

II

RESOLVED, That the use of public money for public school education entitles the general public to a good citizenship product from the public schools. The school curriculum should be adjusted to recognize the importance of character education as equal to that of other types of education.

III

RESOLVED, That the sanctions for character education in public school be the human sanctions, that is, the Constitution of the Nation and those of the States, federal and state laws, police and health regulations, and especially the common standards of good conduct which are sanctioned by human experience;

That the religious sanctions for conduct and character be taught the children and made effective by the churches, under the leadership of their clergymen and religious workers; and,

That there be nothing introduced into the character education in the schools which will be out of sympathy with or disrespectful toward religious education in the churches.

IV

RESOLVED, That character education be considered as permeating all subjects and appropriate at any time.

V

RESOLVED, That in planning character education as an important element in the public schools regard be had for two phases of the school situation:

- (a) The ability of the teachers. Avoid complicated plans.
- (b) The capacity of the children for interest in, understanding and fulfillment of, moral ideals. Avoid requirements beyond the possibility of achievement.

VI

RESOLVED, That teacher training should include preparation for character education work, so that graduates, on taking positions as classroom teachers, will have as clear and positive ideas as to the work they will do in this field as they now have in other fields of education, and will have skill for successful encouragement and guidance of pupils in good conduct and character.

A PLATFORM OF SERVICE

A PLATFORM of service which every teacher can understand and work for has been adopted by the National Education Association. That it expresses in dynamic form the ideals that the Association has been developing throughout its sixty-six years of growth is evident:

1. A competent, well-trained teacher in every public-school position.
2. Increased facilities for the training of teachers, and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.
3. Such an awakening of the people to a realization of the importance and value of education as will elevate the profession of teaching to a higher plane in the public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service.
4. Continued and thorough investigation of educational problems as the basis for revised educational standards and methods.
5. The establishment of a Department of Education with Secretary in the President's Cabinet, and Federal aid to encourage and assist the States in the promotion of education.
6. The unification and federation of the educational forces of the country in one

great professional organization devoted to the advancement of the teaching profession, and through education, the promotion of the highest welfare of the Nation.

7. Active assistance to State and local affiliated associations in securing needed legislation and in promoting the interests of such associations and the welfare of their members.

8. Equal salaries for equal service to all teachers of equivalent training, experience, and success, and the promotion of sympathetic co-operation between school authorities and teachers by utilizing under recognized authority and responsible leadership suggestions and advice based upon classroom experience.

9. Co-operation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.

10. The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

NEW SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS

To provide the entire student body with broad training and preparation for the duties and practice of citizenship is the chief object in the specially endowed school of citizenship and public affairs opened at Syracuse University this year as an integral part of the liberal arts college. It is the purpose of the founder of the school to impress upon university men and women the responsibility of becoming and producing well-informed and competent leaders in public affairs, to assist in training teachers for the high schools and colleges in modern methods and materials of instruction in

government, and to prepare selected men and women for careers in civic administration and research, and for an intelligent official relation to the general public and modern public organizations, local, State, and National.

Provision has been made for graduate study leading to the degree of master of science. Official surveys in local, State, and National Government will furnish the basis for these. In graduate work the school at Syracuse will be affiliated with the National Institute of Public Administration of New York City. A fellowship fund has been provided for graduate students of marked ability.

—*School Life.*

A FAIR START

If we believe that the American ideal which suggests that every individual should have an opportunity for making the most of himself is more important than amassing wealth, more important than any other governmental enterprise, then we shall certainly support our schools. It is the obligation of our profession to hold before the people of the United States this ideal of the founders of our republic. We must seek to develop that standard of values which places opportunity for individual growth and development above any other good which can be secured. We must help our public to stand fast and to work, yes, even to sacrifice, in order that the day may come in America when there shall be guaranteed to all "a fair start and an equal chance in the race of life"—GEORGE D. STRAYER

I believe in play as the child's normal effort to understand himself through free self expression, and I believe too in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

—*Randall J. Condon*