and of every possible chance to better his conditions of life. A heart respective to light, will in time, surely have the shadows of his soul softly illumined.
“For Him That Hath”
(The Gifted Child)

BY
T. S. Henry
Department of Psychology
January 15, 1932

ONE of the most important tendencies in modern educational practice is shown in the widespread attempts which are being made to make a better adjustment of the subject-matter and teaching-methods of our schools to the varying needs and capacities of the children whom it is the purpose of the school to serve. Instead of holding to a rigid scheme of grades and classes, intended for the so-called normal or average child, and in which all children enrolled are supposed to do the same work, or at least attempt it, and to receive the same treatment, progressive school systems and their administrators are coming more and more to see the advisability of making a more flexible arrangement and a more careful adjustment to the particular needs and personalities of the individual members of the school population. Since this movement grew out of, and has its scientific basis in, the study made by psychologists in the field of individual differences, it has sometimes been referred to as the “psychologizing” of instruction, a phrase which means nothing more than making a better adjustment of the school to the needs of the individual pupil. In other words, it means that we should try to fit the school to the child, rather than try to fit the child to the school.

Now, if this individual pupil, because of mental or physical differences from others, does not find his best educational opportunity in the ordinary school-room, the principle which I have just stated means that he must be given individual instruction, or placed in a special class or special room, with others of his sort; in order that he and his classmates may receive the benefit of courses of study adapted to their personal needs, and methods of teaching fitted to their particular powers and capacities. And so today, especially in our larger systems and in the more progressive of our smaller ones we find special rooms or classes for all sorts of pupils who differ so far, physically or mentally, in one way or another, from the average child as to be unable to receive the most benefit from the ordinary schoolroom in which the majority of pupils receive their instruction. So, therefore, we have special schools, or rooms, or classes in increasing numbers and of more and more different kinds,—classes for children who are deaf or hard of hearing, for those with defective sight, for those who have speech difficulties, for the anaemic, the tubercular, the crippled, the mentally sub-normal, the delinquent, etc.

Naturally enough, in this movement, first attention was given to deficient, defective, and sub-normal children. They appeal to our sympathy and our sentiments of philanthropy. They are looked upon as hindrances
to the work of the rest of the pupils in the room, who are normal. It is evident that at best they will always be more or less of a burden upon society, even after their school days, and that, therefore, whatever the school may do toward fitting them in any degree to be more able to make their own way will be a distinct service to society, as well as a benevolence to the afflicted. As a result of the interest aroused in the education of such children, we have available a large body of material regarding the organization of special classes for them, the type of subject-matter suited to them, and the methods of teaching in such classes.

While certainly no one, including myself, could object to what has been and is being done to make life less burdensome to those who have entered it under such heavy handicaps, I wish to call attention to the need of special educational opportunity for a type of child, who, while he differs from the average child just as much as the feeble-minded child does, differs in the opposite direction. I refer to the child of much more than average intelligence,—the child who is called super-normal, or gifted. We know that intelligence is distributed among the total population in such a way that there are approximately as many children at the high end of the scale as at the low; and it must not be forgotten that, as I have said before, these children are just as much different from the average child, in so far as intellectual capacity is concerned, as are those whom we call mentally retarded or feebleminded. If, therefore, children who are different require schooling different from that provided for the average child, it follows that these gifted children are just as much entitled to special classes as children less favored by nature are.

No doubt, to many of my readers, the idea that exceptionally bright children need and should be provided with special classes and special instruction will at first thought seem absurd, if not actually ridiculous. It would seem that children so highly endowed by nature should be able to take care of themselves, and to make their own opportunity. There may also be the feeling, not entirely devoid of envy, that children who are already so fortunate as these children are have no claim upon anyone for special accommodation or special advantages beyond those afforded to the rank and file of ordinary pupils. But exactly the same arguments apply in behalf of these children as those which are urged in support of special provision for the defective and subnormal. They are given special treatment because they are widely different from the average child. Gifted children, too, are different, and just as much so. The fact that they differ in the opposite direction has no effect upon the logic of the argument.

The arguments for special educational provision for children of any sort are of two kinds, which we may call the social and the individualistic. Applying the social argument to the question of special education for gifted children, we may say that society needs every bit of brain-power that can be developed. It is to these children that we should look for our future leaders, and society cannot afford any loss that might be due to the incomplete educational development of those who might otherwise
be its most capable, able, and competent members. On the individualistic side, every child, whether subnormal, normal, or super-normal, and no matter whose child he is, has a right to that kind of education which is best suited to his powers and his needs and which will make for his most complete development. There is another question involved here, also, which seems to me to be a moral one. It is just as important for the bright child to acquire correct habits of work as it is for the dull or average child to do so, whereas in the ordinary classroom the brightest children are likely to have from a fourth to a half of their time in which to loaf, or to invent mischief; and never or rarely have the opportunity of knowing what it means to be obliged to work up to the limit of their powers, or to suffer close competition from their schoolmates. Under such conditions they are very likely to form habits of indolence, carelessness, and inattention. Because of their marked and easy superiority in school work over the other children, there is some danger that they may acquire highly undesirables attitudes of egotism. All these dangers might be avoided by providing for these children special classes and special courses of such a nature as to develop their high powers and fit their particular characteristics.

Because of the always-present fear of doing violence to what are often mistakenly called democratic ideals, the individualistic argument, which we have come to accept without any squeamishness in the case of the subnormal, has in the case of the supernormal generally taken second place after the social one. But I want to urge upon you not to forget that the question which we are discussing does have its individual side,—that no child should be forced to submit to incomplete development of his intellectual powers merely because those powers happen to be above the average. In stressing the social aim of education, as it is called, I fear that we are likely to overlook the right of the individual to have the largest possible measure of development along the lines of his abilities,—and unless the individual has this opportunity, we can realize the social aim only imperfectly at best.

When we think of a retarded child, we call up a picture of a child who is a school grade or two below where he should be at his age. This, however, is a very incomplete and imperfect concept of retardation. As a matter of fact, any child who is in a school grade below that which he might have reached had he been allowed to advance at his own natural pace, is a retarded child. By these standards, we find the gifted child almost always retarded. Curiously enough, in the average school system, we very often find the duller children in grades above where they really belong. So it comes about that ordinary school procedure is to hold back the brighter pupils and to hurry the duller along. Many object to the idea of pushing a bright child through school, but we hear few objections to pushing a dull one. Indeed, the latter process seems generally regarded as quite commendable.

In our smaller school systems it is manifestly impossible to provide special classes for gifted pupils. Even there, however, something could
be and should be done for them. They might be allowed to carry extra studies, be given opportunity to do supplementary work, allowed to work on projects of their own, or in some cases be allowed a double promotion, skipping a grade or part of one.

In an increasing number of our larger cities, classes for such pupils are being provided. In general, these classes are of two types. In the one type, usually known as an acceleration class, the gifted pupil has an opportunity to save some time in his school course. A favorite form of this is to allow the gifted child to do three years of work in two, somewhere in the upper grades or the junior high school. The most common objection to this is that the pupil who does this will enter high school a year younger than the average high school freshman, and will thus be a social misfit. There is some evidence, however, that this objection is not so weighty as it seems. It must be remembered, too, that in these acceleration classes, the idea is not to push the bright child along, but merely to give him a chance to travel at his own natural gait for a few years. Experimental work has shown that the top ten per cent of children are able to do about two years of the work usually given in the ordinary course of study for the lower and middle grades in one year, as well as the average child would do it in the usual time of two years, without doing any damage to their health or suffering any strain.

The other type of special room for gifted children may be called the enrichment room. Here the attempt is to keep the child from traveling through the course of study at a faster pace, but to give him enough supplementary material to fill his time. In practice it has been found very difficult to keep bright children from gaining a little time, even in a very much enriched course. Consequently most special rooms for them represent a compromise, between enrichment and acceleration, with the greater stress upon enrichment.

As to the teacher of such a room it has been shown that an exceptionally able one is required—one who possesses broad scholarship, adequate preparation, and a strong and commanding personality. According to the testimony of many teachers of special rooms for gifted pupils with whom I have corresponded, the chief modifications of method which they notice consist of lessening the amount of drill, decreasing the amount and detail of explanation, and placing much more responsibility for his work upon the pupil himself. Their testimony is practically unanimous that they have no trouble at all with discipline. While bright children sometimes cause trouble in ordinary rooms, because of their lack of employment, when they are placed in a room where they have plenty of work to occupy their attention, and where they must exert themselves to keep up with the rest of the class, their idleness gives place to industry, and they cease to give any trouble on the score of their conduct. These teachers also quite generally declare that gifted pupils, placed in rooms by themselves, do not show any damaging amount of clannishness, snobbery, priggishness, vanity, or other egoistical traits.
MEMORIAL Day was first instituted in 1868 by General John A. Logan, Commander-in-Chief of the Grand Army of the Republic. He issued an order, setting aside the 30th of May, that year, as a day for decorating the graves of Union soldiers, who had fallen in the Civil War. By 1876 every Northern state had adopted May 30th as a legal holiday. Memorial Day was never intended as a day of rejoicing and celebration, a day for recreation, picnics and sports. It was established, that we might not forget the sacrifices and the heroism of the soldiers, who have fought in our recent wars. It is a day for renewed consecration, for calm reflection, and for tearful recollection. It was instituted that we might pay a tribute of respect to those heroes of the past, who have died that this nation might live, that we might honor those heroic men and women, who in every crisis of our national history, have come forward to pledge their lives, their fortunes and their sacred honor, in the holy cause of liberty.

As we view the last remnants, the feeble and fast thinning ranks, of that once Grand Army of the Republic, our minds go back in imagination to the stirring days of '61 to '65. We hear again the words of the immortal Lincoln, as he stands on the steps of the Capitol, and delivers his ultimatum to the South: “In your hands, my dissatisfied fellow countrymen, and not in mine, lies the momentous issue of civil war. You can have no war without being yourselves the aggressors. You have no oath registered in Heaven to break up the Union, while I have the most solemn one to preserve, protect and defend it.” We feel again the thrill as the Sixth Massachusetts regiment, with bands playing and colors flying, marches up Pennsylvania Avenue, and the Capital is safe. We see again the anxious faces, the tear dimmed eyes, and the breaking hearts, as the sons of the North and the sons of the South, march forth to the field of battle. We stand once more on the heights at Gettysburg as the hosts of Blue and Gray gather for the most gigantic conflict of the 19th century. We hear again the roar of the cannonade, and then across the valley of death sweeps the Confederate charge. “The world will little note nor long remember what we say here, but it can never forget what they did there.” The Confederacy reached its high water mark on Little Round Top, and as the beaten armies of Lee recrossed the Potomac, men knew that the Union was saved.

These men of the Civil War seem to us today, to belong to some far away and forgotten age. The issues involved in that great civil conflict carry us back for more than a century. We hear again the eloquence of Daniel Webster on the floor of the United States Senate in 1830, as
he hurls his Philippic against Robert Y. Hayne and the doctrine of “State Sovereignty”. “Whenever my eyes shall be turned to behold for the last time the sun in Heaven, may I not see him shining down on the broken and dishonored fragments of a once glorious Union, upon states dismembered, discordant, belligerent, upon a land rent with civil feud and drenched it may be with fraternal blood. May their last feeble lingering gaze rather behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in all their original lustre, not a single star erased nor a single stripe obscured, bearing for its motto no such miserable interrogatory as, “What is all this worth?”, or, those other words of delusion and folly, “Liberty first and Union afterwards”; but everywhere, spread over its ample folds as they float over the land and in every breeze under the heavens, that other sentiment, dear to every true American heart, “Liberty and Union, now and forever, one and inseparable”.

Once more there comes back to us, also, the ringing words of Andrew Jackson in his proclamation to the Nullifiers in 1832: “The laws of the United States must be enforced. My duty is emphatically pronounced in the Constitution. They, who told you that you might peacefully prevent their execution have deceived you. Their object is disunion and disunion by armed force is treason”. Was our nation a League of Sovereign states, or a national union? This was the issue that led to the Civil War.

Back of this question was the accursed institution of African slavery. State sovereignty was invoked by the South to protect a civilization based on human bondage. Against this system William Lloyd Garrison and the Northern Abolitionists hurled their fiery denunciations. From 1830 to 1860 the contest raged with ever increasing bitterness. Threats of secession and disunion were constantly hurled back at the Abolitionists by the fire eating sons of the South. The long contest over the admission of Texas as a slave state, the Mexican war, fought to gain more slave provinces, the question of slavery in the western territory, all these led up to the Great Slavery Compromise of 1850. For weeks and months the debate went on in the Halls of Congress. Henry Clay, old and feeble, pleaded for compromise and Union. Calhoun, the great pro-slavery champion, denounced the Compromise and urged the South to postpone the issue no longer. William H. Seward, a younger statesman, lifted the debate to a higher plane. “There could be no compromise”, he said, “on a question of moral right. There was a higher law than the Constitution and the moral sense of the age would never permit the enforcement of the Fugitive Slave Law.”

Seward was right. The Compromise of 1850 only postponed the Civil War. The conflict between slavery and freedom still went on. The Fugitive Slave Law, the Kansas-Nebraska Bill, the Dred Scott Decision, kept the fires at fever heat. Forth from the western prairies there now came a new champion of freedom. “A house divided against itself cannot stand. I believe that this government cannot endure permanently
half slave and half free. I do not expect the Union to be dissolved. I do not expect the house to fall. But I do expect it will cease to be divided.”

And so the men in blue fought to save the Union and to free the slave. Their work is long since finished and the Union they saved has become a mighty world power. Soon the taps will sound for the last of these brave warriors of the sixties, and their names will live only in history.

“They fought with Grant on Shiloh’s plain,
They marched with Sherman to the main.
They climbed the heights at Fredericksburg,
They died with Reynolds at Gettysburg.
They sleep today at Arlington,
Their deeds of valor forever done.
Though seventy years have come and gone,
May we not forget these men of sixty-one.”

But other wars too have come and gone. In 1898 we fought a short and decisive war with Spain. This war, too, was fought to free a people from bondage. For four centuries the Spanish monarchy had ruled the Island of Cuba with an iron hand. Cuba was the last pearl in the Spanish crown. The world did not believe our altruistic proclamation that we would free Cuba and then give her independence. But this promise was fulfilled. New deeds of valor added fresh laurels to American military history. Admiral Dewey destroyed the Spanish fleet in Manila Bay. Teddy Roosevelt led his Rough Riders through the jungles of San Juan. Commodore Schley drove Cervera’s fleet upon the rocks at Santiago. Cuba became an independent Spanish American republic. The Spanish-American war was one of the most significant events in our national history. It marked the dawning of a new era, wherein, America shorn of her provincialism, became a world power.

“Let’s not forget these warriors bold
Whose story oft has not been told.
They fought for right in ninety-eight.
They fought to free and make a state.
They died to free a foreign land.
They sleep today on Cuba’s strand.”

And now we come to the heroes of the Great World War. This war was fought “to make the world safe for democracy.” For more than a century the forces of conflict had been gathering for this titanic struggle of the nations. “Liberty”, “Fraternity”, “Equality” were the great watchwords of the French Revolution. Throughout the 19th century these ideals had continued to advance. Everywhere men strove for political and economic freedom. Everywhere submerged races and peoples struggled for independence and national self expression. But Kings and Autocrats still ruled the world. They sat upon the thrones of great empires. They gave law to millions, who had never breathed the breath
of freedom. In the hollow of their hands they held the destiny of nations. At their despotic command, thousands marched, ready to fight and die to fulfill their autocratic will.

But the day of reckoning was at hand. Now other thousands were gathering on the field of Armageddon. The hosts of freedom were being marshalled from every quarter of the globe.

“They came from proud New England’s granite hills
And Australia’s golden strand.
They came from the sun-kissed peaks of the Rockies,
And Canada’s far north land.
They came from India’s teeming millions,
And Sahara’s burning sands.
They came from Siberia’s cheerless wastes,
And Arabia’s roving bands.”

What need is there to recount the heroism of the “Doughboys”, who died on the war torn fields of France. The muddy trenches, the deadly gas, the shrieking shrapnel, the bursting shells, can never be forgotten. Far from home and loved ones, these men, too, fought in a foreign land, fought not for selfish interests, but for the freedom of a world. History records no more heroic service than that of these men, who died on foreign battlefields that men and nations might be free.

But it is not enough that we should pay a tribute of respect to these heroes of the past. “It is rather for us to be here dedicated to the great task remaining before us, that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom; and that government of the people, by the people and for the people, shall not perish from the earth.”

The problems of world democracy are not all solved yet. New forms of despotism have arisen in this post-war period to challenge the sovereignty of the people. Human greed, selfishness and hatred still menace the world with war and destruction. Demagogy and jingoism are still mistaken for statesmanship. Gangsters and criminals terrorize the land and exercise a sinister influence over the civic and business life of the nation. Laws are flouted and constitutions are nullified as of old. Millions are suffering today from world wide economic depression. In the midst of plenty, amid a surplus of machine made goods, men and women dying of want and starvation. The post-war period has witnessed an unparalleled increase in public expenditures, public debts and public taxation. Peace hath her problems no less than war, and unless we carry on, these men we honor, shall have died in vain.

“To you from failing hands we throw the torch,
Be yours to hold it high.
If ye break faith with us who die,
We shall not sleep, though poppies grow in
Flanders Fields.”