been recruited almost entirely from the ranks of teachers who have shown some aptitude for guidance and have had some specialized training for it.

Director of personnel. Personnel work and guidance work in its most progressive form are practically identical. The personnel worker has as his aim the adjustment of the individual through counselling based on a careful, objective study of him and his needs, as such study is made possible by the use of accurate records, case material, and the application of various tests and measurements. The modern trained director of guidance secures his information in the same way. In educational institutions the two terms are now interchangeable; in the business world, the term personnel director is the one generally used. The personnel director in a business or industry is concerned primarily with the employment of persons who are best fitted for the jobs for which they are employed and with eliminating maladjustments among those already employed to the end that efficiency may be increased. Personnel directors and members of personnel departments have made for themselves a position of authority and importance in the business and industrial world, as well as in the school world.

Visiting teacher. The visiting teacher is a combination of teacher and social worker. She must know schools and classroom problems and she must be trained in family case work. She visits in the homes of maladjusted pupils in an effort to determine whether the source of the school difficulty may lie in bad home conditions and to effect a change in those conditions whenever that is possible. She, in common with other social case workers, must understand the principles of guidance and be skilled in the techniques of guidance.

Other kinds of guidance work will undoubtedly develop in time, still further enlarging the occupational field. Already this type of work has added to available positions, because it offers a new service in addition to other services which were being, and are continuing to be, performed. The guidance expert in schools and colleges does not replace a teacher. He is an additional officer on the staff. The same thing is true in business and industry; the personnel director and his staff are additions to the total force of workers. Furthermore, guidance offers an opportunity for satisfying occupation for those who like to work intimately with individuals, and who have a strong bent toward sociology and psychology, as well, possibly, as toward education.

Florence E. Boehmer

RESOLUTIONS ADOPTED BY VIRGINIA EDUCATION ASSOCIATION, NOVEMBER 25, 1932

1. Public education is a fundamental necessity in a democratic society. Upon it depend the stability and perpetuation of our most cherished political and social institutions. Impairment of the schools weakens the rights of all citizens and endangers our democratic social order. In this time of economic emergency, the necessity for proper maintenance of public education is especially urgent.

2. The proper maintenance and development of the public school system of Virginia is seriously threatened at this time of special need for strengthened, improved and enlarged opportunities of free public education. Intelligent inquiry into the costs of public education and a sincere effort to reduce them to the lowest point consistent with efficiency are desirable. The Virginia Education Association not only welcomes, but also initiates and encourages, such inquiry and effort; but it insists that the public school system must not be weakened or destroyed by blind and unreasoning attacks not justified by the economic emergency.

3. It is the solemn duty of the Virginia Education Association to warn the people
of the State of the crisis which the school system faces and to seek to arouse them from their apparent apathy and indifference toward the problems and needs of public education. When the public schools are in danger of being seriously crippled, either at the hands of those to whom the community has formerly looked for political and financial leadership or from any other cause, the duty of all good citizens to give them the attention, interest, and devotion which are necessary to preserve them becomes paramount.

4. There is a responsibility on teachers now as, perhaps, never before to assume definitely their rightful position as community leaders and to use that position to maintain decent educational standards so that the community of tomorrow will not be hampered by the demoralizing financial conditions of today. To this end, they must be informed not only as to classroom technique and similar professional matters but also as to community conditions, economic and political conditions and problems, etc., so that through this knowledge they may interpret situations expertly and exercise an intelligent leadership.

5. Public education is a state function. This generally accepted principle is included in the Constitution of Virginia in the provision that the General Assembly shall establish and maintain an efficient system of free schools throughout the State. Recent amendments to the Constitution segregating to the State important sources of revenue formerly available to the political subdivisions of the State for the local support of public education make recognition of this principle by the General Assembly even more imperative than heretofore. Therefore, the Virginia Education Association reaffirms its endorsement of the program for public education presented by the State Board of Education and State Superintendent of Public Instruction to the General Assembly of 1932 and expresses its appreciation to those members of that Assembly who gave serious consideration to the problems of education and to appropriations therefor. It urges the election to the next General Assembly of representatives who will support the said program to the extent of making the necessary appropriations from state funds to put it into operation at the earliest possible moment, thereby relieving the localities of excessive local taxation for a state function.

6. The Virginia Education Association approves and endorses the teachers' retirement plan prepared by the special committee of the Association and approved by the committee of the General Assembly appointed to study the problem. It urges the enactment of this plan, or a similar just and equitable plan, into law by the next General Assembly and instructs the legislative committee of the Association to use all proper means to secure such enactment.

7. The Virginia Education Association requests the local and district associations to study the question of the continuance of the present Teachers' Retirement Fund Law, so that the opinion of the associations may be ascertained.

8. The Virginia Education Association expresses its appreciation to the State Board of Education for planning and launching a co-operative State Curriculum Program in an effort to provide a modern curriculum to meet modern needs, and pledges its support and allegiance to the ultimate realization of the program. It especially commends State Board of Education Bulletin XV, 2, "Procedures for Virginia State Curriculum Program," and urges that all teachers and school officials make the fullest possible use of this hand-book.

9. The Virginia Education Association recognizes that adequate attention to curriculum study and to other purely professional phases of school work is a necessity in any well-organized school system, and commends the emphasis which the State Board of Education and State Department of Education are placing on such professional mat-
ters. It feels, however, that the present emergency demands the fullest possible attention to problems of school finance and administration and respectfully requests that the State Board of Education and State Department of Education concern themselves actively and vigorously with these problems at this particular time. The best attainment in any professional matter will be impossible if the state cannot employ properly prepared and decently paid teachers to contribute to such attainment. The best curriculum in the world will be valueless if there are not decently supported schools to use it.

10. The Virginia Education Association commends the teachers of Virginia for the self-sacrificing loyalty to the cause of education which they have displayed in the economic emergency. We especially commend the spirit which has led numerous teachers to keep schools open by voluntary contribution of their services without pay. The Association wishes to express itself, however, as disapproving such contributions in the future. While they may have been advisable as a temporary expedient, they do not, in the long run, contribute to the upbuilding of a sound educational system. There is no more reason for teachers and principals serving the public without compensation than there is for any other public officials or employees doing so. The state school system should no more be dependent on charity than should the highways or courts of justice or any other public enterprise.

11. The Virginia Education Association should continue unabated its efforts to promote the general interests of education, but it should devote itself more definitely to its duty as a professional organization to promote and protect the professional interests of its members. Such activity is particularly needed at this time when the rights of teachers as professional workers are being ignored or abused in so many instances.

12. The Virginia Journal of Education should be devoted, editorially and otherwise, more largely, more specifically, and more aggressively to the promotion and protection of teachers' rights and interests.

John E. Martin
Miss Leslie Fox
J. L. Jarman
Miss McLester
Henry G. Ellis, Chairman
Committee.

GLEANED FROM EDUCATIONAL MAGAZINES

REWARDED

Professor—You have now been in service twenty-five years, I believe, Mary?
Faithful Domestic (expectantly)—Yes, sir.
Professor—Well, as a reward for your faithful services, I have decided to name after you the new species of beetle I have just discovered.

THE LAW OF AVERAGES

Professor—I say, what's the idea of dating this postcard the twelfth when today's the ninth?
His Wife—Because, dear, I'm asking you to mail it.

Wife (to absent-minded professor)—Your hat is on the wrong way, dear.
Professor—How do you 'know which way I'm going?

INHERITED OR ACQUIRED?

Teacher—Why do you always add up wrongly?
Student—I don't know.
Teacher—Does anyone help you?
Student—Yes, my father.
Teacher—What is his business?
Student—He's a waiter.

WHEN GREEK MEETS GREEK

Tailor: “Euripides?”
Professor: “Yes, Eumenides.”