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What the Teacher Can Do During 1934

THE YEAR 1934 should bring to American teachers unusual opportunities for unique and outstanding public service. As earlier editorials have pointed out, the old order is gone. No informed person now really believes that America desires or could go back to the days of the twenties. This is a time of transition. We could not if we would establish immediately permanent plans and policies. It will take time to work out the new order in America. How long it will take depends primarily on what the teachers are able to do thru the schools. There must inevitably be a greater leadership on the part of teachers, a greater dependence upon the school, upon teachers, and upon teaching in the effort to reconstruct American life and to work out the values and the plans for the new order. As in the days when pioneer democracy was conquering the wilderness, the school must again become the House of the People, a place where all shall meet to discuss their common needs and aspirations.

1934 may bring many discouragements and disillusionments. There are dark clouds on the international horizon. Unemployment may get worse rather than better. The insidious attacks on President Roosevelt's program by greedy interests may weaken its effectiveness. Partisanship and petty dissension may delay our efforts at recovery. Without minimizing these possibilities of difficulty and disaster, teachers are in a position to exert a powerful influence on the positive side. They can help people to face the facts without losing confidence. They can help people to understand better the underlying changes that are taking place and to adapt their lives to them. They can probably do more than any other group in the nation to pre-

serve the fundamental ideals that have made the nation great while at the same time helping to bring about the changes

tion to apply those principles to finance, to industry, to agriculture, and even to international affairs.

GIVE PRESIDENT ROOSEVELT A CHANCE—The President of the United States is carrying a prodigious load of responsibility. As befits a time of rapid change and great confusion, many of his policies are frankly experimental. That is a source of strength and he should be given the freedom and the opportunity necessary to bring about the new order toward which he is working. This is no time for petty partisanship, premature criticism, and a division of forces. It is rather a time for faith, cooperation, sacrifice, and a willingness on the part of every citizen to do his part.

which the new conditions make necessary.

In the management of his own life and in the guidance of others, the teacher who faces 1934 can determine to do so with courage and good cheer, courage to understand as clearly as possible the realities of the situation without losing faith in the future; good cheer in the confidence that the great traditions of America are deep enough to steady the ship of state thru the changes that lie ahead. *Let there be no loss of faith in democracy.* Rather let the teacher lead the people to see that *American life has been best at precisely those points where it has been most democratic.* Let the teachers lead the people to see that just as it was possible for our forefathers to apply the principles of selfgovernment in the political field, it should be possible for our genera-

Let every teacher work out for himself a program of action for the year 1934. Such a program might read something like this:

First, to keep myself physically, mentally, and spiritually fit in order that there may be strength to meet each day with courage and good cheer.

Second, in all the personal relationships of family, neighborhood, and occupation to encourage people to turn their attention to those abiding values upon which the good life is built.

Third, to endeavor as a teacher who occupies a place of responsible intellectual leadership to inform myself on issues before the people.

Fourth, to teach with skill and energy, as tho the very existence of democratic civilization depended upon my teaching.

Fifth, to give thought and attention to the whole life outlook of

those who are in my classes—to teach people as well as subjects.

Sixth, to keep in close touch with the home and neighborhood life and aspirations of those whom my school serves.

Seventh, to join with other citizens to see that leaders of integrity and ability are elected to public office.

Eighth, to support and encourage others to support the leaders in government who seek to bring about necessary economic reforms.

Ninth, to teach the people to understand the fundamental place of free universal education as the foundation of a democratic system of life.

Tenth, to join with other teachers in locality, state, and nation in a common effort to improve the teaching profession and to safeguard the welfare of children.

—Joy Elmer Morgan.

LET ME emphasize the duty of all educated men to serve their country with devotion and sacrifice in peace as well as in war. Serve her by sacrifice in order to take public office—elective or appointive office; serve her by your personal exertion in the towns, in the cities, in the communities where you live. Look for the means, the chance, the opportunity to serve democratic government. It is in democracy that the hope of the world lies. Take every chance that comes to you and make chances, if they do not come, for serving the public welfare.—Charles W. Eliot.

How 1776 Has Been Undone

IN 1776 our forefathers fought to free themselves from the political despotism of George III. It now becomes increasingly plain that for the political oppression of a foreign king, we have substituted the financial domination of great corporate empires that reach into our homes and our neighborhoods with a power personal, immediate, and intense.

The following excerpts are taken from a book entitled *The Modern Corporation and Private Property* by Adolf A. Berle and Gardiner C. Means [Macmillan, 1933].

"The size of the modern giant corporation is difficult to grasp. Many people would consider large a corporation having assets of a million dollars or an income of \$50,000. Measured by the average corporation this idea would be justified. In 1927 two-thirds of all corporations reporting net incomes earned less than \$5000 each. The average non-banking corporation in that year had an income of only \$22,000, and gross assets of but \$570,000. In comparison with the average corporation the million-dollar company would be large. *But in comparison to the great modern corporation, both are pigmies.* On the basis of assets, the American Telephone and Telegraph Company would be equivalent to over 8000 average-sized corporations, and both the United States Steel Corporation and the Pennsylvania Railroad Company to over 4000. A hundred-million-dollar company would be equivalent in assets to nearly 200 average corporations. Clearly such great organisms are not to be thought of in the same terms as the average company. *Already the Telephone Company controls more wealth than is contained within the borders of twenty-one of the states in the country.*

"The great extent to which economic

activity is today carried on by such large enterprises is clearly indicated by a list of the two hundred largest non-

Who Controls Business?

THE FOLLOWING assets of fifteen non-banking corporations in the United States on or about January 1930, give a striking picture of America's economic oligarchy.

Alleghany Corp.	\$1,600,000,000
American Tel. & Tel.	4,228,400,000
Anaconda Copper Mining	680,600,000
Baltimore and Ohio	1,040,800,000
Bethlehem Steel Corp.	801,600,000
Consolidated Gas of N. Y.	1,171,500,000
Electric Bond and Share	756,000,000
Ford Motor Co.	761,000,000
General Electric Co.	515,700,000
General Motors	1,400,000,000
New York Central R. R.	2,250,000,000
Pennsylvania R. R.	2,600,000,000
Southern Pacific Co.	2,156,700,000
Standard Oil of N. J.	1,767,300,000
United States Steel Corp.	2,286,100,000

[Abridged from a list of 200 corporations by Berle and Means]

banking corporations, compiled as of January 1, 1930. Nearly all of these companies had assets of over one hundred million dollars, and fifteen had assets of over a billion dollars. Their combined assets amounted to eighty-one billions of dollars or nearly half of all corporate wealth in the United States."

In an article entitled "Who Controls Business?" in the *New Republic* for July 26, 1933, K. W. Stillman points out that

"Of the 200 largest corporations studied by Berle and Means, only ten, representing about 2 percent of the total assets of the group, are controlled by owners of a majority of the outstanding stock. *All the other 190 corporations are controlled by closely integrated groups of minority stockholders, by various*

legal devices, or by the managements. Pyramiding thru holding companies has been a favorite method in recent years to get cheap control over great corporate interests. The Van Sweringens are said to have retained control over eight Class One railroads having total assets of more than two billion dollars with a total investment of twenty million. With about one million invested, H. L. Doherty and his associates maintain control over the one billion assets of the Cities Service interests. An investment of one million dollars controls the one billion dollar assets of Standard Gas and Electric Company."

"Such consolidation and mass production have been followed by the ruthless discharge of men, and the insecurity of large masses of workers has become increasingly great," according to Harry W. Laidler in his study, *Concentration of Control in American Industry* [Crowell, 1931]. To quote:

In periods of depression, the larger corporations are more inclined than are the smaller concerns to shut down their plants completely, discharge their men, and accept the losses from idleness rather than from greatly reduced prices.

One of the grave dangers of presentday concentration lies in the fear on the part of all classes of our population of offending those at the helm of the giant industries. To large numbers of business men, professional men and women, as well as to unskilled workers, the displeasure of a great corporate unit means their economic disfranchisement and the utter loss of their livelihood, even perhaps the starvation of their family.

Constant pressure is therefore brought upon them to conform to the views of big business and to repress any political, economic, or social opinions that may not coincide with the accepted policies of the industrial feudal lords. A group of "yes-men" is being developed who can be little depended upon to give battle for the rights of man when those rights conflict with the entrenched "rights" of private property. [Use this material in your classes.]

WE USED TO have villages. Now they are becoming just branches of big towns. Keep on the way you are going, and Main Street will become just a string of branch managers—the grocery-store manager from Philadelphia, the shoe-store manager from Boston, the drug-store manager from Pittsburgh, the hat-store manager from Newark, the branch bank manager from God Knows Where—and nobody from your town but the fellow who sweeps the floor and carries the bundles. What opportunity can there be in your town for your sons? The only opportunity you can offer them will be a railroad ticket on the main line for New York, where they can go and learn to be branch managers in other men's towns. What we spend will go out of town by way of the store, and what we save will go out of town by way of the banks. The chains will get us, coming and going.—George Hensel, banker, Quarryville, Pennsylvania, in *The Red Book*, October 1933. [See also Louis D. Brandeis' *Other People's Money*. Jacket Library, 15 cents.]

The Emergency Commission in Action

JOHN K. NORTON

Chairman, Joint Commission on the Emergency in Education

FACTS ON THE EDUCATIONAL CRISIS—When the Joint Commission on the Emergency in Education was appointed a year ago, it immediately recognized the need for comprehensive and current facts concerning the effect of the depression on the schools. There was little appreciation among the rank and file of the citizens of the nation that forces generated by the depression were seriously harming education in many communities.

During the past year the Commission, assisted by the headquarters staff of the National Education Association, has continuously assembled and widely disseminated facts concerning the current crisis in education. A survey of the educational situation was recently completed which involved the sending of a communication to every county superintendent of schools in the United States. This survey revealed approximately 2000 schools which have been unable to open this year due to lack of funds. A year ago there were but 40 such schools. These 2000 schools enrol 100,000 children. It was predicted by the county superintendents of schools reporting, that financial difficulties would force 20,000 schools, enrolling more than 1,000,000 children, to close before April 1st. It was reported that 209,000 teachers during 1933-34 would receive salaries so low that they would be illegal if paid by an enterprise operating under the Blue Eagle.

Disseminating the facts—Facts gathered by the Commission have been widely disseminated and have received nationwide attention in newspapers, periodicals, and radio broadcasts. The nation is rapidly being brought to a full realization of the fact that there is a crisis in education of the most serious proportions. The Commission will continue to collect and disseminate facts in order that the people may be informed as to the condition of their schools. Many of the states and thousands of local communities are supplementing the national figures with detailed facts concerning their particular situations.

Recognizing the possibilities of American Education Week as a means of gathering support for the schools, the Joint Commission cooperated with the National Committee on American Edu-

cation Week in sponsoring the observance of American Education Week, November 6-12, 1933. The theme selected was "Meeting the Emergency in Educa-

THE JOINT COMMISSION on the Emergency in Education began its work in January 1933. It has been one of the most active and effective commissions in the Association's history. In this article the Chairman of the Commission describes its achievements, present activities, and future plans. It is thru such efforts as this, carried on aggressively and cooperatively thruout the profession, that we shall safeguard the schools from further injury and lay the foundation for recovery and reconstruction. There has never been a time when the profession needed to mobilize its entire strength more than at the present moment. The enlistment of the entire profession with every teacher at work on its problems is an immediate and pressing challenge.

tion." The observance this year was more widespread than ever before. Thirty-three governors issued American Education Week proclamations. More than two million pieces of literature were distributed to approximately 3500 communities from which requests came. No less than two million adult citizens participated.

It is too early as yet to state that the tide of retrenchment has been stemmed. Large numbers of people, however, are being brought to a full appreciation of the serious effects which the depression is having upon the education of their children. In the continuation of these efforts to keep the public informed lies a defense against unreasonable retrenchment and a foundation upon which educational reconstruction may be built.

Sound bases on which to build programs of school finance—The Commission early recognized that the financial difficulties of the schools are, in many cases, due as much to the nineteenth century system thru which education is financed in this country as to the depression itself. In order to deal with this problem intelligently, the Commission summoned thirty educators, tax experts, and economists to draft a charter of school finance, which might serve as a sound basis for action in each state and

in the nation as a whole. After two weeks of intensive work, this group, representative of every section of the country, completed the *Report of the National Conference on the Financing of Education*.

This *Report* has properly been called "the clearest statement, which is both brief and authoritative," that has yet been issued concerning the modernization of educational finance. Thousands of copies have been distributed in response to a nationwide demand on the part of both educators and laymen. It has already been used by a number of committees of state legislatures responsible for recommending programs for the financing of education. Members of parent-teacher associations and other lay and professional groups are finding this *Report* an excellent basis for study and discussion. A number of state departments of education and state education associations have used this *Report* as a take-off in the development of a program for the reconstruction of their systems for financing education.

The *Report of the National Conference on the Financing of Education* was recently supplemented by the printing, in readily available pamphlet form, of a series of articles on taxation, prepared by Harley L. Lutz, Princeton University authority in public finance, and William G. Carr, director, Research Division, National Education Association. The title of the pamphlet is *Essentials of Taxation*. The articles are now being published in serial form in THE JOURNAL of the National Education Association.

In the foregoing *Report* and series of articles on school finance and taxation may be found a sound basis on which to build an adequate structure for the financing of public education. They deserve careful study, by the rank and file of the teaching profession. Their value will be readily recognized if brought to the attention of the thousands of study and discussion groups, which citizens are organizing in all parts of the country.

There is no better means of meeting the emergency in education than by securing nationwide consideration of the simple but fundamental facts concerning school finance and taxation which are presented in the publications described above.

The federal government and the public schools—The Joint Commission early recognized that if education is to be adequately financed in the present crisis, it will be necessary for the federal government to provide emergency assistance in a number of states. This was the conclusion of the National Conference on the Financing of Education. The Commission is accordingly actively co-operating with a number of important educational and lay organizations, which have reached this same conclusion and are developing a sound legislative program to be presented at the next session of Congress.

There appears to be a large and growing support for emergency assistance to the schools from the federal government. A series of measures whereby this aid may be effectively provided will be drafted before Congress convenes. Whether these measures will receive approval will depend upon a number of circumstances. One of the factors, which will undoubtedly determine the outcome, will be the support which the nation gives this legislation. *If Congressmen feel a strong and insistent demand from large numbers of educators and laymen that something be done to keep the schools open and to protect many communities from a generation of uneducated children, favorable action is likely.* In the absence of such support, vigorously and intelligently given, emergency aid for education will not be provided by the federal government.

A unified national program of action—The Joint Commission on the Emergency in Education is conducting a series of regional conferences in all parts of the nation. These conferences are attended by members of the Board of Consultants, approximately 700 in number, appointed by the Commission to assist in the development of an emergency program and in putting it into action. Since the opening of the current school year, conferences have been held in Detroit, Michigan; Hartford, Connecticut; Birmingham, Alabama; and Washington, D. C.

These conferences are proving indispensable in developing a unity of thought and action in meeting problems of the current educational crisis. The Board of Consultants is rapidly becoming an effective agency thru which the program of the Commission may be adapted to new problems and quickly and effectively translated into nationwide action.

Regional conferences not only offer opportunity for the exchange of experience and practise between several states and communities, which is helpful and

Joint Commission Publications

THE JOINT COMMISSION on the Emergency in Education has issued two highly valuable publications which are described in the accompanying article. For those who wish to order copies complete information is given herewith:

[1] *Report of the National Conference on the Financing of Education*, 68p. 1933. 25¢ per single copy.

[2] *Essentials of Taxation*, 16p. 1933. 15¢ per single copy.

Address orders and make checks payable to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. In quantities, these publications may be secured at the following discounts: 2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33 $\frac{1}{3}$ percent.

desirable, but also to develop plans of action. For example, among the topics discussed at the Birmingham conference were the following:

[1] Results of the depression on the schools, which may be even more serious in decreasing the efficiency of schools than in the actual closing of schools.

[2] Re-evaluation of the purposes, scope, and procedures of public education so as to focus it more directly and more effectively upon the basic social problems of contemporary life.

[3] Programs for acquainting the public with the work of the schools.

[4] Leadership for public education among lay groups.

[5] Tax reforms essential to the adequate financing of education.

[6] Plans for distributing copies of the *Report of the National Conference on the Financing of Education* among leaders of public opinion.

[7] Special state studies of education which aim to place longterm programs before the people of the several states.

Evaluating the schools—At its first meeting the Commission clearly recognized that the current educational difficulties are the outgrowth of other factors as well as the depression. Many intelligent laymen do not understand what the schools are trying to do. Conscientious citizens are raising questions as to whether modifications in the purposes and procedures of the schools can be made, which will make them more effective agencies in training those respon-

sible for meeting the problems of the twentieth century.

The Commission is convinced that the best defense against hysterical retrenchment—in fact the only firm foundation for a better school—is an openminded questioning of educational practises against the background of the complex, cooperative civilization which has been developed in the United States. No one can honestly and intelligently face the problems and trends, which distinguish contemporary life, without clearly recognizing their implications for education. Just what the school of the future will be no one can predict today with certainty. It appears certain, however, that we must not only have education, but more and better education if this nation is to find any permanent solution for its current ills.

The Commission urges a frank consideration on the part of teachers everywhere of the new purposes, scope, and procedures of education which are suggested by the demands of the New Deal. This reconstruction should not be merely a professional matter. In the process of outlining the characteristics of the new school, we should seek to secure the active participation of every serious and socially-minded citizen.

How may teachers prepare themselves to participate in this reappraisal? One step in this direction is to secure a copy of *Recent Social Trends*, which is perhaps the most thoro-going description of a great civilization ever brought together in one study. The Commission has secured the publication of this report in a special one-volume edition, now obtainable from the National Education Association at a price less than half the original cost.

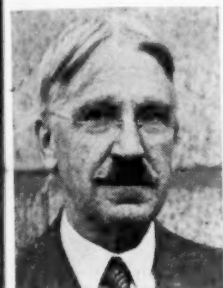
The Commission hopes to issue before the close of the school year a bulletin to aid citizens in evaluating the schools. Such a publication will be useful in organizing community discussions, concerning the type of educational facilities, which must be developed to meet the problems of current life. Such discussions offer a sound defense against ill-considered retrenchment. They also offer a foundation upon which to build a more efficient system of free public education.

Direction of educational advance—It is along the lines, which have been briefly outlined above, that the Joint Commission on the Emergency in Education, its consultants, and thousands of teachers are carrying forward during the current educational crisis.

Restating Our National Goals



FRED J. KELLY, Chief, Higher Education Division, U. S. Office of Education, Washington, D. C. Chairman. Distinguished student of social and economic trends.



JOHN DEWEY, Professor (Emeritus) of Philosophy, Columbia University, N. Y. Honorary president, NEA. Noted philosopher, statesman, and author.



WILLARD E. GIVENS, Superintendent of Schools, Oakland, Calif. Outstanding civic leader. President, California Education Association.

FOR THE past decade America has been passing thru a period of reorganization which has been aptly described as "the corporate revolution." The rate at which the concentration of financial control has taken place is so staggering as to suggest the historic conquests of Alexander, Caesar, and Napoleon.

If the present functioning of the federal government under the National Recovery Act and associated administrative devices seems to violate the spirit of the Constitution and the founding fathers of the United States, we need to realize that the real violation came earlier; that the real encroachments upon the rights of the individual are not primarily political, but financial; that they involve not the state but financial corporate groups of such magnitude that the largest of them controls a wealth greater than that of twenty states and exert over the persons of their employees a degree of control heretofore unmatched except in armies.

America has had her great development because she has put her faith in democracy; because she has given the people a chance to share in the management of their own government and in the management of their own lives; and because thru popular education she has created a high level of intelligence. The time has now come for a still higher level of education with an insistent demand that the people shall have the essential facts necessary to the wise management of their affairs. On this basis our people should be able to work out thru cooperation the problems which they now face.

What should be the goals toward which our country should strive? Can our vaunted ideal of equality of opportunity be realized by allowing unrestrained greed and selfishness? What is education's part in providing an equal chance in life for every child?

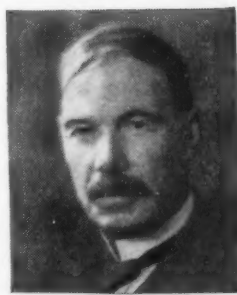
In recent years, the National Education Association has sponsored many studies and reports of educational objectives and of education's part in preparing young men and women for social living. The Commission on the Reorganization of Secondary Education, which published in 1918 its report on *Cardinal Principles of Secondary Education*, outlined a conception of education's responsibility for social welfare far in advance of previously stated objectives.

To attain these seven objectives of social living, however, the schools have been seeking an answer to a prior question: "What kind of society is it into which the educated person is to fit? What kind of society does America want?" To answer this question, the Association in July 1931 passed a resolution creating the Committee on Social-Economic Goals of America.

The committee has been at work during a period of increased emphasis on social statistics as the basis for action. The past few years have witnessed, for example, the White House Conference on Child Health and Protection, the report of the President's Research Committee on Social Trends, and the report of the Wickersham Commission on Law Observance and Enforcement. With these studies as a basis the Committee on Social-Economic Goals has been able to set forth the fundamental social-economic goals, policies, and practises, with more assurance than could have been done at any previous period.

The schools must provide the machinery for the interpretation of social facts and statistics to the people. Thru the report of the committee on social goals the teachers of America are proposing to assume their share of responsibility for building an order based upon these goals.

—Joy Elmer Morgan.



EDWARD A. ROSS, Professor of Sociology, University of Wisconsin, Madison, Wis. Pioneer sociologist, student of government, and author.



ROBERT C. MOORE, Secretary, Illinois State Teachers Association, Carlinville, Ill. Editor, Illinois Teacher. Veteran organizer of teachers.

LEON C. MARSHALL, sometime Professor of Law, Johns Hopkins University, Baltimore, Md. Leading student of law in relation to human progress. It was not possible to secure a picture of Mr. Marshall before THE JOURNAL went to press.

The report of this Committee of widely experienced scholars, working on behalf of the organized teachers of the nation, commands the attention and action of the American people.

PROBABLY not in the entire history of the National Education Association has there been brought together for sustained study and cooperation a more outstanding body of scholars than the six men who have been working for several years on the problem of formulating social and economic goals which would be worthy of the character and genius of the American people. This report, drawn up at a time in the national life so critical that the destiny of future generations is at stake, should give direction to the efforts of the schools to teach the facts of social and economic life, and should lay the foundation for a new outlook in the total life of the people.

Introduction

AT ITS 1931 meeting the National Education Association passed the following resolution:

WHEREAS, The widespread economic disturbance thru which the United States and other nations of the world are passing is evidence of serious social-economic maladjustment, and

WHEREAS, The education of the people of a democracy determines its method of dealing with social-economic problems,

Therefore Be It Resolved, That the Board of Directors of the National Education Association recommend to the President of the Association the appointment of a committee to propose to the Association desirable Social-Economic Goals of America, and that the committee indicate the materials and methods which the schools of the nation should use to attain these goals.

Pursuant to this resolution the committee signing this report was named in the fall of 1932. It held three meetings and submitted a tentative report to the Association on July 6, 1933. This tentative report was circulated widely. With the aid of the criticisms thus elicited, the committee presents herewith its revised report covering some, tho by no means all, "desirable social-economic goals of America." This is the first part of its assigned task. The second part, namely, to "indicate the materials and methods which the schools of the nation should use to attain these goals," must necessarily have awaited the completion of the first part before it could be undertaken. The committee hopes now to undertake the second part of its assignment.

We are aware of a certain naïveté in setting forth the goals for which our American people are presumed to be striving. We make no claim to superior wisdom, and certainly ascribe no authority to our statement. Our report is merely an attempt to bring into bold relief certain important issues upon which we believe the more thoughtful people in general agree, but which tend to become obscured in the current confused social and economic discussions.

The committee sets forth the social-economic goals of America in terms of the things we regard as most desirable for [and presumably as most desired by] the individual American. We believe that the best measure of our social, economic, and political policies and practises will be found in their effectiveness in providing these desirable things for individuals. But culture, personality, and social living are not distinct entities. Their problems have common roots. We would em-

What Are Desirable Social-

phasize, therefore, the mutual inter-play of personality and culture upon each other. Culture molds personality; and conversely, in personality we find the materials and motive powers that make possible change and improvement in culture. *To accept as the approach to our national goals the enrichment of individual personality is, then, not solely to seek a richer and more satisfying life for every individual; it is also to seek the refinement and enlargement of culture with resultant benefit to social living.*

In approaching its assigned task, the committee had to reach agreement upon certain tenets of social philosophy. It now affirms its faith in democracy; its faith in the orderly steps of social evolution, guided dispassionately by intelligence, as a method of adjustment to any social change; and its faith in the efficacy of education to assure an understanding of and zeal for the essential ideals of American life.

Part I. The Need for a Re-statement of National Goals

The brief span of 150 years cannot have extinguished the zeal of the people of the United States to establish justice, insure domestic tranquility, promote the general welfare, and secure the blessings of liberty to themselves and their posterity. Nor do we of today admittedly value less than did our fathers freedom of worship, of speech, and of the press, the right of petition, of a speedy and impartial trial, and the sacredness of life and liberty, against impairment without due process of law.

These historic ideals still constitute the foundation upon which must rest any presentday statement of the social-economic goals of America. But the times demand a translation of these ideals into terms charged with new meaning. Forces of disintegration, alarming in their power, are making Americans aware of the need for a re-statement of our national social-economic goals around which we can rally with enthusiasm.

Our nation was founded that government might serve equally the needs of all people, with special privilege for none. But concentrated wealth has resulted in the formation of a power that often overshadows government and bends it to its purpose.

Our nation was inspired by the ideal that every individual should have oppor-

tunity for the full development of his own capacities unhindered by accidents of birth and social status. Today, extreme inequality in distribution of wealth and control by the few of the instrumentalities of production have closed to many the doors of opportunity.

Our great natural resources once held out to all the promise of useful work and security of living. Millions are now without opportunity to labor and are demoralized by an uncertain and scanty life dependent on charity.

Early conditions fostered friendly cooperation with common participation in life's values. This friendliness has been largely destroyed by brutal competition for private pecuniary gain. Our fathers looked forward to a time when all should have the opportunity to share in the good things of culture. Now, in spite of immensely increased technical resources, multitudes have no chance to enrich their lives with art, science, and worthwhile companionship. Conditions oblige many to keep their minds on material things and limit their aspirations to material ends.

In early days faith in democratic institutions as the effective guarantee of a freer and nobler life was all but universal. Now many of the interests that largely dominate public opinion decry the democratic faith. They preach defeatism or the doctrine that an impoverished life, poor in spiritual and cultural attainment as well as in worldly goods, is inevitable for all but the few.

Basic in all this change has been the apparent weakening in certain of the time-honored virtues which constitute ethical character. Honesty, sobriety, chastity, obedience to law, and other elements of high ethical character were once the common attributes of most leaders of society. Now, with the shift of certain sanctions, these are absent too often in high places, so that the powerful influence of emulation is largely lost.

Most of our social maladjustments spring from conditions hostile to the realization of our native American faith and purpose. In interpreting this faith and purpose for the life of today we reaffirm as our most cherished ideal the opportunity for all our people to develop free, cooperative, rich lives, to stand confidently on their own feet, to judge clearly and effectively by means of their own trained intelligence, to act vigor-

Economic Goals for America?

ously as occasion requires, to enjoy the highest values that modern life now offers to the most privileged, to engage joyously in the free exchanges of a shared life. This ideal determines the nation's social and economic goals.

Part II. Ten Desirable Social-Economic Goals of America

Social and economic policies and practises must be judged by what they do to enrich the lives of individuals. Therefore the desirable social-economic goals of America are stated in terms of the things we covet in the highest degree for the largest possible number of Americans.

[1] **Hereditary strength**—The development of rich personalities depends first of all upon the innate strengths and capacities of the individuals. Whether experiences which are socially desirable produce personal satisfactions is often at base a biological question—a question of the level upon which motives make an effective appeal. Furthermore, proposals for social betterment are often limited in practise by the level of innate capacities of those among whom the proposal is to operate. The development, therefore, of individuals capable of the deepest enjoyments, and the building of a culture designed to enrich the personalities of great numbers of individuals, are alike conditioned by the biological endowment of the people.

Rapid and significant changes are now taking place affecting the hereditary strength of the American people. The birthrate is diminishing in widely varying degrees among many of the groups composing our population. The resulting changes are probably influencing profoundly the nature and quality of our human stock. Many students of the problems of population believe that these changes on the whole are making for biological deterioration.

It would seem that in an enlightened society cultural influences exerted upon mating and conscious control of reproduction might be instituted in such wise as to increase constantly the percentage of our people who are "wellborn," and thereby to raise steadily the average level of innate capacity. While admittedly difficult, progressively larger attainment in this direction is clearly within our reach if we may judge by the positive steps already taken.

[2] **Physical security**—To be born with superior innate capacities is but half the picture; to have these capacities conserved and developed is the other half. A strong hereditary base can be ruined by poor medical attention at or before birth, poor nourishment, improper home care, contaminated milk, a speeding automobile, a gangster's bullet, or any one of a thousand other conditions largely outside the control of the individual.

Physical security today hinges largely upon social regulation. Contagious diseases which once decimated entire populations are fast yielding to medical science. The commercial interest in impure drugs and unwholesome food is slowly but surely yielding to the public interest. The witch doctor's shadow in the form of foolish traditions and superstitions is vanishing before the knowledge with which parents are fortifying their instinctive care of their children. These and other like gains in the care and protection of individuals mark our progress in attaining even greater physical security.

But much remains. Thirty thousand lives a year sacrificed to the speeding automobile; ten thousand trapped by fire; millions improperly nourished even in normal times; other millions underfed in times of depression; as few as 2 percent of children in some communities vaccinated against smallpox—these are but a few of the many evidences that physical security is yet far from realization.

[3] **Participation in an evolving culture**—Every newborn babe is an intricate bundle of latent potentialities, each ready to develop when touched by the sunlight of experience which culture provides. It follows, then, that if a rich and integrated personality is to be attained, the individual must be able to participate effectively in the cultural life that surrounds him. Society must assure to each individual the fullest possible opportunity to come into fruitful contact with culture. All the agencies that play a part in selecting and transmitting the culture of the race—the family, the church, the school, the playground, the library, the newspaper, the theater, the radio, the workshop, and all the rest—share in this task and should recognize their respective responsibilities in it.

[a] **Skills, technics, and knowledges**—Every individual must have command of those skills, technics, and knowledges that will enable him, to the limit of his innate capacities, to use and enjoy the culture of the group. Basic to all others are the arts of communication—language, spoken and written, numbers, music, drawing, and the like—with provisions for facilitating intimate and far-flung contacts with men, goods, and ideas. To this end agencies used in accomplishing these far-flung contacts, such as the radio, the newspaper, the cinema, should be trustworthy, not used for purposes subversive of social living.

The individual should know the essential features of social living. This calls for a substantial understanding of our institutional life; for a working acquaintance with problems of the day and the appropriate solutions; for a grasp of the history of the race. It calls for all these interpreted in terms of a working philosophy of life.

[b] **Values, standards, and outlooks**—There are values, standards, and outlooks that reflect the experience of the race and—most important—regulate the attention of the individual, determine his choices, organize his activities, and shape his personality. The basis of human motivation is found just here—what is right, what is wrong; what is good, what is bad. Responsiveness to motives which harmonize selfinterests with social interests will grow by virtue of better appreciation of the values, standards, and outlooks which actuate human conduct.

In this realm lies one of the most perplexing problems faced by society today. For individuals to reject racial standards *in toto* means chaos; to accept them all means stagnation. How to cultivate a critical attitude without nullifying the controlling influence upon conduct of all standards and values is the problem. The role of the expert in social science is little understood. That the energies of many are being dissipated in fruitless attempts to be critical of values and standards which they are not prepared to appraise, is quite obvious. It seems clear also that with the present enormous amount of information and experience bearing upon almost any one of these standards and values, no one person, however competent and critical, can encompass the whole field. Each must accept values as established by others in whom he has confidence. Furthermore, to see each value clearly in the pattern of the whole social fabric

LET every teacher make himself a student of these social-economic goals and interpret them to the people. The teacher's responsibility for leadership among his adult associates in the community is today no less pressing than his duties in the classroom. Formal study will avail youth little if the social order is wrecked before they reach the threshold of active participation in affairs. The school must learn to value and cultivate the adult mind as well as the child mind. The high school must become again the people's college. Citizens everywhere must be led to study, to understand, and to debate again the issues and ideals of American democracy. They must be led to use the enriched resources which are now available for the building of a culture which will arouse the enthusiasm and devotion of our people. Democratic civilization is at stake.—J. E. M.

calls for many critical minds brought to focus upon the mutual interrelationships of all these standards and values.

Apart from intellectual values and standards there is a large group at the emotional level of our experience. Non-rational behavior growing out of one's feelings is far more characteristic of man than his hard-won and recently acquired rationalism. The enrichment of personality in terms of esthetic and emotional values and standards is a vital need, and properly the concern of the social order.

Since, in default of constructive, planned action, the personality will be shaped by habitual, customary, and traditional standards, thus impeding both social progress and individual self-realization, society must provide for the proper derivation and utilization of values, standards, and outlooks in the enrichment of life.

[4] **An active, flexible personality**—Participation in our cultural resources should promote personalities who are active, not passive and inert; who are motivated by intelligently chosen purposes, not by unguided impulse from within or casual pressure from without; who are not set and rigid but who re-adapt flexibly to social change and to the consequences of their own prior conduct; who express their individual differences, but who do it in ways that are cooperative and socially contributory, not self-centered and egoistic.

In view of the social maladjustments that work against these ends economic and social goals must be consciously pursued that will foster:

[a] **Personal initiative**—At present multitudes are engaged in mechanical and monotonous pursuits that thwart the exercise of initiative. They engage chiefly in carrying out plans made by others with no original activity on their own part. Only automatic routine habits are encouraged. Initiative is deadened and power to welcome and to carry responsibility correspondingly paralyzed. The resulting enfeeblement of person-

ality extends its influence into political life and threatens the success of democratic institutions. Opportunities should be multiplied to share actively in the formation of industrial and social plans, and to accept personal active responsibility for their realization.

[b] **Discriminating judgment and choice**—Integrated personality and a coherent social order can be maintained under present conditions only as individuals are trained to think clearly and to the point, and to act in accordance with the outcome of their thinking. This demands that all individuals shall seek for the facts concerned, weigh evidence honestly, and resist prejudice and class interest. To achieve this end the channels of information must be kept clear, and individuals must learn to protect themselves from the flood of meaningless or biased material that now pours in from so many quarters.

[c] **Flexibility of thought and conduct**—Our society is characterized by rapid pace and constant change, while generally speaking our minds have been attuned to expect that things will remain practically unchanged. The consequence is great friction, with undue disintegration and disorganization. Stability becomes rigidity. Our people are not taught to understand how habits are formed and changed and how they are modified thru flexible re-adaptation to new occasions. Mental disorders and personal disintegrations are so on the increase as to create a major social problem. The situation demands more than merely curative measures. Only individuals habituated to adjust to changes and to integrate them into their own personality can meet the necessities of the situation. Society must recognize the difference between stability and the preservation of what has been. They must see that change is normal. Personalities must be habituated in flexibility.

[d] **Individual differences**—Traits that are distinctive and unique are not only the sources of one's own keenest satisfactions, but also the ultimate source

of all fruitful social change. Present social conditions too often suppress these qualities in the many by enforcing regimentation and conformity, while in the few they are stimulated into one-sided egoistic activity at variance with the needs and rights of others.

[e] **Cooperativeness**—As a rule, the extent to which people resort to mutual voluntary cooperation is far below the point of maximum advantage. Continually people fail to cooperate when they would greatly benefit by so doing, and abandon cooperative efforts because of petty bickerings, suspicions, jealousy, and bossism. The young should be so educated that as adults they will readily resort to democratic cooperation. In home, classroom, workshop, and on playground, the young should become habituated to smooth, effective, and enjoyable teamwork until cooperation becomes "second nature."

[5] **Suitable occupation**—A congenial life work is a first requisite of a rich personality. Society can help in three distinct ways to make this possible:

[a] **Guidance**—Society should provide counsel as to what vocations youths should fit themselves for, taking into account the gifts, aptitudes, and tastes of the individual as well as the prospects of the various callings.

[b] **Training**—With appropriate regard to what guidance efforts reveal, society should make available to all youths, according to individual liking and social need, the chief skills and techniques which underlie current reputable modes of obtaining a living.

[c] **Placement and advancement**—The individual worker today is in many cases so far removed from the control of his own occupational fate that society has a stake in connecting him with a fitting job and in seeing to it that progress in his occupation results normally from efficient work.

[6] **Economic security**—The deplorable economic conditions of today are apparent to everyone. How utterly

devastating to personality, and how completely destructive of most of the things we cherish, is a breakdown of our national [and international] economic machinery! Recent amazing revelations of the connection of certain industrialists, financiers, and organizations with practices inimical to public welfare make clear the sinister power which may reside in vast accumulations of wealth. This same sinister influence has infected financial and industrial life thruout the country. Even the many aspects of our ugly plight which seem not to be the result of selfish manipulation point to the need for greatly increased economic planning in the public interest.

We have, to be sure, set up certain standards of economic security; some legal, some with such extra-legal sanctions as public opinion, conscience, and our ideas of common decency. At the wretched lowest, there are poorhouses, paupers' graves, private "charity," public "reliefs"—mention of which serves the useful purpose of emphasizing how far we have advanced from being content with such makeshifts. Increasingly, we think in terms of the right to a job, the minimum wage, the legal dismissal wage, security of tenure, mothers' pensions, compensation for industrial accidents and disease, old-age insurance, unemployment insurance, and similar devices.

The same outlook guides the establishment of certain minimum standards of "safe" participation in business enterprise. In particular, as business risks have developed, we have arranged for various types of "limited liability"; for bankruptcy proceedings which in some sense wipe the slate of business mistakes and disasters; and for debtors' exemption laws that leave the business debtor at least a modicum of economic security.

It is obvious, tho, that the devices and agencies currently employed to confer economic security are wholly inadequate. That they fail to meet the wishes or the needs of large numbers of persons may be seen in the strenuous efforts of many individuals to provide private means of security in old age, in unemployment, and for their children; and in the large number of cases of mental disorder chargeable, allegedly at least, to worry over lack of economic security. Still more striking and pitiful are the conditions of the unemployed, with all the well-authenticated perils to personality.

[7] **Mental Security**—"What, indeed, may we believe?" Individual personality and public welfare depend upon

a satisfactory answer to that question.

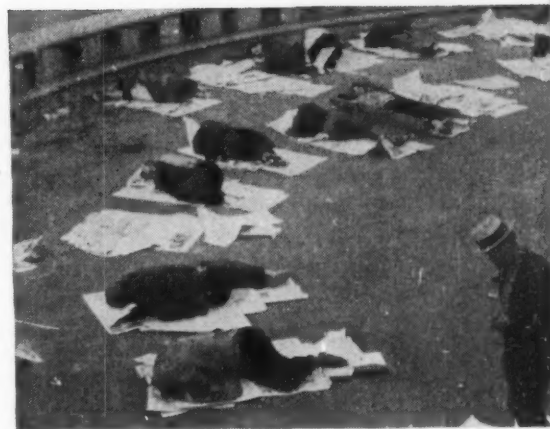
Above our heads, giant profit-seeking concerns fight for the privilege of writing on our minds something that will help them make money. Truth-seeking and truth-telling organizations abound, but they cannot offer as much for an opportunity to enlighten the people as Mammon will pay for an opportunity to fool them.

Society has had great success in finding disinterested truth lovers and enlisting them in its service; but their voice is feeble these days in comparison with the commercialized press, screen, and radio. If amid the din of advertising ballyhoo the public knew where it could hear a clear trustworthy voice, would it not listen in? The air channels should not be monopolized as now by gainseekers; more of them should stand open to educational institutions. The fact that some educational instrument, the cinema, for example, is under private control does not absolve the owner from responsibility to use it with regard for public interest.

The more we are plied with untruth, the more we need truth. We Americans ought to go in fear of the powerful commercial interests that are trying to exploit us thru gaining control of our thoughts and opinions. What irony that at the time when the truth is being discovered at a rate never before known, the truth about matters essential to our welfare is being systematically obscured as never before! Just as society has brought pure drinking water to the houses and the highways, so it ought to bring pure truth within our reach at every point and on every matter where non-social agencies are interested in hoodwinking us.

[8] **Equality of opportunity**—Our nation had its birth in a struggle for equality as opposed to special privilege. Its birthcry, the Declaration of Independence, began with the statement: "We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

In the light of modern knowledge of individual differences, we do not construe this to mean equality of powers and abilities or of other innate or acquired personal traits. But equality as a social principle means equality of rights and opportunities, therefore no special privileges; it means the equal chance to attain to



MILLIONS are now without opportunity to labor and are demoralized by an uncertain and scanty life dependent on charity." [1] Unemployed men sleeping on newspapers in the park; [2] preparing for "breakfast" after a night in the park; [3] a bread line; [4] looking for food in a garbage can.

one's fullest possible development; it means accepting duties, responsibilities, and service in proportion to abilities; it means compensation in proportion to services rendered; and it means the general diffusion among the people of the knowledge, the ethics, the idealism, and the spirit which as nearly as possible shall make this equality actual and effective.

Political power exerted by influential men or organizations, not responsible to the people, causes marked inequalities in the rights and powers of citizens to participate in the benefits of government and other institutions of society. The use of political power or money to obtain special privileges, such as unworthy appointments to public office, freedom from taxation, unfair franchises, or other means of obtaining unearned riches at the expense of the public, violates the principle of equality of opportunity.

Education is a function of the state, and certainly the state ought to render its services and extend its benefits equally to all children. But everywhere we find inequalities in the services and benefits of the public schools. Some children have excellent educational facilities in good, sanitary buildings, with ample equipment, long terms, and well-trained and well-paid teachers. Others have poor, unsanitary buildings, meager equipment, short terms, and young, untrained, and poorly-paid teachers. The bitter fruits of this inequality of opportunity endure thruout the lives of the generation affected.

Equality of opportunity, the birthright of every American, should involve for each individual the opportunity to live a healthy, happy, satisfying life, to have a comfortable, sanitary home, to have useful employment that yields a comfortable living for self and dependents, to be surrounded by the beauty and truth that are inspiring and elevating rather than by the ugliness and deceptions that are discouraging and degrading, to enjoy the same rights under the law as are enjoyed

by those more powerful or more favored by fortune, and to have the benefits of such educational facilities and other means of proper development as will enable the individual to become the happiest, most efficient, and most useful member of society possible with his natural endowments.

[9] **Freedom**—Historically the struggle for freedom has seemed to center in the effort of one group to free itself from oppression by another. Dynastic and hereditary tyranny have been largely overcome, but domination of the economically less-favored group by the economically more-favored group still persists. The yearning for personal freedom, moreover, dwells in every human spirit. Selfexpression is the source of our keenest satisfactions, and freedom is basic to selfexpression.

How to preserve the fullest possible measure of freedom at a time when social living is necessarily surrounding each of us with a network of prohibitions which the welfare of our neighbors imposes upon us, is a very real problem. The deep sense of satisfaction experienced in making one's own decisions, fundamental as it is in preserving selfrespect, should be kept in mind by society as it endeavors to assure to every person the widest sphere of freedom compatible with the equal freedom of others and with certain paramount public interests such as safety, health, decency, and quiet. Pains should be taken to assure to all at least freedom of choice of mate, of occupation, of movement, of place of residence, of manner of life, and of industrial, political, religious, and cultural affiliations.

The greatest stress, however, should be laid on what may be termed *the agitative liberties*, i. e., freedom of speech, of the press, of the screen, of broadcasting, of assembling, of demonstrating, of organizing. In our day these are under constant heavy attack because ultimate political power rests with the voting public and the last hope of victims of wrong is to lay their cause before this public. Hence, groups enjoying some lucrative

form of exploitation will resort to any high-handed measures to hinder their victims from gaining access to the public ear. Just as, in the decade before the downfall of the slave power, the violations of the right of free speech became constantly bolder, so, since the World War, the assailants of the agitative liberties have evinced an unprecedented determination.

Particularly to be cherished and defended are freedom of research, of experimentation, and of teaching; for they are the means by which new truth is revealed and grafted upon old truth. Furthermore, with a lessening influence of erstwhile forms of education such as the soapbox, the neighborhood store, and the debating society, formal educative agencies such as the school and church have an added responsibility to become the forums for the discussion of the most pressing problems of the day. More and more should teachers become community leaders of thought. In that rôle they will need group solidarity and the support of public opinion, aroused to appreciate the fundamental importance of this aspect of freedom. The vested interests connected with certain elements of society will surely throttle liberty of inquiry and of teaching unless friends of the undiscovered truth and of the cause of free speech rally to their defense.

[10] **Fair play**—By fair play as a social virtue, we mean not only the justice defined by the courts but also the good sportsmanship that should be practised by the individuals constituting our society in all their relations with one another.

It is apparent that there are many violations of the principle of fair play as thus defined. The frequent handicap of the poor man in the courts; the helplessness at times of the individual employee when in conflict with his employer; the exhibitions of race prejudice; the filing of false assessment schedules or the employment of "tax fixers"; the disregard of sanitation in the erection or maintenance of tenement houses; the sale of adulterated foods; the placing by a public utility corporation of a much higher valuation on its property for ratemaking purposes than for taxation purposes; the issuance of "watered stock" in order to collect unearned profits—these but illustrate a long list of situations in which we are obviously far from the goal.

Fair play is simply the Golden Rule boiled down to two words. It is the practise by the individual of his duty as a

I F EVER there was a time when the teacher from kindergarten thru college needed to be a scholar in the highest and best sense, that time is now. Leadership is the imperative need. And with democratic civilization fighting for its very life, leadership must not, dare not, be uninformed or unwise. It must be dynamic, constructive, experimental, progressive, and hopeful. The public has a right to expect such leadership. The teachers are the natural leaders of the community. They are of, by, and for the people. They are the natural enemies of greed and special privilege.—J. E. M.

member of society to act in conformity with the highest good of all other members of society. It rests upon mutual respect for the rights of others and must depend for its attainment upon goodwill more than upon law.

Of special significance at present is the ever-widening circle of those whom each individual admits tacitly into his fair play group. Fair play with one's family is common. Fair play with one's close neighbors is rather easy. As the circle widens to include unseen neighbors across the tracks, those in a nearby state, or members merely of the great impersonal "public," the tax upon our sense of fair play grows heavier. Of late, we are called upon to widen the circle to an unprecedented degree, to include among those with whom we are to play the game, all the nations and races of the earth. Taught to be enemies from the dawn of history, nations are striving now to write their codes of ethics in worldwide terms. This is the supreme test of the depth of our sense of justice and fair play.

Part III. Implications for Education

[1] **Education's part in achieving national goals**—That a nation may most nearly achieve its purposes, that it may not dissipate its energies in internal conflict, the people must be kept vividly conscious of the nation's dominant spirit. When this spirit is interpreted in terms of goals, the social and economic policies best designed to achieve those goals must be formulated and brought within the understanding and acceptance of the people. That is the province of education, which must take the lead in spreading among the people an understanding of their national social-economic goals, and in creating an active public opinion for their support. This involves not only the educational system devised for the young, but continued education for adults as well. Until the citizenry works intelligently and zealously for the attainment of voluntarily accepted national goals, education, under the leadership of the public schools and colleges, will not have done its part fully.

[2] **The kind of education required**—[a] *In the schools* . . . All of the objectives set forth for American life depend for their realization upon education, since this includes all the conditions and processes by which personalities are formed and developed. Schools constitute only a part of the educational whole. But they include that part which aims consciously at the development of

one type of character and intelligence rather than another. All of the demands imposed by the social-economic goals focus therefore in the activities and aims of the school system of America.

The schools cannot progress intelligently with this task, cannot even begin to meet the requirements these goals exact of them, except as certain basic conditions are met. Education must be universal [1] in its extent and application, [2] in its materials and methods, and [3] in its aims and spirit.

[1] *Education must be universal in its extent and application.*—It must make definite and express provision for each and every child who is capable of intellectual and moral development.

Formally and legally, this requirement is a commonplace. It forms the basis of our tax-supported, public-school system, extending in most of our states as a ladder from kindergarten thru university and technical school.

In actuality, we are still far short of meeting this requirement. Altho the number who continue into high school and college has increased enormously in the last twenty years, the great majority still stops with the elementary grades or early years of the high school. When the complex, rapidly changing, and difficult conditions of modern life are viewed in the light of attainments that are possible only at ages as advanced as fourteen to eighteen years, it is evident we still fall short of an education that is truly universal in scope.

Moreover, even the expansion that has occurred is under attack. It is proclaimed that only the élite should receive higher schooling, that the masses are unfit for it. We do not deny that maladjustments take place as increasing numbers attend the higher schools. But the remedy is not exclusion of all but the few. Such a course is treason to the ideal of equal opportunity. The remedy is modification of studies and methods to meet varying needs and directions of ability.

[2] *Education must be universal in its materials and methods.*—Our schools

must provide for all types of capacities in all their individual variations. The tools and skills needed for abundant living must be multiplied far beyond the Three R's that once sufficed. Induction into a satisfying occupation demands school conditions that disclose and test personal powers and deficiencies, not mechanical trade training. School life must include the variety of typical situations found outside the school walls if its work is to be effective. The clamor for an "economy" that is identified with closing schools, dismissing teachers, and lopping off the enriched activities thru which schools strive to meet the demands of the nation in moving to higher goals must be resisted. The educational campaign must go on until the activities of the school are further enriched, expanded, and organized.

[3] *Education must be universal in its aims and spirit.*—The school system must be universal in that it is directed to building a social order that establishes security of standing for all, thru abolition of needless want and fear, and that procures for all opportunity for continuing growth by means of participation in all the values that make for the good life. Only when the school extends its outlook beyond the young immediately under its care to the larger social whole with its continuing educative and mis-educative effects on individuals, shall we move steadily toward our national goals. Since the life we envisage is a moving and developing life, there is the completest harmony between adoption by the schools of a definite and unified social purpose and liberation of the schools from all indoctrination for sectarian, partisan, and class purposes. Only as the school is emancipated from all the influences that limit freedom of inquiry and discussion can it accomplish its part in the induction of all its members into that secure and free social order which alone will make possible a continued and widely distributed growth.

[b] *In the colleges*—From the colleges, universities, and professional

MAY WE recall the courage of those who settled a wilderness, the vision of those who founded the nation, the steadfastness of those who in every succeeding generation, have fought to keep pure the ideal of equality of opportunity, and hold clear the goal of mutual help in time of prosperity as in time of adversity. May we ask guidance in more surely learning the ancient truth that greed and selfishness can never bring lasting happiness or good to the individual or to his neighbors. —President Franklin D. Roosevelt, Thanksgiving Proclamation, November 30, 1933.

schools come many of the nation's leaders. Engrossed in making a good doctor, lawyer, merchant, or scientist, many of these colleges have thought little of their prior responsibility to make a good man, a good citizen, qualified to play his important part in achieving national goals. Of late, they are awakening to that responsibility and fundamental changes to that end are taking place among the colleges.

[c] *Among adults*—We should no longer think of adult education as an isolated thing or a luxury desirable when there happens to be money enough. It is a necessity because it holds the promise of continued educative growth instead of an arbitrarily arrested education. If our democratic experiment fails, it will be in large part because education after leaving schools has been left to chance, to the pressure of interested groups, and to agencies like the press, radio, movie, and drama, managed for commercial ends. The next great step forward in American public education must be an organized movement for continuous, lifelong education in the realities of our common life, economic, political, and cultural.

[3] **Materials for social-economic instruction**—It goes without argument that the materials of instruction concerning social and economic issues have to be drawn in large part from the moving panorama of current life. They are not easy of access in reliable form, and are extraordinarily hard to interpret with assurance. This increases the difficulty of their use by all teachers, but particularly by the rank and file who have assumed little responsibility in the past for understanding the issues involved in our national life.

Education, therefore, needs its own machinery to gather continuously and interpret simply and fearlessly the salient facts of the moving social-economic scene. An authoritative source of such information and interpretation is necessary because:

[a] Teachers in general have neither time nor facilities to make these wide original investigations.

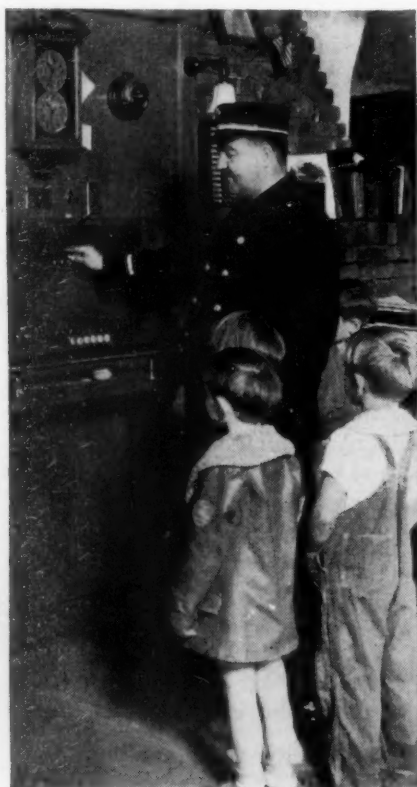
[b] Proper interpretation of the inter-related aspects of many questions calls for cooperative study by specialists whose fields are represented in the question, and therefore is not available from sources from which interpretations now come.

[c] Only if teachers can have the backing of authoritative scholarship behind them will they feel competent to express their views on the controversial questions involved in any worthwhile discussion of current social-economic issues.

With such an authoritative source of information and interpretation under its own auspices, education may take a higher place among the agencies building an ever better social order.

Special editorial note—Let every student and teacher make himself familiar with this report both individually and in study groups. Study the relation of the goals to the needs of your community. Classes in high schools and colleges, should make it a fundamental part of their curriculum. Give copies to ministers, editors, and civic leaders in the community. Call it to the attention of such groups as women's clubs, civic and professional organizations, young people's groups, and parent-teacher associations.

Order reprints of this eight-page feature from the Division of Publications, National Education Association, 1201 Sixteenth St. N. W., Washington, D. C. Price: 15¢; discounts—2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more copies, 33⅓ percent.



SCHOOL LIFE must include the variety of typical situations found outside the school walls; [2] *The materials of instruction on social and economic issues have to be drawn from the moving panorama of current life; [3] The next great step forward in American public education must be an organized movement for continuous, lifelong education.*

The New Leisure Challenges the Schools

THIS ARTICLE and others to follow are reprinted from the book, *The New Leisure Challenges the Schools*, by Eugene T. Lies. In making this study for the National Recreation Association, Mr. Lies visited many public-school systems, large and small, in different parts of the country. This book is most timely and shows unusual insight in a subject of great importance to educators and American life.—Editor.

PROBABLY a hundred and fifty times in the last year and a half the writer has asked this question of school superintendents and principals: "Do you think that most of your teachers realize clearly the extent of presentday leisure, the ways in which it has come about, the increase of it that is just ahead of us, and the clear implications for education inherent in the situation?" Almost invariably the frank answer was "No." Sometimes would be added: "Of course, practically all of them would know about the cardinal objectives of education of the National Education Association, one of which is 'training for the worthy use of leisure,' but they haven't really come to grips with the whole proposition." One superintendent expressed the caution not to "blame the teachers too much because most of their training schools are not yet laying much emphasis upon the subject."

Another declared emphatically that "the whole outlook upon life and its composition must be modified in the minds of educators. We have looked upon preparation for the job as the big thing and too often have metamorphosed 'job' into being a synonym for the whole of life, when it is only a piece of life. And unconsciously, but all too often, we have made job-success mean 'big money' success in the minds of our boys and girls. No wonder America has had and is now having serious trouble with this ideal of existence. It leads to so much wreckage. Now when the job is for millions becoming an even smaller piece, obviously we must shift our emphasis to the other bigger portion of life, namely, rich living, living up to the limits of our many-sided capacities, having in mind both personal enlargement and social service; all of which is something like fulfillment of human destiny, as far as our finite minds can define that destiny. While not avoiding the vocational objective in the future, we certainly are commanded by the very

nature of our times to give ever larger attention to the avocational. Otherwise, our young people will be lost, lost in a very real sense."

Another question was frequently asked: "Suppose teachers did have a gripping realization of the significance of leisure, would it make any difference in their teaching?" And the answer was practically unanimous: "Yes, indeed, it would." Some would say further, in various terms: "It would give them the long view ahead and cause them to strive ever to instil in pupils a burning desire for 'growth everlasting,' using Walter Page's fine phrase."

The writer is convinced that if all school administrators and all teachers were clearly cognizant of the extent of leisure today as compared with that of former times, of the serious problems involved in the wrong use of free time, and of the marvelous possibilities for human advancement consequent upon right use, there would be a marked difference in outlook upon their tasks. For them the educational scene would change. There would come a new and more vital sense of direction in their efforts, a new dynamic. One should suppose that they would see new meaning in the phrase, "preparation for life"; that they would be seriously concerned about the community forces that play upon young and old during their free time; that they would want to see after-school and vacation time capitalized for the welfare of youth; would strain every effort to offer the largest possible program for enriching adult life; and would do their utmost to open up in the community constructive leisuretime resources of many sorts, recognizing the part that other agencies can play and the supreme importance of cooperative thinking and planning to meet the total need.

Yet the writer is constrained to say, on the basis of his contacts and observation, that as yet this knowledge and penetrating insight are not nearly so widespread as they should be in educational circles. True, here an individual, there an individual, have this saving understanding. Others have partial understanding, but by and large, one finds altogether too much vague thinking or lack of thinking on the subject. That being the case, there can be no burning conviction as to the need of a revitalized school program.

True enough, others than the school-

men need to grasp the significance of leisuretime in relation to life—parents, the church, social workers, public officials especially. That is recognized, but depending as confidently as we Americans do upon the universal school system which we have set up to prepare youth for living in the world as it is, the expectation that those in charge of this training institution should be especially keen about this particular issue in modern life is but natural.

One way of arousing thought about leisure—A most interesting plan for stirring the teacher mind on this whole subject of leisure, worthy of honorable mention here, is that in vogue in Birmingham, Alabama. For nine years an annual slogan has been used as stimulation, a slogan intended not only to enliven thought but action as well. The important objective in the process was character-building. For the first seven years the slogans were:

Development of character thru health, thru sportsmanship, thru work, thru love of the beautiful, thru courtesy, thru study of nature. In 1931 the slogan was development of character thru worthy use of leisure.

It will be observed that besides the definite leisure slogan, six of the other slogans also have a direct bearing upon leisure. The whole scheme has been given impetus by the enthusiasm of C. B. Glenn, the superintendent. A special person, Mrs. Clarine B. West, is in charge of the promotion end of the projects. She prepares bulletins to principals and teachers opening up the theme and relating it to every possible subject in the curriculum, for all grades thru senior high school. The bulletins are loaded with suggestions and have bibliographies appended. Parent-teacher associations, civic bodies, churches, homes, newspapers, the public library, and other agencies are enlisted in cooperation. The city is kept continuously and wholesomely in something of a ferment by these school endeavors. Some results of the year's emphasis on leisure were:

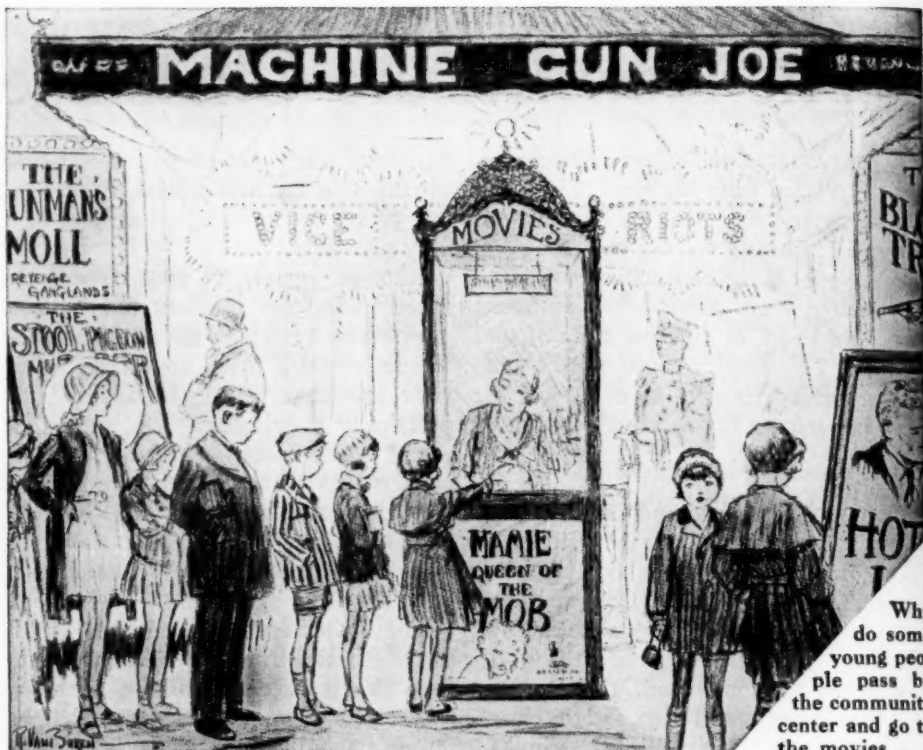
mental awakening among teachers, acceptance by them of a challenge to open more creative opportunities for the boys and girls of Birmingham after arousing "a thirst for the worthwhile things of life," vital teaching, closer union of school and community, hundreds of home gardens begun, hundreds of new library cards taken out, more visits to the art gallery and other public places of educational value, a public exhibit of more than 2500 articles made by children last year during their free time,

more school hobby clubs formed, neighborhood orchestras organized.

A plan proposal—Why would it not be practicable for school administrators to open up with their staffs this whole question of modern leisure in a very definite, systematic way so that all in a school system would be affected by the effort? The writer has in mind an exploration into the facts of the case and their meaning, the history of the growth and manner of growth of leisure, and a study of the "science and art of leisure," to use L. P. Jacks' term. There is dire need of some such proceeding, as superintendents have agreed when the writer has broached the matter to them. But the thought is to go further than the making of an initial study and the dissemination of its findings among teachers. We would establish some permanent plan for keeping interest alive and making that interest issue in improvements in outlook upon the social scene; in curriculum content and methods; in additions to and possibly subtractions from the total school plan of the city; in the institution of a community cooperative plan for dealing with the leisuretime problem.

In all good school systems one finds committees of teachers, supervisors, and administrators constantly at work on all sorts of school matters; why not, then, a standing committee on the problem of leisure, possibly with some change in personnel from year to year? The members would explore the literature on the subject; make or cause to be made local community studies of leisure and conditions with the thought of remedial action, where action was clearly indicated. They would give particular attention to the improvement of teaching technics in the subjects treated analytically in later chapters of this book, also the technics used in the evening schools, community centers, extracurriculum and recreational activities. They would consider the need for further enrichment of the curriculum; review thoroly the whole question of extension of the use of school facilities for the benefit of youth and adults; promote cooperative effort as between the schools and other agencies concerned or who should be concerned about this same problem. Out of all this effort would come bulletins laden with suggestions and inspiration, addressed to teachers and some to the general public. Meetings would be called for discussion of findings and tentative conclusions drawn.

Here would be a task of keen interest to the right sort of persons. It may well be that such a committee would require



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the services of a research department, if one existed, or of a special research secretary who eventually might possibly be considered of such value to the whole school system as to be appointed a permanent official, with rather high rank on the staff. It is conceivable, too, that such a person, with some special training might function as a general supervisor of extracurriculum activities and of recreation for the school system.

All this portrays a vision of large eventuating possibilities—and of many ramifications, true enough, but not, we believe, beyond the conceivable importance of the issues involved.

The call upon education to take a larger hand in the solution of the leisuretime problem is imperative and, in the judgment of the writer, will become insistently louder. Hence, with due modesty, we offer this plan suggested for careful consideration by school authorities.

The problem as evidenced by the facts of leisure—Having in mind even normal times, not depression times, anybody having anything to do with the public weal certainly ought to get imbedded in his mind the fact that the present generation has more leisure to deal with than had any previous generation in our history and that it will have much more with the progress of time.

It is worthwhile reviewing the reasons:

the tremendous development of labor-saving machinery, hitched to electric power; increased efficiency of management and of labor; motiva-

tion based upon the economic principle that more leisure means more leisure wants and that in turn means more buying and more business; acceptance of a philosophy based upon the idea that man cannot live by bread alone and that time is needed for life enrichment; and pressure by organized labor upon industry for a program involving the principle of balanced living—work and play.

All records show that the work-day and the work-week in industry and commerce have decreased for great numbers of our workers in the last thirty-five years or so. Since the beginning of the factory system, hours, for hundreds of thousands, have come down from fourteen to thirteen to twelve to eleven to ten to nine to eight per day, and the work-week from seven to six to five-and-a-half to five.

The leisure of school children—School hours per day and school weeks per year differ, we know, in various localities of the country, but even where the hours and weeks are longest, the children do have an amount of spare time large enough to make it a problem worthy of thoughtful attention. What will they do with all the free time they have? What are all the possible ways, good, bad, and indifferent, in which they can use it? These are the questions we adults need constantly to be asking ourselves as a premise to action.

The use and abuse of leisure—Depending upon the use made of it, leisure can degrade or elevate people. It can reduce working efficiency or increase it.



while others stop in and have the time of their young lives in drama production?

It can blast careers or enhance them. It can break down health or build it. It can impoverish life or enrich it. It can stifle talents or give them room and air for blossoming. It can dirty sex or sublimate it. It can stunt skills or rear them into exhilarating satisfactions. It can nourish selfish indulgence and lead on to delinquency and crime or it can stimulate neighborliness and issue in fine human service. It can breed mediocre living or stimulate rich living. It can cramp the inner urges for wholesome creative expression or release them for more and more wonderful achievement. It can becloud the horizons of the spirit or extend them on into other worlds. It can bring everlasting grief or minister to continuing happiness.

The use of this gift of marginal time, by individual and nation, veritably involves human destiny.

The "why" of it all takes one into the broad realm of human determinants of action. Why do people behave or misbehave as they do?

Why does one boy get delight in throwing stones at passing trains and another in playing baseball? Why does one young gang choose to pilfer goods from downtown stores and another group go in for stamp collecting? Why do these girls persistently solicit joy rides with strange young men and those others elect to get their satisfaction thru hiking and picnicking in the woods?

Why do some people spend all their

evenings fingering their radio dials, accepting whatever comes along, and others take part in a community orchestra or chorus? Why do so many folks indulge in trashy and filthy reading when a world of worthwhile and delightful literature is theirs for the asking at the public libraries? Why do some spend hours untold in gambling while others play golf? Why do some young people evening after evening deliberately go by the playground and community center and on to the movies while others stop in and have the time of their lives in drama production or folk dances? Why do some prefer the doubtful pleasures of the roadhouse night-club and others the opera?

Why do millions of our fellow countrymen go to the movies two and three times a week and other millions prefer to go to horse-races at every opportunity, other millions to prize fights regularly, others to baseball and football games? Why are so many afflicted with the disease of "sititis" as against the smaller number who go in for activities calling for personal exertion, like tennis, swimming, boating, golf, gardening, mountain climbing, and handicrafts?

Increasingly our school friends are asking these very questions and the more they ask them, the better is their teaching likely to be.

The archives of social work are chock-full of records revealing results of misuse of leisure, wrong choices made in the

face of numerous possibilities. The clinics and hospitals, the courts, jails, reformatories, and prisons of America deal, year in, year out, with thousands of human maladies that go back directly or indirectly to wrong use of the free time which was at the disposal of the people involved, to do with as they saw fit. Here is misery and social disaster a-plenty.

Should teachers know how people use leisure?—Is there any denying of the importance of teachers knowing how large aggregations of people use their free time, especially how children during their school years are using it? Might not this knowledge raise a lot of questions as to "cause-effect" relationships; questions as to outcomes in human values, physical, social, emotional, moral, resulting from habitual play tendencies; relationships between school education and other education; the strength or weaknesses of the school teaching process as to development of "carry-over" interests; as to the reactive influence of free time pursuits to school study?

Only in a small number of cities visited by the writer did he find that studies of the use of leisure by children had been, or were being made by school authorities and usually these were along restricted lines, as, for example, outside reading. The studies arose either out of concern as to the outcome of teaching, whether it had "sticking power," or concern as to what these outside activities were actually doing to the minds, bodies, and souls of their charges, this being a reflection of their recognition of the many-sided kind of education to which modern children are being subjected from babyhood on. School plus. It is not easy to understand why more school systems do not undertake these studies when so many very beneficial results are possible.

Leisure is choosing time—How important it is to recognize the fact that in our time the objects of choice [for leisure] are so tremendously more numerous than at any time in the history of civilization. They beset us on all sides. They call to us incessantly. One of the greatest concerns of all guiders of youth today needs to be "how to steady our children against the high power impact of the new forces which have developed in our modern civilization," to use the words of Ray Lyman Wilbur.—**Eugene T. Lies** [*The New Leisure Challenges the Schools* is published by the National Recreation Association, 315 Fourth Ave., New York. Cloth \$2; paper \$1.50, prices postpaid].

Who Pays Taxes?

SHIFTING AND INCIDENCE — If a straight row of billiard balls is placed so that each touches its neighbors, a tap on the ball at one end of the row will cause the one at the opposite end to move forward, the other balls remaining still. The force of the blow is passed along from one ball to the next, but only the last actually changes position on account of it.

A similar effect is sometimes caused by taxes. The merchant who actually hands money to the tax collector may be able to arrange his business so that, either by raising prices for what he sells or by forcing down wages or the prices of what he buys, he really makes his customers or his employees or some other group pay the tax for him. In this event, the merchant merely acts as a tax collector for the government. His customer, again, may have some way of passing the burden of the tax to someone else. So the tax might be moved from one person to another several times. Writers on public finance call this process *the shifting of taxation* and the falling of the burden of the tax on the one who finally bears it is called *the incidence of the tax*.

When is a tax shifted from one person or group to another? What is the final incidence of the various kinds of taxes under various conditions? These are complicated economic questions over which many a battle of experts has been waged. In this article, we must set aside many interesting but complicated problems and confine our attention to a few fundamental ideas which are rather generally accepted.

Those who have given this subject most thought tend to agree that there is less shifting of the tax burden than is commonly supposed. The economic rela-

tions of man to man are not like the orderly, steady, straight row of billiard balls. A better picture of the real situation is given by a table on which the balls are all moving at once in criss-cross directions, missing or striking one another at varying angles, with varying force, and with almost unpredictable results.

Does the ultimate consumer always pay?—It is often said that the person who actually uses up a commodity—the ultimate consumer—pays all of the taxes which are levied on that commodity or on the makers of it. It is true that all payments for taxes [or for tea, trapdrums, or telescopes] are drawn from the total social income of all the people. It is also true that all the people pay all the taxes. It is not true that each one of the people pays each one of the taxes. If shifting of taxes occurred so smoothly and uniformly, it would be quite unnecessary to debate the matter of fairness in taxation. The sheriff could simply empty the pockets of every passer-by until enough were collected, resting content that the burden would finally be divided and shifted about until everyone was paying a share.

Why does not each taxpayer add his taxes to the cost of operating his business, add this cost to the prices he charges, and thus neatly rid himself of the burden of taxation? Sometimes this is done, but in other cases it is impossible. Shifting a tax involves charging a higher price, and the individual business man is seldom able to do this. The farmer cannot determine the price of wheat, nor can the merchant always determine the price at which his merchandise will sell. If less wheat is raised the price goes up and then the farmer may shift his taxes.

If some merchants fail or close up shop, the others can get higher prices and thus recover their taxes from consumers. Altho farmers and merchants pay their taxes out of the money received from the sale of their goods, they have not really shifted these taxes unless their receipts are enough to pay the taxes after allowing for all expenses of operation and a fair return on the investment.

Do taxes hide behind the rent bill?—It is often said that tenants bear the landlord's tax, or that shippers bear the railroad tax. These taxes are thought to be hidden in the bill. This is not always the case. The real test of tax shifting is always the same—*the one paying the tax must be able to charge a rent or a price which will cover his expenses, plus a fair return on the investment, and the tax*. If the landlord or the railroad collects only enough to cover expenses and taxes, with nothing left over for interest on capital, it should be clear that the real burden of the tax falls on the owners of the capital. The tenants or the shippers are getting a service for less than it should cost them, if taxes are to be included in costs. Tax shifting thus becomes a question of supply and demand. If supply is short and demand is strong, prices will be relatively high and taxes can be shifted; if supply is large and demand is weak, prices will be relatively low and taxes on producers will not be shifted. Under such circumstances they cannot be hidden in the bill. The problem of shifting is one of the most important in the whole study of taxation. We shall meet it again as we study particular kinds of taxes in more detail.—Harley L. Lutz, Princeton University, and William G. Carr, Research Division, NEA.

THE ARGUMENT that taxes are diffused or absorbed until the burden of the tax or taxes cannot be determined and that nobody's burden is probably heavier than anyone else's, is far from sound. The view that taxes fall on everybody assumes that all taxes enter into the cost of production, an untrue assumption obvious to anyone who considers that taxes are levied on persons in cases where there is no idea of the relation of producer and consumer. The original persons who pay the tax feel the impact of that tax; the persons who bear the direct money burden, or what may be said to be the equivalent of the yield of tax to the Treasury, are those on whom the incidence falls. The incidence may or may not be the same as the impact. It is, perhaps, unnecessary to repeat that taxes are paid by persons and not by goods or things. The amount of the tax is usually connected with goods or things and the relation of the person to these. In the case of houses, for example, the tax is fixed according to the capital or the annual value of the house. A thermometer measures heat: so with taxation—taxes are placed often on things, but that is merely for the sake of measurement. They are paid by persons, not by things.—G. Findlay Shirras, *The Science of Public Finance*, p. 187-88.

Some Dangers of the Testing Movement

THE STATEMENT has been repeatedly made that the scientific study of education began with the development of standard tests—intelligence tests and achievement tests. Previously there were no adequate means of measuring the capacities or the achievements of school pupils. Since 1910 particularly, standard tests have been devised in increasing numbers until today there are over a thousand and there have been no signs of a tapering off in their production.

Like a great many movements in education, the testing movement has suffered grievously at the hands of its friends. Tests have been misused and the concomitant byproducts of their use have in some instances been exceedingly unfortunate. It has been frequently suggested that the teachers be rated by the test scores of their pupils on standard tests. One writer recently proposed a "teaching quotient" based upon achievement quotients of pupils. The limitations of similar "quotients" have repeatedly been pointed out by Ruch, Wilson, Douglass, Huffaker, Kelly, and others, and space will not be taken here to reiterate them. The possibilities of serious error in the use of any such quotient or measure of teaching efficiency are too great to be ignored. Differences known to exist in the natural ability, previous training, home environment, general school morale, and other factors defy the most careful student to make reliable allowances.

In addition to the practical futility of such a procedure, it gives rise to critically objectionable byproducts—the narrowing effects upon the teacher, her objectives, the instructional materials, and her methods of teaching, which more than offset any possible values of the use of tests for measuring the effectiveness of teachers. This type of danger is extremely important to secondary education in the present period of social demoralization.

A second and even more unfortunate abuse of tests may be seen in the spread of what are coming to be called "cooperative" statewide testing programs. In various states, colleges and universities in their desire to extend their spheres of contact, service, and influence, have promoted state "brain" contests, academic meets, and other forms of annual statewide testing programs. A few publishing companies with tests to sell have also seen opportunities for a golden harvest and have promoted statewide, or "na-

tional" testing programs. More recently the American Council of Education through its subsidiaries, the Educational Records Bureau and the Cooperative Test Service, has launched a national program, sponsored in each individual state by one or more colleges and universities, which has for its object the giving to senior high school pupils achievement tests published and sold by the Cooperative Test Service.

It is frequently claimed by those promoting annual statewide testing programs that such testing is necessary to a program of guidance since highschool marks are not reliable. It is true that studies have shown that teachers' marks on a single old-fashioned essay examination are quite unreliable. But one must not confuse such marks with final marks in a course. Final highschool marks have been repeatedly shown to furnish a better predictive basis for predicting success in future years of high school and college than any other single variable. Final highschool marks are usually based upon several tests, and within recent years the tendency to make more use of objective tests and new methodology in test construction has spread rapidly, so that the marking system has been materially improved. What is even more to the point, pertinent studies made to date, such as those of Brigham, and Crawford and Burnham, of college entrance examinations and aptitude tests, and that of Darling of the Iowa Academic Meet tests indicate that test scores do not furnish as valid a basis for prediction and guidance as do teachers' marks given in the high school.

It is a most inopportune time to aggravate the unfortunate abuses of so valuable a contribution to education as the objective test. We are today in this country suffering painfully from a long drawn out breakdown of our economic and political order. Ten million wage-earners are without jobs. College and highschool graduates by the million find no place in the economic world of today. Over a quarter of the people of this country suffer starvation, cold, and disease. Crime against person and property has become an organized industry, thumbing its nose at those local police with whom satisfactory arrangements have not been made. Public officials by the thousands from rural schoolboards up to governors and members of the President's Cabinet have

sold democracy, their native country, the common people, and their own souls to ruthless predatory interests. Financial and industrial leaders are gorging themselves upon profits wrested by unethical means from their fellow citizens, sacrificing honor and integrity unhesitatingly to greed and lust.

This condition was not brought about as a result of the lack of schoolbook information on the part of those who were our economic and political leaders. They were well-informed. It resulted only because no agency, home, school, or church, had been successful in instilling in those men the ideals, attitudes, and interests which would make their acts so repulsive to themselves and their fellows that they could not have been committed.

The schools of this country have always worshipped at the altar of erudition and information. Historical dates, ablative absolutes and irregular verbs, simultaneous equations, and the factual aspects of literature, grammar, and science, have been the recipients of lavish favoritism of teachers. At the same time we have neglected the more difficult, more subtle, and more important outcomes of learning which, while quite difficult to measure, are absolutely essential not only for worthy home membership, and civic and moral efficiency, but as the disclosures of the past three years have forced us to realize, are indispensable for economic prosperity.

Teachers and school administrators are just beginning fully to realize the shortcomings of the program of the schools in the light of modern needs. There is reason to hope that even the indifferent, bookish teachers and administrators who have contented themselves with instruction in things easy to teach, easy to test, and easy to forget, cannot now fail to see the necessity for a change in emphasis. It is the most illogical time to commit secondary education to a narrow program of learning those things which can be asked for in written examinations.

The national leaders in secondary education and in the philosophy of education are vigorously and almost unanimously opposed to such uses of tests. Dewey, Kilpatrick, Proctor, Bode, Morrison, Counts, Newlon, Eikenberry, Judd, Jones, and Cox, among others, have expressed grave concern relative to the dangers of statewide achievement testing

programs. They are fully aware of the retrogressive and narrowing effects of the New York Regents examinations and the College Entrance Board examinations upon the objectives and outcomes of secondary schools.

It must not be denied that such tests will "motivate teachers and pupils." Without doubt they will—they will stimulate teachers and principals, as one superintendent in Kansas, who no longer participates in the program there, puts it, "to spend the year in a frenzied cramming of things likely to be asked in the tests." When statewide testing programs have advanced to the stage that the local community looks forward to see how the home school fared in the tests and teach-

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The status of teachers will be reduced from that of educator to that of coach or drill-master. The effect upon the initiative of the local school and the individual teacher is obvious. The control of the schools will be lifted from the

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The high school is just now emerging from a period of domination by college subjectmatter specialists poorly oriented in the problems and possibilities of public secondary education. It is hard to believe that it will be cajoled into walking innocently up to put its neck in the yoke of a central agency of test-makers, commercial, cooperative, or otherwise.—**Harl R. Douglass**, professor of secondary education, University of Minnesota.

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"The building meeting or faculty meeting has become an institution in the public schools. Once each week, or alternate week, the teachers of thousands of schools meet together with their principal or superintendent to discuss matters pertinent to their school or their profession. Whether or not these meetings are to be of more than passing interest or value depends upon the resourcefulness of the person or persons who initiate and conduct them."—Edward E. Hood, teacher, Henry Reis School, Evansville, Indiana.

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Let each school faculty make a study of its community or neighborhood in relation to these social-economic goals. Facts gathered in such a study might be written down, organized, and made into a book for reference in the school library and as a basis for further studies. Make applications to local conditions. Lead pupils in upper grades and in high school to take part in such studies, dealing with the life of the community—its housing, its occupations, its plans for the future, its recreation, its business and services, government and its costs, and the like. Students should think of their environment as an object of study and as a source of ideas. They should be helped to make observations from their own experiences as well as from books. If teachers see this as something to do with students, they will become awakened themselves; the contagion will spread to women's clubs, service clubs, and other groups. The idea of unifying the community becomes a powerful one, when we ask ourselves such questions as "What can we do to make ourselves better in our community, in our homes, in our state? We are going to live here. Where can we take hold? What should be the spirit of our action?"

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Our junior highschool faculty is using the JOURNAL articles for study and discussion this year in a more serious and intensive way than ever before. We meet every other week and each teacher is asked to report on articles in THE JOURNAL most interesting and helpful to him in meeting and solving his own problems. Articles from other sources are not barred. We are emphasizing curriculum changes and classroom procedure this year and some of the articles are very fine and helpful. We quite often discuss those current issues which have a connection with the fate of our public-school system in America.—A. B. Calloway, principal, Dodge City, Kansas.

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Arizona—School revenues reduced about 33 1/3 percent. Educational standards maintained by concerted effort on the part of the parents and by superintendent-teacher cooperation. Legislature withdrew the support of the state and county appropriation for adult education; Phoenix and Tucson have classes for unemployed adults. Nothing is done by state for unemployed highschool graduate. State Board of Education strengthened the certification requirements. State Department of Education heading relief work for unemployed teachers. Material reduction in teachers' salaries.

California—In addition to the usual adult education program reaching approximately 300,000 adults, the California State Department of Education is now promoting an extensive

education program for the unemployed to be carried on by the unemployed in cooperation with the Federal Emergency Relief Administration. Unemployed highschool graduates are being served by both continuation schools and junior colleges. Most adverse school proposals introduced in the last session of the legislature were defeated. Three hundred twenty-nine bills affecting education were introduced. A constitutional amendment was passed by which the state assumed all of the counties' cost of public education in California.

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General evening classes are required in all cities and large towns. Local education associations are sponsoring a series of lectures in the general field of social reconstruction, to reach the taxpaying public. High schools are flooded by postgraduate students. Whole-hearted lay cooperation given teachers associations thruout legislative session; no reactionary bills passed by the legislature. Extension of junior college facilities.

Delaware—The fortunate condition of the school fund in Delaware has made it possible to carry on with comparatively few curtailments, while some services have been increased. One percent of the school budget always goes for adult education. Postgraduates are returning to high schools for additional work.

District of Columbia—The program of the night schools has been extended until it is now practically coterminous with the program of the day schools. A reasonable number of unemployed highschool graduates are admitted to the high schools to pursue further education. The appropriations have been substantially reduced, educational facilities for adults in day and night schools are being maintained.

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Utah	Charles H. Skidmore	James T. Worlton	B. A. Fowler
Vermont	Francis L. Bailey	Caroline S. Woodruff	Marion C. Parkhurst
V. I.	George H. Ivins	George H. Ivins	W. Ethelbert Messer
Va.	Sidney B. Hall	Mrs. Edith B. Joynes	C. J. Heatwole
Wash.	N. D. Showalter	Emery Asbury	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	J. H. Hickman
Wis.	John Callahan	Blanche M. McCarthy	O. H. Plenzke
Wyo.	Mrs. K. A. Morton	H. H. Moyer	H. H. Moyer

Iowa—No schools closed because of lack of funds. New certificate law enacted. Special session of legislature called to consider tax revision. Iowa citizens are attempting to give employment to highschool graduates who cannot afford to go to college, or helping them to attend college. Open forum meetings in Des Moines with people of national renown talking on interesting topics to large audiences of Des Moines people at schoolhouse centers. Attendance at conventions of the state association holds up in spite of the depression.

Kansas—The rural schools of Kansas are suffering where there has been little or no consolidation of school districts. The city schools are carrying on with full school terms, under approximately a 30 percent reduction in budgets. State colleges are providing educational opportunities for unemployed highschool graduates.

Kentucky—The State Department of Education is directing programs of relief work in the field of adult education. Teachers attend a five-day conference on the problems of adult education, at teacher-training institutions. Then the teachers proceed with programs of adult education, presented in most cases to evening classes.

Louisiana—The legislature has made no special appropriation for adult education work, but much is being done thru the state department of education, the parent-teacher association, and the extension divisions of the colleges. Extension courses have been offered to unemployed highschool graduates and in a few cases the local high schools have been giving post-graduate work. Because of lowered assessments and the nonpayment of taxes, the public-school situation in many parishes is suffering a financial breakdown. Salaries have been reduced and the length of the session has been shortened in all but a few units. The Tax Reform Commission, which was appointed at the last session of the legislature, has submitted a recent report containing a most satisfactory financial setup for the schools.

Maine—Public schools have been maintained without serious impairment. Governor appointed a commission of fifteen prominent citizens to undertake a survey of public-school finances in Maine. The Maine Teachers Association has appropriated money to give publicity

to the report of this commission. Portland university extension courses now have faculty of college standing.

Maryland—Increased enrolment cared for with reduced county-school budgets with little decrease in efficiency. Bulletins on elementary science and physical education for high schools published.

Massachusetts—The public schools have offered a full year of schooling to every child. The last legislative session saw the defeat of all major attacks on education. The state department of education has cooperated with colleges and universities in eastern Massachusetts in offering free daytime courses for unemployed adults. High schools have more than twice the usual number of postgraduate students.

Michigan—The school year opened with cash resources \$30,000,000 less than were available last year; last year's program was conducted with a \$23,000,000 reduction over three years ago. It is estimated that not over 10 percent of the school districts of Michigan will operate for a full school year. It is also estimated that there are 12,000 unemployed teachers in Michigan. One of the first phases to suffer was adult education. The state department of public instruction is utilizing the provisions of the Federal Emergency Relief Administration to create work relief in adult education for needy, unemployed teachers.

Minnesota—The adult education program is being expanded thru the use of federal relief funds for the employment of needy teachers. Formal school work, vocational classes, college extension classes, informal activities of an educational-recreational nature are offered. The commissioner of education, university president, and governor have placed two educators in charge of education of unemployed highschool graduates. Each of the 87 counties is in charge of a school superintendent as leader to enrol and report to the state directors those seeking to take up studies. Unemployed teachers are appointed by local schoolboards.

Mississippi—The schools have been kept open. Many schools are open to the people generally for instruction in vocational subjects and citizenship. Teachers' salaries are pitifully small, and some are in arrears. It is hoped that

the legislature will increase state public-school appropriations.

Missouri—School people of all degrees of professional training and position have been brought together for the solution of the supreme educational problem of the day—the saving of our schools for our children.

Montana—The State Department of Public Instruction has under way a plan which includes general adult education, literacy classes, and vocational education. Some districts may be required to shorten the school terms. The teaching force has been decreased about 12 percent in four years while enrolments have increased about 7 percent. Adverse legislation proposed in the legislature was killed.

Nebraska—Some of the most vicious educational legislation in the history of the state was introduced into the 1933 legislature. Thanks to the united efforts of the friends of education, one hundred of the most destructive measures were killed. No schools have been closed because of lack of financial support. The school people have done a fine job of interpreting the schools. Omaha schools now permit highschool graduates to work for their tuition in highschool and elementary offices.

Nevada—There is a serious shortage of funds but as yet no schools have closed from this cause. There is no state program for unemployed highschool students. It is probable that no school will have less than a six months term with the majority running nine months. Short unit prospecting classes ranging in length from fifteen to twenty days with daily recitations have been organized for adults.

New Jersey—Teachers are united as never before to stand foursquare for the preservation and maintenance of public-school education. The education of adults has assumed greater importance than ever before. The matter of the unemployed highschool graduates is receiving attention in the northern part of the state with the use of federal aid. A junior college has already been opened for the high-school graduates of Union county. Plans have been made for opening others.

New Mexico—Educational leaders are working to obtain aid for unemployed teachers thru the federal relief fund for the unemployed



Theodore Roosevelt High School, Washington, D. C.

and also requesting a conservation project department of the CCC camps to start education classes among the young men stationed at these particular camps.

New York—In New York state employment relief has been afforded to about three thousand men and women. Ten junior colleges have been set up. Adult education classes have been formed in practically all of the larger cities with an enrolment of about forty thousand. Recreational programs have been put on in many of the larger cities. In all this work only unemployed adults have been engaged. Public elementary and high schools have conducted full terms; salary schedules have been maintained for New York City and in other places, altho temporary or voluntary reductions have been made there and elsewhere in the state. Summer schools have been abandoned, evening school terms reduced, classes slightly enlarged, new appointment of teachers not made, necessary buildings not erected, and buildings already erected, not equipped, due to great reductions in money allotted to education.

North Carolina—Statewide eight-months school term supported by the state without ad valorem taxation. Complete negation of local taxation for schools except as authorized by new local referendum. While additional cuts make salaries low, they will be paid in cash and jobs cannot be farmed out to low bidder.

Ohio—The Ohio schools are suffering on account of a generally shortened school year, lack of equipment, and salary cuts. Legislation has been enacted which guarantees state support. At the recent election, constitutional tax limitation was reduced from 15 to 10 mills. It is hoped that this drastic reduction may compel a modern taxing system. The Relief Commission has voted to set up schools for the unemployed. A state committee for the regulation of these schools has been appointed.

Oklahoma—Night schools for adults are being conducted in some of the large cities. Numerous junior colleges and high schools are furnishing unemployed highschool graduates with an opportunity for advanced work. The recent legislature provided revenue for the support of education by the enactment of a 1-per-cent sales tax, reenacting with some changes the income tax with three-fourths of it going to the schools. These taxes are distributed with a view of tax reduction to take the place of ad valorem taxes now levied; they make no provision for increasing the school budget.

Oregon—While thus far no schools have been closed, nearly one-fifth of the districts are a year behind in the payment of school warrants, due largely to tax delinquency. The Oregon state library is making available to highschool graduates and other adults correspondence reading courses in a wide variety of subjects. Continuation classes, Americanization and night highschool classes are carried on, but work in the polytechnic schools has been eliminated.

Pennsylvania—The legislation permitting reduction in salaries will be for a two-year period only. All schools opened in September; few functions entirely eliminated; inaugurated monthly Public Education Bulletin to form direct informational contact with school officials and public; continued preparation of curriculum materials to meet changing social and economic conditions; organized state parental education

council; emergency education relief council in cooperation with state and federal relief administration organized in every county.

Rhode Island—All schools are open for a full term; no teachers have been discharged, altho fewer teachers are employed; larger classes are the outstanding indication of an unwholesome tendency. Improvement over last year assures reopening of evening schools and renewal of provision for education for adults and youth beyond school age. A program of adult education is in process of formulation.

South Dakota—For the first time in the history of the state, South Dakota has, thru the operation of a gross income tax, a certain amount of state support for schools. Revenue from this source will aid districts in distress. A longtime program designed to perpetuate and perfect the state's system of public schools has been launched. The profession is also active in all possible ways to interpret education.

Tennessee—The state bears approximately one-third of the total operating expenses of the county schools. The state department of education is actively cooperating with the federal relief program in the organization of classes to be taught by unemployed teachers. The Tennessee Educational Commission is pushing forward rapidly its comprehensive study of public education in Tennessee. Members of the CCC are being admitted to public high schools in the vicinities of these camps. Special vocational evening classes for adults have been organized under the Smith-Hughes Act.

Texas—Further decrease in the support given public schools by the state treasury has been prevented. The apportionment per pupil made by the state for 1933-34 is the same as last year.

Utah—The enrolment at the University of Utah and other state educational institutions with only nominal tuition charges of highschool graduates whose parents are unemployed; the creation of postgraduate departments in each of the Salt Lake City high schools for unemployed highschool graduates.

Vermont—Altho nearly all school systems in the state are running on reduced budgets, no schools have been closed. All evening classes continue. There is some adult education work being carried on in local communities. Normal-school standards of admission have been raised. A third-year course has been added at two normal schools.

Virginia—Schools were kept open during the year 1932-33 for eight months in all except four counties. In these the white schools were maintained for eight months and the colored for seven. Even these seven months represent two months more of educational opportunity than the negroes have heretofore had in these counties. All salaries of teachers were paid on time except in a few counties where teachers gave their services in order that schools might be maintained for eight months. In view of the dire financial situation facing schools for the present year, the extra session of the general assembly of Virginia assured an eight months term for the present school year. A system of organized publicity and information has been set up; this has resulted in a renewed interest in education among members of the general assembly and other citizens.

Washington—State support obligation increased to about one-half of school cost, with

more equitable plan of apportionment—on attendance basis. Disaster from passage of tax-limit initiative law averted by enactment of occupation tax for schools. All educational forces, professional and lay, allied in new state council.

West Virginia—Within the current year West Virginia has reorganized completely its educational system. The 385 magisterial and independent districts were abolished and replaced by fifty-five county districts. After 1935, county superintendents will be appointed by these boards. Consolidation of schools has reduced the number of teachers employed. Standards for certificates have been raised. The state has assumed nearly one-third of the current cost of elementary and high schools.

Wisconsin—Most of the adult education is carried on under the auspices of the vocational school and university extension division. That program has been continued with renewed vigor. Unemployed highschool graduates are, in many instances, returning to high school for additional training; others have availed themselves of the \$150 loan by the federal government to attend an institution of higher learning. Several organizations of the state have cooperated in setting up the Wisconsin College of the Air for those unable to attend high school. The legislature appropriated \$30,000 for university extension classes to be held thruout the state for unemployed desiring college credit. During the 1933 legislative session, state aid for elementary schools was reduced approximately 28 percent. The salary minimum was reduced from \$75 to \$65 and the supervising teacher system and teachers' retirement law were saved in the face of strenuous efforts to destroy them.

Wyoming—There has been a large increase in enrolments in postgraduate courses in high school and in evening classes for adults. The increase in the number of postgraduates returning to school for additional work in 1932-33 was 46 percent over the previous year. During the school term of 1932-33, a statewide testing program in reading was carried out in all rural schools of the state.

Alaska—Citizenship night classes have been discontinued for the present. The usual number of highschool graduates are taking postgraduate courses. A large number of highschool graduates are attending college. The educational situation is not serious. A few cities cut teachers' salaries some, but the salary schedule of the rural schools has been maintained. The school system in the Territory was recently reorganized.

Hawaii—The Territory suffered from reduced governmental expenditures but the centralized system of school administration enabled all public schools to be kept open and the same standard of salaries, equipment, and educational program to be maintained in both urban and rural districts. In spite of reduced appropriations and increased pupil load, the morale of the teachers has remained at a high level. New continuation schools have been started for young people above the compulsory school age who have dropped out of school.

Virgin Islands—An adult education committee, headed by the Director of Education, was organized. This committee has sent a questionnaire to the unemployed. The result in our population of 22,000, of whom 3100 are on various relief rolls, is that 1254 adults have asked for instruction in eleven subjects.



The Parents' Magazine

Some Progressive Principles

THE TASK of education for home-making is no less than preparation of our entire population for excellent and happy home life. This is not a task for the school alone. The foundations are laid during a child's earliest years. He imitates the speech, courtesies, and pleasing manners which he sees daily in his parents and brothers and sisters. He learns to care for his own clothing, to be clean and attractive, to take his part in keeping his home clean and orderly. In every grade from kindergarten to college, even where there are no special courses or special topics, young people are learning attitudes and points of view which profoundly affect their home life. By attaching importance to the home, each teacher can contribute to the growth of this phase of a child's education. It is particularly important that the courses in high school and colleges which deal with the home be enriched and extended to include such newer topics as housing, community planning, home recreation, home library, the rearing of children, lifetime planning for family finance, the changing status of women, and the like.

Worthwhile books in these fields will be of much interest to boys and girls.—J.E.M.

ONE OF THE basic purposes of schools is that they should stimulate and guide pupils to grow in their understanding and capacity for worthy home membership. It is chiefly in the family group that the child's habits, dispositions, attitudes, tastes, knowledges, and ideals are determined. The home has also a most vital function to perform in such matters as health, vocational preparation, citizenship, sexual information, and even in the learning of many phases of tool subjects, since the situations, problems, and activities which motivate such learning grow out of and are inherent in family life. The sixteen-hour-a-day influence of the home is a far greater determinant of conduct than the eight-hour influence of the school! In those cases where the home influence is not for the best interests of the child, the schools must take far more effective steps to change the home conditions than they have in the past.

Adolescent pupils should be offered many opportunities to observe and as-

sociate with young children. Many children come from homes where they have never had opportunities to be around young children. Consequently, they know little about the characteristics and nature of little children, how to deal with them, or how to help them in the solution of their problems. Fortunately most schools have within their walls the means of acquainting older children with young ones. Sometimes nurseries and kindergartens are placed in junior or senior high schools for this very reason. Pupils should also be encouraged to observe elsewhere, especially to talk

with mothers about their children.

Pupils may gain command of many fundamental homemaking processes through the activities of the school. Some schools are using extracurriculum activities as one of the best means of developing worthy home membership. Successful clubs have been formed in such activities as home economics, laundry, embroidery, crochet, tatting, luncheon, marketing, sewing, little mothers, home nursing, and valet [for boys]. An analysis of the foregoing list of clubs indicates the almost unlimited possibilities these offer for providing many rich and valuable experiences in the basic skill activities. They should certainly be considered some of the most valuable parts of the curriculum. For instance, is it generally not more desirable for a girl to know how to balance a meal than a chemical equation?

Pupils should grow in capacity to criticize and improve their present home environment in accordance with desirable practise. Tho this is obviously a touchy matter in many homes, a tactful teacher can work with the home and probably succeed in getting children to interpret and evaluate the arrangement and practises of their own homes according to sound principles. Until pupils are

Education for Homemaking

able to see the merits and demerits of their home environment and to make valuable suggestions for improvement, they do not really understand; they merely possess disconnected knowledge. Work on these activities should begin with concrete problems, such as: How large should a bedroom be? How should a diningroom be furnished? How should pictures be selected and hung? How often should adolescent pupils go out each week? What is a satisfactory diet?

There should be many discussions of the responsibilities and privileges of various members of the home. Many of the problems which grow out of interpreting and really learning the meaning of responsibility and privilege have a direct bearing upon the problems of the home. As these are taken up, they offer fine opportunities for helping pupils increase their understanding of their rights and duties in their homes and also of developing the attitudes which are so necessary for successful fulfillment of the obligations of parents. Schools should work in close cooperation with the homes so as to locate problems and study growth.

The school should help pupils promote the cultural and esthetic side of home life. The program of art activities should succeed in so developing the esthetic tastes, skills, appreciations, and abilities of pupils that they will be able to arrange their homes in accordance with artistic principles of form, size, color, arrangement, harmony, shape, and the like; that they will be able to provide appropriate reading materials and other means to recreation; to conduct themselves properly; and to learn etiquette.

Pupils should gain as thorough an understanding of the problems of home life as possible. In order to insure good learning, the teacher often must wait until there are "leads" which can be used as the basis of successfully studying problems

or questions of worthy home membership. The new education demands that the fundamental materials, aims, and principles in the field of worthy home living be fully determined in advance but that, to the degree possible, experience or study be limited to situations which are sound and educationally desirable.

Since most children are members of homes, face real personal problems, and realize that some day they will probably have a home of their own, there will likely be many excellent opportunities to discuss and study pertinent problems. Discussions should deal with the psychological, sociological, health, eugenic, economic, and physical problems or matters which are involved in home and family life. Special emphasis should be given toward helping pupils develop wholesome and intelligent attitudes toward the home and family relationship. Pupils should also learn many of the household skills involved in the maintenance and operation of a home.

Many of these questions are already being taken up in a greater or less degree in the traditional courses in home economics. In general these courses are valuable, but they do not deal sufficiently with the principles and problems underlying the home and of understanding the factors which make for a good home and those which disintegrate or break up

homes. Many of the problems of home life cannot be understood unless one has a background of psychology, biology, economics, art, chemistry, and other fields.

Valuable literature in the field of home relations and problems should be made easily available to pupils. Schools should prepare an extensive bibliography of appropriate literature which pupils may read both as an integral part of their school work or for leisure-time purposes. Some of the best literature should be displayed, so that pupils will be stimulated to read it.—**Daniel P. Eginton**, assistant supervisor in research and finance, Connecticut State Board of Education, Hartford.

[This is the third in a series on education for homemaking. THE JOURNAL serves as a clearinghouse for pioneer ideas by publishing articles each year, which cover some important field of education. Former series have included mental hygiene, the better teaching of reading, of geography, and of arithmetic. The various series on mental hygiene which were carried over a period of years were the most popular series ever published by THE JOURNAL. This interest in mental hygiene reflects the tension and pressure on individual life growing out of the crisis in the economic and social structure.]



An Evening with the Magazines

GRACE AND COURAGE—Resolution for a new year's work, in spite of debt and discouragement, is voiced by an undaunted Chicago teacher, writing anonymously in the November *Atlantic Monthly*.

"School opens in a week. I feel fairly fit, and I am ready. My finances are still appalling. The two weeks' pay tossed us last week—a sop to Cerberus?—went to creditors, except for a few dollars. Some time this week we are to receive a month's salary in 1933 tax warrants—marketable at a 40 percent discount or worse. A drop in the bucket of my obligations.

"Today is gray and cold, and the leaves are beginning to fall from the trees. On days like these our Nordic ancestors went forth to fight. In the same spirit, I like to think, thousands of teachers are returning to their classes—prepared to serve, but also prepared to fight for a decent solution of the problems ahead. Heaven send us grace and courage to perform our tasks!"

This Town Has Just Become a Father!—Carmel, N. Y., a town of eight hundred inhabitants, has added to its school program a plan for giving pupils firsthand vocational experience. Webb Waldron tells the story in the *American Magazine* for November. Last winter a careful study was made of the abilities and interests of the older pupils in the high school. With the help of the townsfolk, each youngster was given a chance to work as a sort of apprentice without pay for a number of school hours each week, and to receive school credit for this work. The doctor consented to take a boy in his office, and teach the lad what he could, in exchange for the boy's help. The blacksmith, the librarian, the groceryman, and a dozen others did the same.

The village is discovering, in its efforts to help its young people to make the most of themselves, a new objective for community spirit. "Carmel . . . is showing larger towns . . . how to vitalize their schools and stimulate their youth."

Intelligence and Poverty—"Are the poor afflicted by poverty because they are lacking in intelligence? Do those we call the 'under-privileged' suffer only for want of the initiative and ability to secure for themselves the privileges which more able members of society manage to enjoy?"

Seeking answers to these questions, a study was made of two groups of nursery-school children, matched for

FROM AN EDITORIAL SENT TO A MILLION FARM HOMES: We grant that back of this general pinching of rural schools lies need for economy, but why should that need be satisfied, as it usually is, by taking more than is fair from school support? . . . If you are a genuine friend of the traditional American policy of maintaining good free schools, you will think about these things, discuss them carefully, and then do something about them in your own community—*Farmer's Wife*, November 1933.

age and sex, averaging three years in age. One group of sixty-two children came from the poverty-stricken area surrounding Hull House in Chicago; the other from a wealthy suburb, Winnetka. This study was made by the Behavior Research Fund of Chicago and the Illinois Institute for Juvenile Research. Ethel Kavin, director of the preschool department of the Institute, gives a brief report on the study in the October *Survey Graphic*.

"Each of the 124 children was given a Merrill-Palmer test, and more than 70 percent were also given Stanford-Binet tests. The former scale, designed as a mental test for children of preschool age, does not involve verbal ability to the same extent as does the latter but is quite generally accepted as a measure of mental development."

The results showed that the slum children equalled or surpassed the suburban children in the tests which did not depend on language ability.

"The scope of this study is obviously too limited to warrant definite conclusions in regard to the differences of abilities of different social groupings. The findings, however, suggest important social and educational implications. . . . I question a social philosophy which sees the poor and their progeny as groups inevitably destined for inferior roles in society because of their own inadequacy. Any clear view of the place of education

in a democracy, it seems to me, includes the task of discovering the real disabilities of the under-privileged and of giving them the opportunity to overcome, so far as possible, those handicaps which can be modified by training and environment."

Talking Over the College Problem—An editorial and an article in the September *Forum and Century*, questioning the value of a college education, brought forth a number of replies. The December issue of the magazine quotes several of these comments, presenting a striking variety of viewpoints.

James Truslow Adams, historian, says: "If I were to try to pick out the worst factor in the muddle, I would say complete confusion of mind on the part of both educators and probably public as to what education is and what an educational system is supposed to aim at and how its various parts should be co-ordinated to attain the best results."

Homer P. Rainey, president of Bucknell University: "From a broad social point of view it is a beneficent thing that colleges and universities are not swept off their feet by every new wave of propaganda that comes along. . . . I have confidence that there is intelligence enough in them to enable them to adjust themselves to future social needs."

H. W. Dodds, president of Princeton University: "After all, the colleges and universities can't get very far away from the democratic social soil from which they spring. . . . The fact that our students do not now represent an automatically selected group, as was pretty much the case fifty years ago, changes our problem and attack."

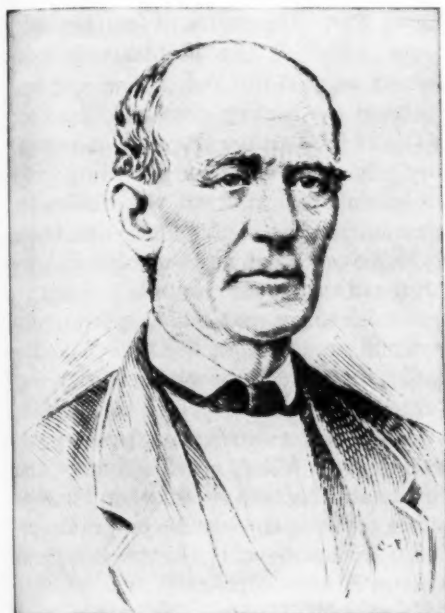
W. R. Inge, dean of St. Paul's, London: "At Oxford and Cambridge the old sporting and idling student is almost extinct. Nearly half the students are promising boys from the state schools, subsidized out of the taxes."

Robert E. Vinson, president of Western Reserve University: "I see very little hope of improving these conditions until education in this country can receive two privileges. One of these is that education shall be in the control of those who devote their lives to this service, and the other is that American society shall offer adequate opportunity to men and women to exercise their developed capacities."

—Prepared for THE JOURNAL by the Educational Research Service.

Schools Shall Forever Be Encouraged

RELIGION, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. As the reading clerk of the Continental Congress, assembled in New York City on a July



William Holmes McGuffey

day of 1787, intoned these words among thousands of others guaranteeing political and religious freedom to inhabitants, prohibiting slavery, and providing for humane treatment of the Indians in the Northwest Territory, there was at least one member to whom these lines must have seemed more important than all the others. He was Thomas Jefferson, who is credited with being the author of them. His *Bill for a More General Diffusion of Knowledge* in Virginia had failed of adoption by the legislature. Now the father of the *Declaration of Independence* was about to guarantee the means of selfdetermination to the great Northwest. There were surely others present to whom the lines quoted were significant; for there was only one negative vote. "And so it was resolved in the affirmative," reads the fine hand of the scribe on the now yellowed page of the *Jour-*

nal, preserved in the archives of the Library of Congress.

Upon Ohio, firstborn of the Northwest Territory, fell the obligation enjoined in the famous phrases, when, in 1802, the convention included them almost verbatim in the state constitution.

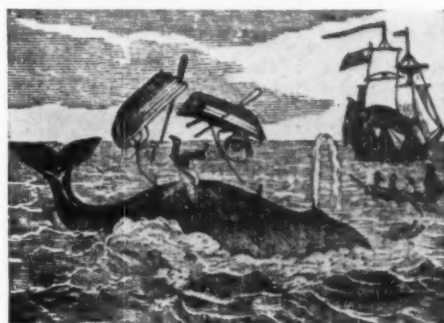
The first acceptance of responsibility by the federal government for the education of its children was more than a pious hope. An ordinance in 1785 had already set apart a section of land in every township for the financial support of schools—700,000 acres in all. The land had a book value of \$2 an acre in 1802, providing a total potential endowment of \$1,400,000, a stupendous sum in a day when school buildings were erected as an incident to community log rollings, and teachers' pay was measured in "pork and provisions."

It would have seemed that Ohio's educational future was secure.

So convinced of its security were the hardy settlers who chose Ohio for a home that they gave the matter little thought. Schools and the means of education were left pretty much to shift for themselves while the pioneers broke sod and cleared timber and dug canals. This does not mean that there were no schools, many of them, but they were supported by rate bills. The impartial pages of history record the fact that neither the injunction of 1787 nor the generous bounty of 1785 would have availed much without the zealous efforts of early schoolmasters. Of these there was an abundance in Ohio.

When leading educators of the nation assemble in Cleveland, February 24-March 1, 1934, in the sixty-fourth annual convention of the Department of Superintendence, one of the principal tasks

which they will set for themselves is to arouse in the nation's citizenry a sense of responsibility for maintaining the means of education. In fulfilling this obligation, they will have in the eldest state of the Northwest Territory the inspiration of glorious tradition.



The McGuffey stories which painted a solemn moral are frequently quoted as typical of the contents of the famous readers. Likely these solemn stories are more popular in retrospect than they were when they constituted the daily reading assignment. But there was also drama in the McGuffey readers, as this whale catching episode shows, for those who enjoyed action.

The early apostles of culture in the American wilderness ignored deprivation and defied death in their determination to bring "religion, morality, and knowledge" to savage tribes whose lives had never been touched by these virtues. The mantles of John Heckewelder, David Zeisberger, and their colleagues fell upon a long line of worthy successors.

The first known school for whites in Ohio was taught by a woman, Bathsheba Rouse, a daughter of an emigrant from New Bedford, Massachusetts. Her school "kept" in the fort at Bellepré, on the Muskingum near the present location of

Marietta, in the summer of 1789. Vying for honors in being first, was Major Anselm Tupper, whose school was situated in a blockhouse of Campus Martius, the fortification at Marietta. This school also opened in 1789.

The manner in which these early schools were organized and supported is so well illustrated in an advertisement of the *Cincinnati Centinel and North Western Territory*, of Saturday, Janu-



The Back Run School, near Zanesville, Ohio, where James A. Garfield taught.

ary 3, 1795, that it is quoted in full:

The subscriber begs leave to inform the public that he intends to open school on Monday the 22d of this inst. in the house lately occupied by David Williams, nearly opposite James Ferguson's store, where he proposes to educate youth in the following sciences and mathematic branches, viz.: reading, writing, arithmetic, bookkeeping, mensuration of the superficals and solids, dialing, guaging, surveying, navigation, elements of geometry and algebra. The parents and friends of all such as are committed to his trust, may depend on his utmost care and best endeavors to form their tender minds to a love of learning and virtue; he likewise will employ every opportunity in grounding his pupils in the practical parts of the above.—Stuart Richey.

Privately supported schools sprang up everywhere. Some of them soon grew into academies and colleges—"New Yales and Harvards rising in the wilderness"—one historian declares—"New Princetons rising in the midst of the forests while the war-whoop of the savages still shrilled. . . ."

In these vigorous and ambitious, tho poorly supported pioneer institutions, were developed the manhood and womanhood which furnished the leadership of Ohio. The ideals and traditions born in their halls were the inspiration of statesmen, generals, educators, presidents, clergymen, and writers, destined to play star roles in the building of a nation.

Yet for many years there was no real public-school system in the state. In a veritable empire of material wealth, educational opportunity for all the children of all the people waited upon the vision and persistence of educational leaders who held the words of Thomas Jefferson a command—"schools and the means of education shall forever be encouraged."

Among the leaders were three whose names cannot be omitted in the briefest mention of Ohio's educational history: William Holmes McGuffey, Joseph Ray, and Thomas W. Harvey. And the greatest of these was McGuffey. He may be described as an institution that nurtured the intellectual growth of four generations of Western Americans.

The life of McGuffey typifies the as-

pirations and difficulties and achievements of Ohio youth in the first quarter of the nineteenth century. At eighteen



LESSON XI.

Boys at Play.

Can you fly a kite? See how the boy flies his kite. He holds the string fast, and the wind blows it up.

Now it is high in the air, and looks like a bird. When the wind blows hard, you must hold fast, or your kite will get away.

Boys love to run and play.

But they must not be rude. Good boys do not play in a rude way, but take care not to hurt any one.

Another "action picture" from McGuffey's readers. This lesson illustrates the manner in which good advice to young readers was included in the text of a story.

years of age he had had no teacher but his mother and the schoolmasters of three short winter terms of school in his county. He longed to go to college, but there was no money with which to send him. Thru the help of a circuit-riding Presbyterian minister the earnest youth had his chance and justified it. "Red Head" McGuffey of Trumbull County, Ohio, became the nation's most widely known teacher of the nineteenth century. In 1836, his *Eclectic Readers* appeared. They were published continuously until 1901. The selections he made for his readers run the gamut of human emotions. History, philosophy, life, death, war, and love move thru his pages.

A notable and unusual selection in the *Fourth Reader* of an early date was an address by Samuel Lewis pleading for free schools in Ohio. McGuffey's use of it is likely the first well-considered attempt to interpret the significance of education to students.

Along with McGuffey, Joseph Ray will be long remembered as a teacher. Some schoolmasters of a generation now passing still recall with some qualms Ray's *Third Part Arithmetic*. A teacher who could solve all the problems in that volume was held in awe as one who had achieved the highest degree in "larnin."

It was 1825 before there was a mandatory school law in Ohio, providing for a tax of one-half mill on the dollar for common schools. Until 1853 the funds available were not large enough to permit the disuse of the rate bill.

In achieving a state school system, professional organization in Ohio played a significant part. Professor McGuffey was a leader in the College of Teachers in 1831, the first extensive teachers organization in the West, growing out of the Cincinnati Teachers Association. Famous names on their convention programs include: Lyman Beecher, Joseph Ray, and William Holmes McGuffey.

Thomas W. Harvey, third member of the triumvirate which exercised a far-reaching influence on popular education in the West, was one of the organizers, and the first president, of the Northeastern Ohio Teachers Association in 1869. Dr. Harvey was one of the first champions of the rural schools, and his organization work did much to pave the way for the professional solidarity of Ohio teachers represented today in the Ohio Education Association.

Educators who meet at Cleveland next February have inherited the mantle of their forerunners in the Northwest Territory; they, too, have not forgotten that "schools and the means of education shall forever be encouraged."—Belmont Farley.

Article the Third. Religion, morality and knowledge being necessary to good government and the happiness of mankind, Schools and the means of education shall forever be encouraged. The utmost good

This photostat was made for THE JOURNAL of the National Education Association from the original copy of the daily *Journal of the Continental Congress*, for July 13, 1787. The *Journals* are carefully preserved in the archives of the Library of Congress.

The Superintendents Meet at Cleveland

THE ANNUAL CONVENTION of the Department of Superintendence will be held in Cleveland February 24 to March 1, 1934 inclusive.

Shortly after the Minneapolis meeting, the executive committee of the Department of Superintendence met in Indianapolis. At that meeting a plan was adopted for making the convention a working conference. This plan was to select seven outstanding educational problems of national import. A chairman, secretary, and twenty-five or thirty members of the Department were asked to take charge of the analysis, the collecting of material, and the presentation of these problems for the Cleveland meeting. Each chairman was further asked in his analysis to formulate at least ten subtopic groups and to assign from his general committee of twenty-five or thirty a chairman and a secretary for each subtopic group. When that work was completed, Mr. Shankland undertook the tremendous task of assigning all members of the Department of Superintendence to membership on these subtopic groups. Nearly 4000 members of the Department of Superintendence have been assigned a definite task on some general or subtopic committee. By the first of December these general and subtopic committees were busily at work collecting material, analyzing their problems, submitting suggestions for their solution, and giving to their chairmen the benefit of their wide experiences in a multitude of fields.

The purposes of this reorganization are to tap the great resources of the Department for constructive suggestions on the many important problems confronting school executives today. There is a

wealth of unused, constructive ability in 4000 school executives. We hope to stimulate not only thinking, but action on our problems.

IMPORTANT

LOWER RAILROAD RATES—only one and one-third fare for the round trip. Identification certificates, ready January 15, may be obtained from J. W. Crabtree, secretary, 1201 16th St., N. W., Washington, D. C. Dates of sale, February 18-26, inclusive. Final return limit thirty days from date of sale. ¶Sleeping room reservations are handled thru the Cleveland Convention Board, A. H. Skean, secretary, 1604 Terminal Tower Building, Cleveland, Ohio. ¶Convention headquarters, registration, postoffice and exhibits are located in the Cleveland Public Auditorium. No headquarters hotel has been designated.

The second purpose is to encourage discussions at the Cleveland meeting by having the groups small enough so that this will be possible. Of late years the discussion groups have grown beyond all possibility of making them forums for informal discussion. An open, free, frank discussion of our problems at Cleveland is one of our chief objectives.

Our third purpose is to stimulate interest in the Department of Superintendence by giving to each member a definite task. Not only will each member have a definite task from now until convention time, but when he arrives at Cleveland he will find awaiting him a specific assignment.

Our fourth purpose in this reorganization is, by making of this meeting a working conference, to give to the execu-

tives definite and constructive suggestions for the solution of the many problems they meet at home. Inspirational addresses are splendid and have a real place at such a meeting, but definite findings are of even greater importance.

The seven topics and the chairmen of each general subject committee are given herewith:

The Administration of Teacher Training—Edward D. Roberts, superintendent of schools, Cincinnati, Ohio, chairman.

A Comprehensive Program of Public Education—J. Stevens Kadesch, superintendent of schools, Medford, Massachusetts, chairman.

Financing Public Education—Frank W. Ballou, superintendent of schools, Washington, D. C., chairman.

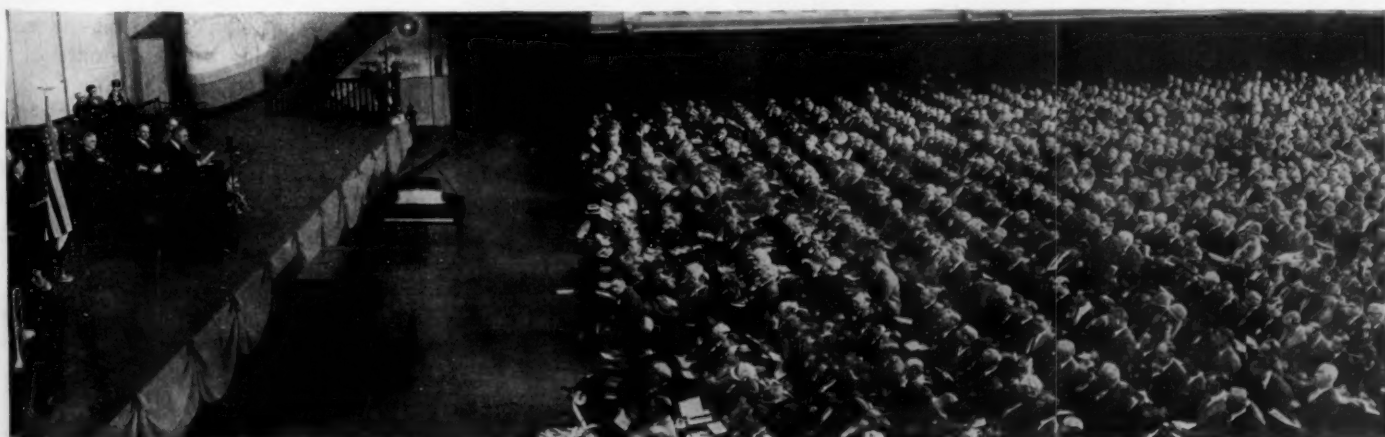
Education for the New America—Willard E. Givens, superintendent of schools, Oakland, California, chairman.

Public Education and Public Welfare—Leslie A. Butler, superintendent of schools, Grand Rapids, Michigan, chairman.

A National Outlook on Education—John K. Norton, Teachers College, Columbia University, New York, New York, chairman.

Interpreting the Schools to the Public—Frank A. Jensen, superintendent of schools, Rockford, Illinois, chairman.

Not only will the meeting at Cleveland be a working conference, but it will be a convention as well. It will open Sunday afternoon with vesper services to be held in the music hall of the municipal auditorium. This meeting will be addressed by William Lowe Bryan, president of the University of Indiana. It is doubtful whether a better choice for such an address could have been made. The general sessions will be held Monday morning and Monday evening, February 26; Tuesday morning and evening, February 27; Wednesday morning and evening, February 28; and Thursday morning and afternoon, March 1. Monday



A typical convention of the Department of Superintendence

and Tuesday afternoons will be devoted entirely to the meetings of the general subject committees and subtopic groups. Over seventy such committees have been appointed and provision has been made for each one to have a meeting place in Cleveland. I am sure each member of the Department will be anxious to attend the particular committee to which he has been assigned.

There is no general theme or keynote for this meeting, but an effort has been made to integrate the work of the general committees and the addresses to be given at the general sessions. Thus on Monday morning, February 26, "Education for the New America" will be discussed from the point of view of colleges of education by Dean William F. Russell of Teachers College; from the standpoint of the public schools by Harold G. Campbell, deputy superintendent of New York City; from the standpoint of other agencies by John Finley of the *New York Times*.

Monday evening an innovation is planned which we hope will find favor with the members of the Department. It is to be a banquet for all members of the Department, their friends, and members of allied departments. This banquet will be held in the arena of the municipal auditorium and we hope will be attended by 3000 or 4000 people. In addition to appropriate music and entertainment, an address will be delivered by Dr. Charles E. Merriam of the University of Chicago on the subject "Economy, Wise and Otherwise, in Municipal Government." There will be a second address which cannot be announced now because of lack of a definite acceptance.

Tuesday morning the general subject will be "Some National Problems in Education." This session will also include the annual business meeting of the Department. Merle Sidener, president of Sidener, Van Riper & Keeling, Advertising, Indianapolis, will discuss "Interpreting the Schools to the Public," and Arthur B. Moehlman, School of Education, University of Michigan, will discuss "Planned Teacher Production."

On Tuesday evening two important addresses will be delivered, one by Robert R. Moton, president of Tuskegee Normal & Industrial Institute, and another by Payson Smith, state commissioner of education for Massachusetts.

Wednesday morning the general subject is "Public Education and Public Welfare." Various aspects of this will be considered. George F. Zook, newly appointed United States Commissioner of

Education, has as his topic "Public Education and National Welfare." Edward A. Filene, merchant, Boston, will discuss

DEPARTMENTS and allied organizations officially invited to participate in the Cleveland convention:

American Educational Research Association: Paul T. Rankin, Detroit, Mich., president; William G. Carr, Washington, D. C., secretary.

Department of Elementary School Principals: Aaron Kline, Chicago, Ill., president; Eva G. Pinkston, Washington, D. C., secretary.

Department of Rural Education: Agnes Samuelson, Des Moines, Iowa, president; Mrs. Katherine M. Cook, Washington, D. C., secretary.

Department of Secondary School Principals: Robert B. Clem, Louisville, Ky., president; H. V. Church, Berwyn, Ill., secretary.

Department of Supervisors and Directors of Instruction: Mildred English, Raleigh, N. C., president; James F. Hoscic, Teachers College, Columbia University, secretary.

Department of Vocational Education: R. W. Selvidge, University of Missouri, president; Howard L. Briggs, Knoxville, Tenn., secretary.

Municipal Normal School and Teachers College Section: W. E. Lessenger, Detroit Teachers College, chairman; Frank Webster Smith, Winter Haven, Fla., secretary.

National Association of High School Inspectors and Supervisors: G. W. Rosenlof, Lincoln, Nebr., president; J. S. Stewart, University of Georgia, secretary.

National Council of Childhood Education: Edna Dean Baker, president, Association for Childhood Education, Evanston, Ill.; Mary Dabney Davis, president, National Association for Nursery Education, Washington, D. C., co-chairmen.

National Council of Education: William C. Bagley, Teachers College, Columbia University, president; Adelaide S. Baylor, Washington, D. C., secretary.

National Council of State Superintendents and Commissioners of Education: Charles A. Lee, Jefferson City, Mo., president; E. W. Butterfield, Hartford, Conn., secretary.

National Society for the Study of Education: M. E. Haggerty, University of Minnesota, chairman; Guy M. Whipple, Danvers, Mass., secretary.

National Society of College Teachers of Education: Stuart G. Noble, New Orleans, La., president; Fowler D. Brooks, De Pauw University, secretary.

"Public Education and the Nation's Business." E. C. Hartwell, superintendent of schools at Buffalo and former president of the Department of Superintendence, will speak on the subject "Our National Dividends from Public Education."

On Wednesday afternoon the topic is "A Comprehensive Program of Public Education." Howell Cheney, manufacturer of South Manchester, Connecticut,

will discuss "The Relationship Between Secondary Education and Present Economic Trends." Frank Pickell, superintendent of schools at Montclair, New Jersey; Thomas Gosling, superintendent of schools at Akron, Ohio; and James Edmonson, dean of the college of education of the University of Michigan, will discuss this topic from the point of view of the elementary schools, the secondary schools, and higher education respectively.

The meeting for Wednesday evening has not been finally determined.

On Thursday, both morning and afternoon, the chairmen of the various subject committees will make their reports. Thursday's program will be one of the most important of the entire week because on this day we will all have an opportunity to learn, in tabloid form to be sure, what the findings of these seven general committees are. The members of the Department will be interested in knowing that the report of all of the seventy subtopic committees as well as the findings of the seven general committees will be published in the *Proceedings* following the convention in Cleveland.

One thing is needed to make this meeting successful—the active cooperation and support of all members of the Department of Superintendence. This can be given by work on the committees prior to the convention; by attendance at and participation in the discussions which these committees will have during the convention week; by attendance at the banquet Monday evening; and of course by membership in the Department of Superintendence. While membership in the Department of Superintendence is not a prerequisite to assignment and work on a committee, it is presumed that those who work on a committee, prior to or at the Cleveland convention, will join the Department.

Someone has suggested that the meeting at Cleveland, with its emphasis on important problems both during the general sessions and the committee meetings, should formulate what will become a code of action for school executives and that "such a code might become a second Magna Charta of liberty." We have no such ambition as that, but we do hope that the findings of these various groups and the inspiration from the general sessions will enable us to formulate a Magna Charta for education.—Paul C. Stetson, president, Department of Superintendence, and superintendent of schools, Indianapolis.

The Schools in the News and Why

I

ANYONE who has read widely among newspapers and magazines in the past few months is impressed with the frequency of news and articles about the public-school situation in the United States. The chief reason for this is that public education is in desperate straits. Over 100,000 children are completely denied educational opportunity this year. The doors to their school-houses have not opened—and will not open this year unless the more powerful forces of the state and federal governments come quickly to the rescue.

This interest in the fate of the schools is not confined to educational publications. Newspapers, lay magazines, house organs, farm magazines, in fact, nearly all types of publications are dealing with the problems of education.

The mere fact that the schools are endangered, however, is not the only reason for this increased attention to schools. Back of the scenes there are individuals and organizations calling the crisis in education to the attention of editors and furnishing them with the facts.

Local, state, and national education associations are responsible directly or indirectly for much of this attention to schools. Other agencies such as the state departments of education and the United States Office of Education are likewise at work. Special contacts are maintained by the National Education Association with various types of magazines and with the daily press of the nation thru the leading news services. Many publications come directly to the Association to secure material for articles they wish to present to their readers. Because of the excellent service the Association is able to provide them, they come to the same source again and again when looking for assistance in the field of education.

The following are a few of the articles which have appeared in lay magazines in recent months:

"The Plight of Our School System." Wayne W. Parrish in *Literary Digest*, September 23, 1933.

"The Teacher Faces the Depression." Eunice Langdon in *Nation*, August 16, 1933.

"Blank Pay Days." A Chicago High-

school Teacher in *Saturday Evening Post*, July 1, 1933.

"When Teachers Strike." Milton S. Mayer in *Forum and Century*, August, 1933.

"Culture in the Corn Belt." John Scholte Nollen in *Review of Reviews and World's Work*, August, 1933.

"Schools at the Turn" in *Time*, September 18, 1933.

"Deflating the Schools" in *Harpers Magazine*, November, 1933.

Not only in articles, but in editorials as well, have the editors come to the defense of the schools, as these examples witness:

"American Education Endangered" in *International Journal of Religious Education* for November, 1933.

"Going Back to School" in *Good Housekeeping* for September, 1933.

"Financing Public Schools" in *The Southern Planter* for October, 1933.

"The Schools Will Come Through" in *Country Gentleman* for August, 1933.

"The Raid on the School" in *Woman's Home Companion* for October, 1933.

Every member of the Association helps to make it possible for the case for education and teachers to be presented in publications of the type listed above. This type of support for education is essential not only to the educational welfare of the child but to the profession of education as well.

II

The task of getting the news concerning education into the hands of the people would be impossible were it not for another phase of the Association's work. The publications listed in this article, some of which have frequently used materials secured from the National Education Association, would not turn to the Association for the facts if it were not wellknown that the Association is the source of accurate and up-to-date information concerning education. The research work carried on by the Association has come to be recognized as authoritative in the fields covered.

A recent illustration will indicate the significance of studies made by the Association. On October 5, 1933, a postcard inquiry form went out to every county superintendent in the United States asking for certain facts with regard to the rural-school situation. This study was

sponsored by the Joint Commission on the Emergency in Education and carried out by the Research Division of the headquarters staff. In about three weeks a preliminary report of this study was made available. It showed that the schools of 100,000 rural children did not open their doors this year; that nearly a million children are in schools which will run less than six months and that 85,000 children are in schools which will run less than three months; that one teacher in every four in the United States is getting a salary which is less than the minimum guaranteed to factory hands by the blanket code of the National Recovery Act. The report of this study was sent out immediately to news services and magazines and to other agencies and received wide publicity.

The findings of this study together with a survey of the situation in city schools by the United States Office of Education may be an important factor in determining whether or not federal aid for education will be forthcoming this year. If these facts concerning the school situation were not made available by some agency, congressional and administrative leaders would not have comprehensive evidence upon which to base their decision as to the need for federal aid. With this evidence at hand, no one can deny the need.

So it is that one research study after another furnishes the basis for action on vitally important educational projects which affect directly or indirectly every member of the profession. Only one teacher in five supports the Association, altho the entire million teachers of the nation have benefited by the work carried on by those who do belong. Is it not time for every teacher to participate? With 100-percent membership, the Association could speak with much greater authority than it does now. The American Federation of Labor is able to speak with authority because of its five million members. Should not the National Education Association be able to speak with the authority of one million members—all the teachers of the country?—Lyle W. Ashby.

Note: For a more complete account of the activities of the Association in the present trying period for education, see the feature entitled "Working Together," in the November 1933 JOURNAL.

Master Builders of Our Profession

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on December 1 was 5155. The entire teaching staff and officers of the Rockford, Illinois, schools recently presented Superintendent Frank A. Jensen a life membership in the National Education Association in recognition of his outstanding service to the cause of education. The following life members have been reported since the list was published in the December JOURNAL.

COLORADO—Gladys Esther Ritter.
FLORIDA—J. Hooper Wise.
ILLINOIS—Floyd T. Goodier, Perry Henry Hellyer.
MASSACHUSETTS—Clarence W. Holway.
NEBRASKA—Louis A. Breternitz.
NEW YORK—Albert D. Dotter, Nellie A. Rose.
OHIO—Harris V. Bear.
TEXAS—Marjorie C. Johnston, Thomas Titus Pollard, Ernest Steele Rambo.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their 100 percent enrolment in the National Education Association for ten years or more. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. The list includes schools which have reported since the list was published in the December JOURNAL.

Sixteen Years

NEW JERSEY—Morris Township, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street.

Fifteen Years

COLORADO—Denver, Perry; Pueblo, District Number 20, Minnequa.
IOWA—Keokuk, Elementary Teachers' Club, Garfield, Jefferson, Lincoln, Torrence, George Washington, Wells-Carey; Sioux City, Hopkins.
OHIO—Elyria, Elyria Public Schools, Allen, Ely, Franklin, Garford, Gates, Hamilton, High, Jefferson Junior High, McKinley, Roosevelt, Washington.

Fourteen Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.
COLORADO—Colorado Springs, Buena Vista, Washington.
ILLINOIS—Fairbury, Fairbury Public Schools; Moline, Lincoln, Willard; Rock Island, Washington Junior High.
INDIANA—Hammond, Maywood.
IOWA—Sioux City, Smith.
MASSACHUSETTS—Brookline, J. Elliot Cabot, Pierce.
MINNESOTA—Minneapolis, John Hay.
NEW JERSEY—Bridgeton, Vine Street.
OHIO—Marietta, Marion, Norwood.
WISCONSIN—Fond du Lac, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, Senior High.

Thirteen Years

ARIZONA—Prescott, Prescott Public Schools, Junior-Senior High, Washington; Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.
CALIFORNIA—Santa Barbara, Roosevelt.
ILLINOIS—Elgin, Columbia; Moline, Logan.
IOWA—Sioux City, Floyd.
LOUISIANA—Grand Cane, High.
MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peak Island, Saunders Street, Shailer, Rosa E. True.
OHIO—Cincinnati, Vine; East Cleveland, Mayfair; Lorain, Brownell, Harrison, Lowell; Massillon, Whittier.
VIRGINIA—Lynchburg, Floyd.

Twelve Years

ARIZONA—Tucson, High, Mansfield Junior High, Mission View, Pascua, Roskrige Elementary, Roskrige Junior High, University Heights.
CALIFORNIA—Bakersfield, McKinley.
CONNECTICUT—Meriden, Robert Morris.
ILLINOIS—Elgin, Franklin, Garfield, Lowrie; Moline, Central Junior High, John Deere Junior High, Garfield, Grennell.
INDIANA—Terre Haute, McLean Junior High.
IOWA—Burlington, John Lockwood Corse, Lincoln, North Hill, Oak Street Elementary, Charles Elliott Perkins, William Salter, Robert Graham Saunderson, Sunnyside, Washington; Sioux City, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hawthorne, Hunt, Lowell, McKinley, Roosevelt, Washington.
MASSACHUSETTS—Beverly Farms, Farms.
MICHIGAN—Mount Clemens, Mount Clemens Public Schools, Clemens, Dickinson, Andrew T. Donaldson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson.
MINNESOTA—Duluth, Nettleton.
NEW JERSEY—New Brunswick, Lord Stirling.
OHIO—Bellefontaine, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers and Supervisors; Lorain, Hawthorne Junior High, Whittier Junior High; Oberlin, Oberlin Public Schools, Centennial, Junior-Senior High, Pleasant Street, Prospect Street.
VIRGINIA—Lynchburg, Frank Roane.
WISCONSIN—Kenosha, Lincoln Elementary, Lincoln Junior High.
WYOMING—Casper, Lincoln.

Eleven Years

ARIZONA—Jerome, Jerome Public Schools, Administration, Clark Street, High, Building "C."
CALIFORNIA—San Jose, Gardner, Hawthorne.
COLORADO—Colorado Springs, Whittier.
DELAWARE—Wilmington, Public Number 13, Public Number 21.
ILLINOIS—Elgin, Grant; Moline, Ericsson, Irving, McKinley, Roosevelt, Senior High; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington.
INDIANA—Fort Wayne, Jefferson.
IOWA—Sioux City, Longfellow, Riverview, Whittier.
MAINE—Portland, Morrill, Oakdale Kindergarten, Vaughan Street.
MASSACHUSETTS—Beverly, Brown.
MICHIGAN—Grand Rapids, Finney, Madison.
NEBRASKA—Omaha, Saratoga.
NEW JERSEY—Plainfield, Stillman, Washington.
NEW YORK—Binghamton, Thomas Jefferson Number 8, Laurel Avenue Number 10, Florence Nightingale Number 4, Woodrow Wilson Number 16.
OHIO—Columbus, Eighth Avenue; East Cleveland, Caledonia; Lorain, Irving, Longfellow.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Biggers.

Ten Years

ALABAMA—Birmingham, Powell.
CALIFORNIA—San Jose, Grant.
COLORADO—Colorado Springs, Midland, Steele; Denver, Barnum, Bromwell, Ebert, Fairmont, Globeville, Montclair, Steele, Stevens, Twenty-fourth Street, Wyatt, Wyman; Englewood, Hawthorne; Teller County, District Number 1, District Number 1 Public Schools, Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High; Wray, Yuma County High.
DELAWARE—Western New Castle County, Townsend; Wilmington, Public Number 5, Public Number 1.
IDAHO—Idaho Falls, Eagle Rock, Eastside, Riverside.
ILLINOIS—Dundee, Community High; Elgin, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; Jacksonville, Franklin, Jefferson, Lafayette, David Prince Junior High, Washington; Moline, Moline Public Schools, William Carr, Central Junior High, John Deere Junior High, Ericsson, Garfield, Grant, Grennell, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Senior High, Willard; Naperville, Naperville Public Schools, Ellsworth, High, Naper, Special Teachers and Supervisors; Oak Park, Holmes; Rock Island, Edison, Grant, Hawthorne, Irving.
INDIANA—Fort Wayne, Forest Park, Hamilton, Lakeside, Riverside; Michigan City, Benjamin Harrison; South Bend, Lincoln.
IOWA—Sioux City, Joy.
KANSAS—Hutchinson, North Side.
MAINE—Portland, Isabella Garvin, Libby, Lincoln Junior High, Longfellow, McLellan, North, Presumpscott, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.
MARYLAND—Queen Anne's County, Queen Anne's County Public Schools, Barclay, Centerville Elementary, Centerville High, Chester, Church Hill Elementary, Church Hill High, Crumpton, Graeseville, Price, Queen Anne, Queenstown, Stevensville Elementary, Stevensville High, Sudlersville Elementary, Sudlersville High, Tri-County High.
MASSACHUSETTS—Belmont, Winthrop L. Cheney; Beverly, Prospect; Medford, Ossgood; Melrose, Theodore Roosevelt.
MISSOURI—Clayton, Clayton Public Schools, Attucks, Bellevue, De Mun, Glenridge, High, Maryland.
NEBRASKA—Omaha, Beals, Belvedere, Jackson, Howard Kennedy.
NEVADA—Clark County, District Number 1 Public Schools, Dry Lake, Mesquite, Moapa, Moapa Valley High, St. Thomas, Virgin Valley High.
NEW JERSEY—Bernards Township, Bernards High; Hackensack, Broadway Number 1, Fairmont Number 4, First Street Number 5, High, Jackson Avenue Number 6, Longview Number 7, Union Street Number 2; New Brunswick, Livingston; Summit, Roosevelt.
NEW YORK—Binghamton, Christopher Columbus Number 5, Thomas Edison Number 3, Lincoln Number 6, Henry W. Longfellow Number 13, Washington Number 1.
OHIO—Columbus, Heyl Avenue, Medary Avenue; Cuyahoga County, Fairview Public Schools, Fairview High, Garnett, Gilles-Sweet; East Cleveland, Chambers; Lorain, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, High, Hawthorne Junior High, Irving, Lincoln, Longfellow, Lowell, Oakwood, Special Teachers and Supervisors, Whittier Junior High; Marius, Greenwood; Warren, Elm Road.
PENNSYLVANIA—Greenville, Margaret Brown; Muhall, Muhall Public Schools, Andrew Street, High, Ravine Street, Twelfth Avenue.
UTAH—South Sanpete District, Manti Junior High.
VERMONT—Brattleboro, Canal Street.
VIRGINIA—Lynchburg, Ruffner.
WYOMING—Casper, Grant.

Builders of Our Profession

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the December JOURNAL.

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten years or more, see "Master Builders."

Nine Years

ALABAMA—Birmingham, Avondale.
ARIZONA—Winslow, Winslow Public Schools, Coopers-town, High, South Side, West Washington.
CALIFORNIA—Pasadena, John Muir Technical High; San Jose, Woodrow Wilson Junior High.

COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild; Denver, Alameda, Cole Junior High.
IDAHO—Idaho Falls, Idaho Falls Public Schools, Central, Emerson Elementary, Eagle Rock, East Side, Emerson Primary, Junior High, Riverside, Senior High.
ILLINOIS—Evanston, Dewey, Lincolnwood, Orrington, Willard; Jacksonville, Morton; Rockford, Montague; Rock Island, Franklin Junior High, Lincoln Junior High.
INDIANA—Fort Wayne, Harmar, McCulloch.
OHIO—Lakewood, Harrison.
KENTUCKY—Louisville, Emmet Field, McFerran, Hiram Roberts.
MAINE—Portland, Allen, Staples, Summit Street; Presque Isle, Aroostook State Normal.
MASSACHUSETTS—Beverly, Cove; Lynn, Coburn Street; Plymouth, Cornish.

MINNESOTA—Cloquet, Central, Garfield, Jefferson.
NEW JERSEY—Asbury Park, Bond Street, Bradley, High; Bernards Township, Bernardsville Grammar; Bridgeton, South Avenue; Camden, C. K. Evered, Northeast, J. S. Read, H. C. Sharp; East Orange, Washington; North Plainfield, Somerset; Plainfield, Jefferson.
NEW YORK—Ardley, High; Binghamton, Binghamton Public Schools, Central High, Christopher Columbus Number 5, Continuation Number 2, Calvin Coolidge Number 12, Daniel S. Dickinson Number 9, Directors and Special Teachers, East Junior High, Thomas Edison Number 3, Eldridge Park, Benjamin Franklin Number 7, Alexander Hamilton Number 15, Health Education, Jarvis Street Number 14, Thomas Jefferson Number 8, Laurel Avenue Number 10, Lincoln Number 6, Henry W. Longfellow Number 13, Florence Nightingale Number 4, Open Air Number 7, Open Air Number 9.

Theodore Roosevelt Number 11, Washington Number 1, West Junior High, Woodrow Wilson Number 16; *Kenmore*, Washington; *Oneida*, North Broad Street.

OHIO—*Ashtabula*, Park Junior High; *Cincinnati*, Retail Selling; *Columbus*, Lane Avenue, Second Avenue, Stewart Avenue; *Mansfield*, Bushnell, Prospect; *Marietta*, Washington; *Springfield*, Blair, Broadway Primary, Garfield, Roosevelt Junior High; *Wood County*, Jackson Township, Millbury, Lark, Rossford Public Schools, Eagle Point, Rossford High, Walnut Street.

PENNSYLVANIA—*Berks County*, Alsace Township, Boyertown Borough, Caernarvon Township, District Township, Douglass Township, Hamburg Borough, Heidelberg Township, Jefferson Township, Mohnton Borough, North Heidelberg Township, Oley Township, Perry Township, Robesonia Borough, Sinking Spring Borough, Spring Township, Strausstown Borough, Topton Borough, Upper Bern Township, Windsor Township, Womelsdorf Borough, Wyomissing Borough, Wyomissing Hills Borough; *New Kensington*, New Kensington Public Schools, First Ward, Second Ward, Senior High, Third Ward; *Reading*, Tenth and Green Streets.

TEXAS—*Dallas*, North Dallas High; *Houston*, Woodrow Wilson.

WISCONSIN—*Madison*, Hawthorne, Lapham; *Wauwatosa*, Longfellow Junior High, Wilson.

Eight Years

ARIZONA—*Tucson*, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Drachman, Dunbar, High, Sam Hughes, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskrige Elementary, Roskrige Junior High, Safford Junior High, University Heights.

CALIFORNIA—*Atascadero*, Elementary; *Modesto*, Washington.

COLORADO—*Denver*, Asbury, Byers Junior High, South High, University Park; *Frederick*, Frederick Public Schools; *Kirk*, High.

ILLINOIS—*East St. Louis*, Signal Hill; *Maywood*, Garfield; *Oak Park*, Whittier.

INDIANA—*Fort Wayne*, Rudisill; *Indianapolis*, William McKinley Number 39.

KANSAS—*Hutchinson*, Lincoln; *Norton*, Norton Public Schools.

MAINE—*Augusta*, Webster; *Portland*, Thomas B. Reed.

MASSACHUSETTS—*Beverly*, Junior Manual Training.

MICHIGAN—*Detroit*, Coolidge.

MINNESOTA—*Cloquet*, Cloquet Public Schools, Central, Garfield, High, Jefferson, L. F. Leach; *St. Paul*, Riverside.

MISSOURI—*St. Louis*, Wyman.

NEBRASKA—*Omaha*, Lincoln.

NEVADA—*Ormsby County*, Carson City Public Schools, Elementary, High.

NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs, South Bangs, Special Teachers and Supervisors; *Bridgeton*, High, Monroe Street; *Carney's Point*, John J. Pershing; *Hightstown*, Grammar; *Trenton*, Peabody; *Ventnor City*, Oxford Avenue.

NEW MEXICO—*Roswell*, Missouri Avenue.

NEW YORK—*Rochester*, John Warrant Castleman Number 40.

OHIO—*Arlington*, Arlington District Public Schools; *Ashtabula*, Division Street; *Bowling Green*, Church Street, Ridge Street, South; *Canton*, Duober; *Columbus*, Crestview Junior High, Leonard Avenue; *Lakewood*, Hayes; *Marietta*, Junior-Senior High; *Warren*, Laird Avenue, Frances E. Willard.

TEXAS—*Houston*, David Crockett, Park Place; *Port Arthur*, Tyrrell.

UTAH—*Duchesne County*, Boneta, Duchesne Elementary, Duchesne High, Ioka, Mt. Home, Myton, Neola, Roosevelt Elementary, Tabiona, Talmage; *Salt Lake City*, Garfield.

VIRGINIA—*Lynchburg*, Fairview, West End.

WISCONSIN—*Delavan*, Delavan Public Schools; *Kenosha*, Columbus, Jefferson, Washington Elementary, Washington Junior High; *La Crosse*, Hamilton.

Seven Years

ARIZONA—*Prescott*, Jefferson, Lincoln, Miller Valley.

CALIFORNIA—*Anaheim*, La Palma; *Los Angeles*, Fletcher Drive, Los Feliz; *Pomona*, Washington.

COLORADO—*Canon City*, Harrison; *Colorado Springs*, Bristol, Columbia, Lowell, South Junior High; *Denver*, Adams Street, Baker Junior High, Bryant-Webster, Grant Junior High, Lake Junior High, Stedman, Teller.

GEORGIA—*Atlanta*, Formwalt, Georgia Avenue.

ILLINOIS—*Oak Park*, Oak Park Public Schools, William Beye, Emerson, William H. Hatch, Hawthorne, Holmes, Irving, Whittier, Longfellow, Lowell, Horace Mann, Whittier; *River Forest*, Lincoln, Roosevelt, Washington.

INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Irving, Lafayette, Morton; *Indianapolis*, Lucretia Mott Number 3.

MAINE—*Camden*, Elm Street; *Machias*, Washington State Normal; *Portland*, Long Island.

MASSACHUSETTS—*Brookline*, Driscoll.

MINNESOTA—*Minneapolis*, Cooper, Whittier; *Rochester*, Rochester Public Schools, Central, Edison, Folwell, Hawthorne, Holmes, Junior-Senior High, Lincoln, Northrop.

MISSOURI—*Kansas City*, William A. Knotts.

NEBRASKA—*Omaha*, Long.

NEW JERSEY—*Bernards Township*, Olcott Primary; *Livingston*, Roosevelt; *Plainfield*, Evergreen; *Ridgefield Park*, Ridgefield Park Public Schools, Grant, High, Washington Irving, Lincoln, Roosevelt, Special Teachers and Supervisors; *Vineland and Landis Township*, Seventh Street.

NEW MEXICO—*Albuquerque*, Eugene Field, University Heights.

NEW YORK—*Kenmore*, Harding Elementary, Lincoln Elementary.

OHIO—*Alliance*, Alliance Public Schools, Franklin Number 2, High, Mahoning Number 7, North Lincoln Number 10, North Park Number 1, Park and Broadway Number 5, Riverside Number 11, Seneca Number 3, South Freedom Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; *Ashtabula*, West Avenue Grade, West Junior High; *Bluffton*, Bluffton-Richland Public Schools; *Canton*, Woodland; *Columbus*, Hubbard Avenue; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Lockland*, Lockland Public Schools, Grant, High, Special High and Elementary, Wayne, West Forrer; *Marietta*, Harman, Willard; *Marion*, Forest Lawn, Oak Street, Olney Avenue, Pearl Street; *Massillon*, West Brookfield; *Van Buren*, Allen Township.

UTAH—*Davis County*, Centerville, Clearfield, Davis High, Farmington, Kaysville, South Junior High, Syracuse, West Bountiful, West Point.

WASHINGTON—*Everett*, Longfellow.

WISCONSIN—*Whitefish Bay*, Whitefish Bay Public Schools, Henry Clay, Cumberland, Richards.

Six Years

ARIZONA—*Casa Grande*, Union High.

CALIFORNIA—*Hayward*, Tennyson Elementary; *Los Angeles*, California Street; *San Francisco*, San Miguel; *San Jose*, Hester, Lowell, M. R. Trace; *West Whittier District*, West Whittier.

COLORADO—*Denver*, Cheltenham, Colfax, Sherman, Smiley Junior High.

ILLINOIS—*Evanston*, Foster; *Rock Island*, Frances Willard.

INDIANA—*Fort Wayne*, Bloomingdale; *Indianapolis*, John McCormick Number 30; *New Castle*, New Castle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High; *Terre Haute*, Sandison.

KANSAS—*Merriam*, Shawnee-Mission Rural High; *Topeka*, Quincy; *Wichita*, Carleton, Kellogg Park, Skinner.

MAINE—*Portland*, Pearl Street Kindergarten; *Waterville*, Myrtle Street.

MASSACHUSETTS—*Leominster*, Pierce.

NEBRASKA—*Omaha*, Walnut Hill.

NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, Yorkship; *Livingston*, Central, Squiertown.

NEW YORK—*Hartsdale*, Grammar, Greenburgh District Number 7; *Johnson City*, Frank M. Smith.

OHIO—*Ashtabula*, Station Avenue; *Columbus*, Chicago Avenue; *Lakewood*, Taft; *Marion*, North Main Street, Oakland Heights; *Massillon*, York; *Old Fort*, Old Fort; *Steubenville*, Jefferson; *West Carrollton*, West Carrollton Public Schools.

PENNSYLVANIA—*Middletown*, Grammar; *Montgomery County*, Hatfield Borough and Township Public Schools, Grade, High; *Reading*, Fifteenth and Perkiomen Avenue.

UTAH—*Duchesne County*, Mt. Emmons Elementary, Mt. Emmons High, Upalco.

VERMONT—*Bellows Falls*, Atkinson Street.

VIRGINIA—*Newport News*, Bankhead Magruder, George Washington, Woodrow Wilson.

WISCONSIN—*La Crosse*, Hogan.

Five Years

ALABAMA—*Birmingham*, Graymont.

ARIZONA—*Clifton*, High.

CALIFORNIA—*Inglewood*, Centinela; *Pismo Beach*, Grammar; *San Francisco*, Garfield; *Soledad*, Union Grammar.

COLORADO—*Denver*, Beach Court, McKinley, Dora M. Moore, Smedley, Swansea; *Walsenburg*, Huerfano County High.

CONNECTICUT—*East Hartford*, South Grammar.

DELAWARE—*Eastern New Castle County*, Edgemoor, Marshallton Junior High, Commodore MacDonough, Odessa, Rose Hill; *Western New Castle County*, Western New Castle County Public Schools, Christiana Number 44, Hockessin, Newport Number 21, Stanton, Townsend, Yorklyn; *Wilmington*, Public Number 29.

GEORGIA—*Atlanta*, S. M. Inman, Maddox Junior High, J. C. Murphy Junior High.

HAWAII—*Kauai*, Kekaha.

ILLINOIS—*River Forest*, River Forest Public Schools, Lincoln, Roosevelt, Washington, Willard.

INDIANA—*Terre Haute*, Fairview.

KANSAS—*Lawrence*, Junior High; *Manhattan*, Eugene Field, Roosevelt; *Wichita*, Lincoln, Sunnyside, Woodland.

MAINE—*Portland*, Open Window.

MICHIGAN—*Detroit*, Clippert; *Jackson*, Pleasant.

MISSOURI—*Maplewood*, Sutton.

NEBRASKA—*Omaha*, Columbian, Train, Benson West.

NEVADA—*Washoe County*, Kate M. Smith.

NEW JERSEY—*Atlantic City*, Boys' Vocational, Indiana Avenue Vocational; *Bernards Township*, Basking Ridge, Liberty Corner; *Bridgeton*, Bank Street; *Camden*, Cassidy; *Highland Park*, Hamil-

ton; *Lawrenceville*, Lawrenceville; *Livingston*, Livingston Public Schools, Central, Amos Harrison, Roosevelt, Squiertown; *Ventnor City*, Ventnor Avenue.

NEW MEXICO—*Albuquerque*, John Marshall.

NEW YORK—*New Rochelle*, Stephenson.

NORTH DAKOTA—*Fargo*, Franklin.

OHIO—*Ashland*, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; *Canton*, Cherry; *Cincinnati*, Saylor Park; *Cleveland*, Buhrer; *Clinton County*, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarksville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mt. Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Eleventh Avenue, Everett Junior High, Shepard; *Elyria*, Edison; *Fremont*, Fremont Public Schools, Atkinson, Croghan, Fremont Ross High, Hayes, Lutz, Otis, Stamm; *Kent*, Central, Depeyster, South; *Marietta*, Marietta Public Schools, Fairview Heights, Harman, Junior-Senior High, Marion, Norwood, Terberg, Washington, Willard; *Monclova*, Monclova Centralized; *Parma*, John Muir; *Rootstown*, Rootstown Township.

OKLAHOMA—*Tulsa*, Burroughs, Celia Clinton, Franklin.

PENNSYLVANIA—*Middletown*, Susquehanna; *Munhall*, Franklin, Homestead Park, Nineteenth Street.

UTAH—*Duchesne County*, Basin, Bluebell, Farm Creek, Hanna, Roosevelt High.

VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed.

Four Years

ARIZONA—*Tucson*, Carrillo, Safford Elementary.

CALIFORNIA—*Livermore*, Elementary; *Los Angeles*, Saticoy Street; *Siskiyou Union High School District*, Butte Valley High, Weed High; *South Pasadena*, Oneonta; *West Whittier District*, Guirado.

COLORADO—*Denver*, Ashley, Ellsworth, Fairview, Garden Place, Garfield, Lawrence Street; *Fowler*, Fowler Public Schools, High, Park.

DELAWARE—*Wilmington*, Public Number 24.

ILLINOIS—*DuPage County*, Puffer District Number 69; *East St. Louis*, Manns; *Evanston*, Miller; *Glen Ellyn*, Benjamin Franklin, Hawthorne, Maine Street; *Rock Island*, Denkmann; *Springfield*, Hay-Edwards.

INDIANA—*Dunkirk*, Dunkirk Public Schools, High, Sutton; *Indianapolis*, Public Number 86, Charles Sumner Number 28; *Terre Haute*, Warren.

KANSAS—*Manhattan*, Blumont, Douglas.

KENTUCKY—*Louisville*, Emerson.

MASSACHUSETTS—*Greenfield*, Abercrombie; *Medford*, Hervey; *Southwick*, Consolidated.

MICHIGAN—*Saginaw*, John Moore, Otto Roeser; *St. Clair*, St. Clair Public Schools.

MINNESOTA—*Minneapolis*, Portland.

MISSISSIPPI—*Drew*, Drew Public Schools.

NEBRASKA—*Omaha*, Bancroft, Castelar, Garfield, Harrison, South Lincoln.

NEW HAMPSHIRE—*Nashua*, Arlington Street; *Newport*, Primary.

NEW JERSEY—*Bergenfield*, Franklin; *Gloucester City*, Highland Park; *Hightstown*, High; *Morris Township*, Alfred Vail; *Verona*, Laning Avenue.

NEW MEXICO—*Albuquerque*, Monte Vista.

NEW YORK—*Callicoon*, High; *Clinton*, Clinton Central; *Johnson City*, Theodore Roosevelt; *Kenmore*, Lindbergh Elementary; *New Rochelle*, Daniel Webster.

NORTH DAKOTA—*Fargo*, Clara Barton, Horace Mann, Washington; *Valley City*, Junior High.

OHIO—*Akron*, Firestone Park; *Chillicothe*, Central, Southern, Western; *Findlay*, Liberty Township; *Oregon Township*, Wynn; *Sandusky County*, Washington Township, Woodville Centralized; *Warren*, Central Junior High.

OKLAHOMA—*Oklaoma City*, Stand Watie; *Tulsa*, Emerson, Irving, Lanier, Longfellow, Riverview.

PENNSYLVANIA—*Berwick*, Fairview, Fourteenth Street; *Carbon County*, Weatherly Borough Public Schools, Elementary, Junior-Senior High; *New Kensington*, Martin, Valley Heights; *Reading*, Schuylkill Avenue and West Elm Street; *Summit Hill*, Summit Hill Public Schools, Philip Ginter Junior High, Grade, Senior High.

UTAH—*Salt Lake City*, Hawthorne.

VIRGINIA—*Hopewell*, Highland Park; *Newport News*, John W. Daniel, Stonewall Jackson, Booker T. Washington; *Norfolk*, Bay View, Robert Gatewood.

WEST VIRGINIA—*Raleigh County*, Sophia.

WISCONSIN—*La Crosse*, Webster; *Wauwatosa*, McKinley, Roosevelt.

WYOMING—*Cokeville*, District Number 5 Public Schools.

Three Years

ARIZONA—*Clifton*, Clifton Public Schools, Chase Creek, High, South Clifton; *Tucson*, Government Heights; *Winslow*, Special Teachers and Supervisors.

CALIFORNIA—*Calua*, Calua; *Rancho Santa Fe*, Rancho Santa Fe; *Riverside*, Magnolia; *San Jose*, Horace Mann; *Stockton*, Grant.

COLORADO—*Canon City*, Madison; *Denver*, Ashland, Boulevard, Columbine, Eagleton, Elyria, Horace Mann Junior High, Rosedale; *Fort Collins*, Laurel Street; *Greeley*, Horace Mann.

FLORIDA—*Dade County*, Comstock.

Master Builders of Our Profession

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on December 1 was 5155. The entire teaching staff and officers of the Rockford, Illinois, schools recently presented Superintendent Frank A. Jensen a life membership in the National Education Association in recognition of his outstanding service to the cause of education. The following life members have been reported since the list was published in the December JOURNAL.

COLORADO—Gladys Esther Ritter.
FLORIDA—J. Hooper Wise.
ILLINOIS—Floyd T. Goodier, Perry Henry Hellyer.
MASSACHUSETTS—Clarence W. Holway.
NEBRASKA—Louis A. Breternitz.
NEW YORK—Albert D. Dotter, Nellie A. Rose.
OHIO—Harris V. Bear.
TEXAS—Marjorie C. Johnston, Thomas Titus Pollard, Ernest Steele Rambo.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their 100 percent enrolment in the National Education Association for ten years or more. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. The list includes schools which have reported since the list was published in the December JOURNAL.

Sixteen Years

NEW JERSEY—Morris Township, Morris Township Public Schools, Collinsville, Hanover Avenue, Hillside, South Street.

Fifteen Years

COLORADO—Denver, Perry; Pueblo, District Number 20, Minnequa.
IOWA—Keokuk, Elementary Teachers' Club, Garfield, Jefferson, Lincoln, Torrence, George Washington, Wells-Carey; Sioux City, Hopkins.
OHIO—Elyria, Elyria Public Schools, Allen, Ely, Franklin, Garford, Gates, Hamilton, High, Jefferson Junior High, McKinley, Roosevelt, Washington.

Fourteen Years

CALIFORNIA—Piedmont, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.
COLORADO—Colorado Springs, Buena Vista, Washington.
ILLINOIS—Fairbury, Fairbury Public Schools; Moline, Lincoln, Willard; Rock Island, Washington Junior High.
INDIANA—Hammond, Maywood.
IOWA—Sioux City, Smith.
MASSACHUSETTS—Brookline, J. Elliot Cabot, Pierce.
MINNESOTA—Minneapolis, John Hay.
NEW JERSEY—Bridgeton, Vine Street.
OHIO—Marietta, Marion, Norwood.
WISCONSIN—Fond du Lac, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, Senior High.

Thirteen Years

ARIZONA—Prescott, Prescott Public Schools, Junior-Senior High, Washington; Tucson, Drachman, Dunbar, Miles, Ochoa, Roosevelt.
CALIFORNIA—Santa Barbara, Roosevelt.
ILLINOIS—Elgin, Columbia; Moline, Logan.
IOWA—Sioux City, Floyd.
LOUISIANA—Grand Cane, High.
MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peak Island, Saunders Street, Shailer, Rosa E. True.
OHIO—Cincinnati, Vine; East Cleveland, Mayfair; Lorain, Brownell, Harrison, Lowell; Massillon, Whittier.
VIRGINIA—Lynchburg, Floyd.

Twelve Years

ARIZONA—Tucson, High, Mansfield Junior High, Mission View, Pascua, Roskrige Elementary, Roskrige Junior High, University Heights.
CALIFORNIA—Bakersfield, McKinley.
CONNECTICUT—Meriden, Robert Morris.
ILLINOIS—Elgin, Franklin, Garfield, Lowrie; Moline, Central Junior High, John Deere Junior High, Garfield, Grennell.
INDIANA—Terre Haute, McLean Junior High.
IOWA—Burlington, John Lockwood Corse, Lincoln, North Hill, Oak Street Elementary, Charles Elliott Perkins, William Salter, Robert Graham Saunderson, Sunnyside, Washington; Sioux City, Bryant, Cooper, Crescent Park, Emerson, Everett, Franklin, Hawthorne, Hunt, Lowell, McKinley, Roosevelt, Washington.
MASSACHUSETTS—Beverly Farms, Farms.
MICHIGAN—Mount Clemens, Mount Clemens Public Schools, Clemens, Dickinson, Andrew T. Donaldson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson.
MINNESOTA—Duluth, Nettleton.
NEW JERSEY—New Brunswick, Lord Stirling.
OHIO—Bellefontaine, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers and Supervisors; Lorain, Hawthorne Junior High, Whittier Junior High; Oberlin, Oberlin Public Schools, Centennial, Junior-Senior High, Pleasant Street, Prospect Street.
VIRGINIA—Lynchburg, Frank Roane.
WISCONSIN—Kenosha, Lincoln Elementary, Lincoln Junior High.
WYOMING—Casper, Lincoln.

Eleven Years

ARIZONA—Jerome, Jerome Public Schools, Administration, Clark Street, High, Building "C."
CALIFORNIA—San Jose, Gardner, Hawthorne.
COLORADO—Colorado Springs, Whittier.
DELAWARE—Wilmington, Public Number 13, Public Number 21.
ILLINOIS—Elgin, Grant; Moline, Ericsson, Irving, McKinley, Roosevelt, Senior High; Pontiac, Pontiac Public Schools, Central, Ladd, Lincoln, Washington.
INDIANA—Fort Wayne, Jefferson.
IOWA—Sioux City, Longfellow, Riverview, Whittier.
MAINE—Portland, Morrill, Oakdale Kindergarten, Vaughan Street.
MASSACHUSETTS—Beverly, Brown.
MICHIGAN—Grand Rapids, Finney, Madison.
NEBRASKA—Omaha, Saratoga.
NEW JERSEY—Plainfield, Stillman, Washington.
NEW YORK—Binghamton, Thomas Jefferson Number 8, Laurel Avenue Number 10, Florence Nightingale Number 4, Woodrow Wilson Number 16.
OHIO—Columbus, Eighth Avenue; East Cleveland, Caledonia; Lorain, Irving, Longfellow.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Biggers.

Ten Years

ALABAMA—Birmingham, Powell.
CALIFORNIA—San Jose, Grant.
COLORADO—Colorado Springs, Midland, Steele; Denver, Barnum, Bromwell, Ebert, Fairmont, Globeville, Montclair, Steele, Stevens, Twenty-fourth Street, Wyatt, Wyman; Englewood, Hawthorne; Teller County, District Number 1, District Number 1 Public Schools, Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High; Wray, Yuma County High.
DELAWARE—Western New Castle County, Townsend; Wilmington, Public Number 5, Public Number 9.
IDAHO—Idaho Falls, Eagle Rock, Eastside, Riverside.
ILLINOIS—Dundee, Community High; Elgin, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; Jacksonville, Franklin, Jefferson, Lafayette, David Prince Junior High, Washington; Moline, Moline Public Schools, William Carr, Central Junior High, John Deere Junior High, Ericsson, Garfield, Grant, Grennell, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Senior High, Willard; Naperville, Naperville Public Schools, Ellsworth, High, Naper, Special Teachers and Supervisors; Oak Park, Holmes; Racine Island, Edison, Grant, Hawthorne, Irving.
INDIANA—Fort Wayne, Forest Park, Hamilton, Lakeside, Riverside; Michigan City, Benjamin Harrison; South Bend, Lincoln.
IOWA—Sioux City, Joy.
KANSAS—Hutchinson, North Side.
MAINE—Portland, Isabella Garvin, Libby, Lincoln Junior High, Longfellow, McLellan, North, Prumpscoot, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.
MARYLAND—Queen Anne's County, Queen Anne's County Public Schools, Barclay, Centerville Elementary, Centerville High, Chester, Church Hill Elementary, Church Hill High, Crumpton, Grassville, Price, Queen Anne, Queenstown, Stevensville Elementary, Stevensville High, Sudlersville Elementary, Sudlersville High, Tri-County High.
MASSACHUSETTS—Belmont, Winthrop L. Cheney; Beverly, Prospect; Medford, Osgood; Melrose, Theodore Roosevelt.
MISSOURI—Clayton, Clayton Public Schools, Attucks, Bellevue, De Mun, Glenridge, High, Maryland.
NEBRASKA—Omaha, Beals, Belvedere, Jackson, Howard Kennedy.
NEVADA—Clark County, District Number 1 Public Schools, Dry Lake, Mesquite, Moapa, Moapa Valley High, St. Thomas, Virgin Valley High.
NEW JERSEY—Bernards Township, Bernards High; Hackensack, Broadway Number 1, Fairmont Number 4, First Street Number 5, High, Jackson Avenue Number 6, Longview Number 7, Union Street Number 2; New Brunswick, Livingston; Summit, Roosevelt.
NEW YORK—Binghamton, Christopher Columbus Number 5, Thomas Edison Number 3, Lincoln Number 6, Henry W. Longfellow Number 11, Washington Number 1.
OHIO—Columbus, Heyl Avenue, Medary Avenue; Cuyahoga County, Fairview Public Schools, Fairview High, Garnett, Gilles-Sweet; East Cleveland, Chambers; Lorain, Lorain Public Schools, Brownell, Fairhome, Garden Avenue, Garfield, Harrison, High, Hawthorne Junior High, Irving, Lincoln, Longfellow, Lowell, Oakwood, Special Teachers and Supervisors, Whittier Junior High; Marietta, Greenwood; Warren, Elm Road.
PENNSYLVANIA—Greenville, Margaret Brown; Mahan, Munhall Public Schools, Andrew Street, High, Ravine Street, Twelfth Avenue.
UTAH—South Sanpete District, Manti Junior High.
VERMONT—Brattleboro, Canal Street.
VIRGINIA—Lynchburg, Ruffner.
WYOMING—Casper, Grant.

Builders of Our Profession

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the December JOURNAL.

Ten Years or More

For a list of schools which have maintained 100 percent achievement for ten years or more, see "Master Builders."

Nine Years

ALABAMA—Birmingham, Avondale.
ARIZONA—Winslow, Winslow Public Schools, Cooper-town, High, South Side, West Washington.
CALIFORNIA—Pasadena, John Muir Technical High; San Jose, Woodrow Wilson Junior High.

COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild; Denver, Alameda, Cole Junior High.
IDAHO—Idaho Falls, Idaho Falls Public Schools, Central, Emerson Elementary, Eagle Rock, East Side, Emerson Primary, Junior High, Riverside, Senior High.
ILLINOIS—Evanston, Dewey, Lincolnwood, Orrington, Willard; Jacksonville, Morton; Rockford, Montague; Rock Island, Franklin Junior High, Lincoln Junior High.
INDIANA—Fort Wayne, Harmar, McCulloch.
OHIO—Lakewood, Harrison.
KENTUCKY—Louisville, Emmet Field, McFerran, Hiram Roberts.
MAINE—Portland, Allen, Staples, Summit Street; Presque Isle, Aroostook State Normal.
MASSACHUSETTS—Beverly, Cove; Lynn, Coburn Street; Plymouth, Cornish.

MINNESOTA—Cloquet, Central, Garfield, Jefferson.
NEW JERSEY—Asbury Park, Bond Street, Bradley, High; Bernards Township, Bernardsville Grammar; Bridgeton, South Avenue; Camden, C. K. Evered, Northeast, J. S. Read, H. C. Sharp; East Orange, Washington; North Plainfield, Somerset; Plainfield, Jefferson.
NEW YORK—Ardley, High; Binghamton, Binghamton Public Schools, Central High, Christopher Columbus Number 5, Continuation Number 2, Calvin Coolidge Number 12, Daniel S. Dickinson Number 9, Directors and Special Teachers, East Junior High, Thomas Edison Number 3, Eldridge Park, Benjamin Franklin Number 7, Alexander Hamilton Number 15, Health Education, Jarvis Street Number 14, Thomas Jefferson Number 8, Laurel Avenue Number 10, Lincoln Number 6, Henry W. Longfellow Number 13, Florence Nightingale Number 4, Open Air Number 7, Open Air Number 9.

Theodore Roosevelt Number 11, Washington Number 1, West Junior High, Woodrow Wilson Number 16; *Kenmore*, Washington; *Oncida*, North Broad Street.

OHIO—*Ashtabula*, Park Junior High; *Cincinnati*, Retail Selling; *Columbus*, Lane Avenue, Second Avenue, Stewart Avenue; *Mansfield*, Bushnell, Prospect; *Marietta*, Washington; *Springfield*, Blair, Broadway Primary, Garfield, Roosevelt Junior High; *Wood County*, Jackson Township, Millbury, Lark, Rossford Public Schools, Eagle Point, Rossford High, Walnut Street.

PENNSYLVANIA—*Berks County*, Alsace Township, Boyertown Borough, Caernarvon Township, District Township, Douglass Township, Hamburg Borough, Heidelberg Township, Jefferson Township, Kutztown Borough, Maiden Creek Township, Mohnton Borough, North Heidelberg Township, Oley Township, Perry Township, Robesonia Borough, Sinking Spring Borough, Spring Township, Strausstown Borough, Topton Borough, Upper Bern Township, Windsor Township, Womelsdorf Borough, Wyomissing Borough, Wyomissing Hills Borough; *New Kensington*, New Kensington Public Schools, First Ward, Second Ward, Senior High, Third Ward; *Reading*, Tenth and Green Streets.

TEXAS—*Dallas*, North Dallas High; *Houston*, Woodrow Wilson.

WISCONSIN—*Madison*, Hawthorne, Lapham; *Wauwatosa*, Longfellow Junior High, Wilson.

Eight Years

ARIZONA—*Tucson*, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Drachman, Dunbar, High, Sam Hughes, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskrue Elementary, Roskrue Junior High, Safford Junior High, University Heights.

CALIFORNIA—*Atascadero*, Elementary; *Modesto*, Washington.

COLORADO—*Denver*, Ashbury, Byers Junior High, South High, University Park; *Frederick*, Frederick Public Schools; *Kirk*, Kirk High.

ILLINOIS—*East St. Louis*, Signal Hill; *Maywood*, Garfield; *Oak Park*, Whittier.

INDIANA—*Fort Wayne*, Rudisill; *Indianapolis*, William McKinley Number 39.

KANSAS—*Hatchinson*, Lincoln; *Norton*, Norton Public Schools.

MAINE—*Augusta*, Webster; *Portland*, Thomas B. Reed.

MASSACHUSETTS—*Beverly*, Junior Manual Training.

MICHIGAN—*Detroit*, Coolidge.

MINNESOTA—*Cloquet*, Cloquet Public Schools, Central, Garfield, High, Jefferson, L. F. Leach; *St. Paul*, Riverside.

MISSOURI—*St. Louis*, Wyman.

NEBRASKA—*Omaha*, Lincoln.

NEVADA—*Ormsby County*, Carson City Public Schools, Elementary, High.

NEW JERSEY—*Asbury Park*, Asbury Park Public Schools, Bond Street, Bradley, High, North Bangs, South Bangs, Special Teachers and Supervisors; *Bridgeton*, High, Monroe Street; *Carney's Point*, John J. Pershing; *Hightstown*, Grammar; *Trenton*, Peabody; *Ventnor City*, Oxford Avenue.

NEW MEXICO—*Roswell*, Missouri Avenue.

NEW YORK—*Rochester*, John Warrant Castleman Number 40.

OHIO—*Arlington*, Arlington District Public Schools; *Ashtabula*, Division Street; *Bowling Green*, Church Street, Ridge Street, South; *Canton*, Duerber; *Columbus*, Crestview Junior High, Leonard Avenue; *Lakewood*, Hayes; *Marietta*, Junior-Senior High; *Warren*, Laird Avenue, Frances E. Willard.

TEXAS—*Houston*, David Crockett, Park Place; *Port Arthur*, Tyrrell.

UTAH—*Duchesne County*, Boneta, Duchesne Elementary, Duchesne High, Ioka, Mt. Home, Myton, Neola, Roosevelt Elementary, Tabiona, Talmage; *Salt Lake City*, Garfield.

VIRGINIA—*Lynchburg*, Fairview, West End.

WISCONSIN—*Delavan*, Delavan Public Schools; *Kenosha*, Columbus, Jefferson, Washington Elementary, Washington Junior High; *La Crosse*, Hamilton.

Seven Years

ARIZONA—*Prescott*, Jefferson, Lincoln, Miller Valley.

CALIFORNIA—*Anaheim*, La Palma; *Los Angeles*, Fletcher Drive, Los Feliz; *Pomona*, Washington.

COLORADO—*Canon City*, Harrison; *Colorado Springs*, Bristol, Columbia, Lowell, South Junior High; *Denver*, Adams Street, Baker Junior High, Bryant, Webster, Grant Junior High, Lake Junior High, Stedman, Teller.

GEORGIA—*Atlanta*, Formwalt, Georgia Avenue.

ILLINOIS—*Oak Park*, Oak Park Public Schools, William Bey, Emerson, William H. Hatch, Hawthorne, Holmes, Irving, Lincoln, Longfellow, Lowell, Horace Mann, Whittier; *River Forest*, Lincoln, Roosevelt, Washington.

INDIANA—*Fort Wayne*, Franklin, Justin N. Study; *Hammond*, Irving, Lafayette, Morton; *Indianapolis*, Lucretia Mott Number 3.

MAINE—*Camden*, Elm Street; *Machias*, Washington State Normal; *Portland*, Long Island.

MASSACHUSETTS—*Brookline*, Driscoll.

MINNESOTA—*Minneapolis*, Cooper, Whittier; *Rochester*, Rochester Public Schools, Central, Edison, Folwell, Hawthorne, Holmes, Junior-Senior High, Lincoln, Northrop.

MISSOURI—*Kansas City*, William A. Knotts.

NEBRASKA—*Omaha*, Long.

NEW JERSEY—*Bernards Township*, Olcott Primary; *Livingston*, Roosevelt; *Plainfield*, Evergreen; *Ridgefield Park*, Ridgefield Park Public Schools, Grant, High, Washington Irving, Lincoln, Roosevelt, Special Teachers and Supervisors; *Vineland and Landis Township*, Seventh Street.

NEW MEXICO—*Albuquerque*, Eugene Field, University Heights.

NEW YORK—*Kenmore*, Harding Elementary, Lincoln Elementary.

OHIO—*Alliance*, Alliance Public Schools, Franklin Number 2, High, Mahoning Number 7, North Lincoln Number 10, North Park Number 1, Park and Broadway Number 5, Riverside Number 11, Seneca Number 3, South Freedom Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; *Ashtabula*, West Avenue Grade, West Junior High; *Bluffton*, Bluffton-Richland Public Schools; *Canton*, Woodland; *Columbus*, Hubbard Avenue; *Fremont*, Atkinson, Croghan, Hayes, Otis, Stamm; *Lockland*, Lockland Public Schools, Grant, High, Special High and Elementary, Wayne, West Forrer; *Marietta*, Harman, Willard; *Marion*, Forest Lawn, Oak Street, Olney Avenue, Pearl Street; *Massillon*, West Brookfield; *Van Buren*, Allen Township.

UTAH—*Davis County*, Centerville, Clearfield, Davis High, Farmington, Kaysville, South Junior High, Syracuse, West Bountiful, West Point.

WASHINGTON—*Everett*, Longfellow.

WISCONSIN—*Whitefish Bay*, Whitefish Bay Public Schools, Henry Clay, Cumberland, Richards.

Six Years

ARIZONA—*Casa Grande*, Union High.

CALIFORNIA—*Hayward*, Tennyson Elementary; *Los Angeles*, California Street; *San Francisco*, San Miguel; *San Jose*, Hester, Lowell, M. R. Trace; *West Whittier District*, West Whittier.

COLORADO—*Denver*, Cheltenham, Colfax, Sherman, Smiley Junior High.

ILLINOIS—*Evanston*, Foster; *Rock Island*, Frances Willard.

INDIANA—*Fort Wayne*, Bloomingdale; *Indianapolis*, John McCormick Number 30; *New Castle*, New Castle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High; *Terre Haute*, Sandison.

KANSAS—*Merriam*, Shawnee-Mission Rural High; *Topeka*, Quincy; *Wichita*, Carleton, Kellogg Park, Skinner.

MAINE—*Portland*, Pearl Street Kindergarten; *Waterville*, Myrtle Street.

MASSACHUSETTS—*Leominster*, Pierce.

NEBRASKA—*Omaha*, Walnut Hill.

NEW JERSEY—*Bradley Beach*, Grammar; *Camden*, York; *Livingston*, Central, Squiertown.

NEW YORK—*Hartsdale*, Grammar, Greenburgh District Number 7; *Johnson City*, Frank M. Smith.

OHIO—*Ashtabula*, Station Avenue; *Columbus*, Chicago Avenue; *Lakewood*, Taft; *Marion*, North Main Street, Oakland Heights; *Massillon*, York; *Old Fort*, Old Fort; *Steuensville*, Jefferson; *West Carrollton*, West Carrollton Public Schools.

PENNSYLVANIA—*Middletown*, Grammar; *Montgomery County*, Hatfield Borough and Township Public Schools, Grade, High; *Reading*, Fifteenth and Perkiomen Avenue.

UTAH—*Duchesne County*, Mt. Emmons Elementary, Mt. Emmons High, Upalco.

VERMONT—*Bellevue Falls*, Atkinson Street.

VIRGINIA—*Newport News*, Bankhead Magruder, George Washington, Woodrow Wilson.

WISCONSIN—*La Crosse*, Hogan.

Five Years

ALABAMA—*Birmingham*, Graymont.

ARIZONA—*Clifton*, High.

CALIFORNIA—*Inglewood*, Centinela; *Pismo Beach*, Grammar; *San Francisco*, Garfield; *Soledad*, Union Grammar.

COLORADO—*Denver*, Beach Court, McKinley, Dora M. Moore, Smedley, Swansea; *Walsenburg*, Huerfano County High.

CONNECTICUT—*East Hartford*, South Grammar.

DELAWARE—*Eastern New Castle County*, Edgemoor, Marshallton Junior High, Commodore MacDonough, Odessa, Rose Hill; *Western New Castle County*, Western New Castle County Public Schools, Christiana Number 44, Hockessin, Newport Number 21, Stanton, Townsend, Yorklyn; *Wilmington*, Public Number 29.

GEORGIA—*Atlanta*, S. M. Inman, Maddox Junior High, J. C. Murphy Junior High.

HAWAII—*Kanai*, Kekaha.

ILLINOIS—*River Forest*, River Forest Public Schools, Lincoln, Roosevelt, Washington, Willard.

INDIANA—*Terre Haute*, Fairview.

KANSAS—*Lawrence*, Junior High; *Manhattan*, Eugene Field, Roosevelt; *Wichita*, Lincoln, Sunnyside, Woodland.

MAINE—*Portland*, Open Window.

MICHIGAN—*Detroit*, Clippert; *Jackson*, Pleasant.

MISSOURI—*Maplewood*, Sutton.

NEBRASKA—*Omaha*, Columbian, Train, Benson West.

NEVADA—*Washoe County*, Kate M. Smith.

NEW JERSEY—*Atlantic City*, Boys' Vocational, Indiana Avenue Vocational; *Bernards Township*, Basking Ridge, Liberty Corner; *Bridgeton*, Bank Street; *Camden*, Cassidy; *Highland Park*, Hamil-

ton; *Lawrenceville*, Lawrenceville; *Livingston*, Livingston Public Schools, Central, Amos Harrison, Roosevelt, Squiertown; *Ventnor City*, Ventnor Avenue.

NEW MEXICO—*Albuquerque*, John Marshall.

NEW YORK—*New Rochelle*, Stephenson.

NORTH DAKOTA—*Fargo*, Franklin.

OHIO—*Ashland*, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; *Canton*, Cherry; *Cincinnati*, Saylor Park; *Cleveland*, Buhrer; *Clinton County*, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarksville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mt. Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Township; *Columbus*, Eleventh Avenue, Everett Junior High, Shepard; *Elyria*, Edison; *Fremont*, Fremont Public Schools, Atkinson, Croghan, Fremont Ross High, Hayes, Lutz, Otis, Stamm; *Kent*, Central, Depeyster, South; *Marietta*, Marietta Public Schools, Fairview Heights, Harman, Junior-Senior High, Marion, Norwood, Terberg, Washington, Willard; *Monclova*, Monclova Centralized; *Parma*, John Muir; *Rootstown*, Rootstown Township.

OKLAHOMA—*Tulsa*, Burroughs, Celia Clinton, Franklin.

PENNSYLVANIA—*Middletown*, Susquehanna; *Munhall*, Franklin, Homestead Park, Nineteenth Street.

UTAH—*Duchesne County*, Basin, Bluebell, Farm Creek, Hanna, Roosevelt High.

VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed.

Four Years

ARIZONA—*Tucson*, Carrillo, Safford Elementary.

CALIFORNIA—*Livermore*, Elementary; *Los Angeles*, Saticoy Street; *Siskiyou Union High School District*, Butte Valley High, Weed High; *South Pasadena*, Oneonta; *West Whittier District*, Guirado.

COLORADO—*Denver*, Ashley, Ellsworth, Fairview, Garden Place, Garfield, Lawrence Street; *Fowler*, Fowler Public Schools, High, Park.

DELAWARE—*Wilmington*, Public Number 24.

ILLINOIS—*DuPage County*, Puffer District Number 69; *East St. Louis*, Manna; *Evanston*, Miller; *Glen Ellyn*, Benjamin Franklin, Hawthorne, Maine Street; *Rock Island*, Denkmann; *Springfield*, Hay-Edwards.

INDIANA—*Dunkirk*, Dunkirk Public Schools, High, Sutton; *Indianapolis*, Public Number 86, Charles Sumner Number 28; *Terre Haute*, Warren.

KANSAS—*Manhattan*, Blumont, Douglas.

KENTUCKY—*Louisville*, Emerson.

MASSACHUSETTS—*Greenfield*, Abercrombie; *Medford*, Hervey; *Southwick*, Consolidated.

MICHIGAN—*Saginaw*, John Moore, Otto Roeser; *St. Clair*, St. Clair Public Schools.

MINNESOTA—*Minneapolis*, Portland.

MISSISSIPPI—*Drew*, Drew Public Schools.

NEBRASKA—*Omaha*, Bancroft, Castelar, Garfield, Harrison, South Lincoln.

NEW HAMPSHIRE—*Nashua*, Arlington Street; *Newport*, Primary.

NEW JERSEY—*Bergenfield*, Franklin; *Gloucester City*, Highland Park; *Hightstown*, High; *Morris Township*, Alfred Vail; *Verona*, Laning Avenue.

NEW MEXICO—*Albuquerque*, Monte Vista.

NEW YORK—*Callicoon*, High; *Clinton*, Clinton Central; *Johnson City*, Theodore Roosevelt; *Kenmore*, Lindbergh Elementary; *New Rochelle*, Daniel Webster.

NORTH DAKOTA—*Fargo*, Clara Barton, Horace Mann, Washington; *Valley City*, Junior High.

OHIO—*Akron*, Firestone Park; *Chillicothe*, Central, Southern, Western; *Findlay*, Liberty Township; *Oregon Township*, Wynn; *Sandusky County*, Washington Township, Woodville Centralized; *Warren*, Central Junior High.

OKLAHOMA—*Oklahoma City*, Stand Watie; *Tulsa*, Emerson, Irving, Lanier, Longfellow, Riverview.

PENNSYLVANIA—*Berwick*, Fairview, Fourteenth Street; *Carbon County*, Weatherly Borough Public Schools, Elementary, Junior-Senior High; *New Kensington*, Martin, Valley Heights; *Reading*, Schuylkill Avenue and West Elm Street; *Summit Hill*, Summit Hill Public Schools, Philip Ginter Junior High, Grade, Senior High.

UTAH—*Salt Lake City*, Hawthorne.

VIRGINIA—*Hopewell*, Highland Park; *Newport News*, John W. Daniel, Stonewall Jackson, Booker T. Washington; *Norfolk*, Bay View, Robert Gatewood.

WEST VIRGINIA—*Raleigh County*, Sophia.

WISCONSIN—*La Crosse*, Webster; *Wauwatosa*, McKinley, Roosevelt.

WYOMING—*Cokeville*, District Number 5 Public Schools.

Three Years

ARIZONA—*Clifton*, Clifton Public Schools, Chase Creek, High, South Clifton; *Tucson*, Government Heights; *Winslow*, Special Teachers and Supervisors.

CALIFORNIA—*Calwa*, Calwa; *Rancho Santa Fe*, Rancho Santa Fe; *Riverside*, Magnolia; *San Jose*, Horace Mann; *Stockton*, Grant.

COLORADO—*Canon City*, Madison; *Denver*, Ashland, Boulevard, Columbine, Eagleton, Elyria, Horace Mann Junior High, Rosedale; *Fort Collins*, Laurel Street; *Greeley*, Horace Mann.

FLORIDA—*Dade County*, Comstock.

GEORGIA—Macon, Charles H. Bruce.
IDAHO—Idaho Falls, Special Teachers and Supervisors.

ILLINOIS—Dupage County, Public District Number 70; Elgin, Special Teachers and Supervisors; Moline, Special Teachers and Supervisors.

INDIANA—Hammond, Porter; Indianapolis, Florence Fay Number 21, Frances Willard Number 80.

KANSAS—Hutchinson, Central, Grandview; Lawrence, McAllister.

KENTUCKY—Louisville, George Rogers Clark.

MAINE—Brewer, Brewer Public Schools, Dirigo, Excelsior, High, Kingsbury, North Brewer, Page, Sargent, South Brewer, Whiting Hill; Portland, Bethel Kindergarten, Peary.

MARYLAND—Hagerstown, Woodland Way Junior High.

MASSACHUSETTS—North Andover, Bradstreet; Stoneham, East; Wellesley Hills, Seldon L. Brown, Alice L. Phillips Junior High; West Springfield, Bridge Street; Williamstown, Williamstown Public Schools, Broad Brook, High, Walter G. Mitchell, South Center.

MICHIGAN—Flint, W. C. Lewis, Washington.

MINNESOTA—Minneapolis, Cyrus Northrop; Rochester, Special Teachers and Supervisors.

MISSOURI—Kansas City, William Cullen Bryant, Edwin C. Meservey, St. Joseph's Home.

NEBRASKA—Grand Island, Wasmers; Omaha, Comenius, Fairfax, Madison, Miller Park, Minne Lusa, Pickard.

NEW HAMPSHIRE—Nashua, Amherst Street.

NEW JERSEY—Bernards Township, Bernards Township Public Schools, Bernards High, Bernardsville Grammar, Bonnie Brae, Basking Ridge, Liberty Corner, Olcott Primary, Special Teachers and Supervisors; Gloucester City, Gloucester City Public Schools, Broadway, Brown Street, Gloucester Heights, Highland Park, Hunter Street, Junior-Senior High, Monmouth Street, Ridgeway Street; Hackensack, Special Teachers and Supervisors; Hawthorne, Lincoln; Highland Park, Franklin Junior High; Summit, Jefferson.

NEW MEXICO—Albuquerque, Longfellow.

NEW YORK—Amsterdam, Guy Park; Hawthorne, Grammar School District Number 7; Irondequoit, Ridgewood; Lake George, Lake George Union; New Rochelle, Henry Barnard; Nyack, Upper Nyack; Pen Yan, Hutton Street; Port Jervis, Sullivan Avenue; Thornwood, Grammar District Number 8.

OHIO—Alliance, Parkway Number 13, Special Teachers and Supervisors; Ashland, Central Grade; Cadiz, Cadiz Public Schools; Canton, Belle H. Stone; Cincinnati, Mary Dill; Cleveland, Wilbur Wright Junior High; Columbus, Douglas Elementary, Main Street; Dayton, Fort McKinley; Dunkirk, Dunkirk Public Schools; Garfield Heights, Cleveland, Garfield Elementary, Park Knoll; Lake County, Willoughby District, McKinley; Newton Falls, Newton Falls Public Schools, Central, High; North Baltimore, North Baltimore Public Schools, Grade, Junior High, Senior High; Warren, Dickey Avenue; Wood County, Liberty Township, Portage Township, Olney (Ross Township).

OKLAHOMA—Tulsa, Eliot, Lombard, John Ross.

OREGON—Portland, Girls Polytechnic.

PENNSYLVANIA—Berks County, Bern Township, Centre Township; Berwick, Berwick Public Schools, Chestnut Street, Fairview, Ferris Heights, Fourteenth Street, Orange Street, Orchard Street, Third Street; Fairfield, Fairfield Borough Public Schools; Grove City, Grove City Public Schools, Central, High, Lincoln, Washington; Johnstown, Bheam; Millersville, Manor Township-Millersville Borough High; Montgomery County, West Norriton Township; New Kensington, Fifth Avenue, Fourth Avenue; Mt. Vernon, Parnassus Junior High; Reading, Fifth and Spring Streets.

UTAH—Salt Lake City, Ensign.

VIRGINIA—Hot Springs, Valley High; Newport News, Special Teachers and Supervisors; Norfolk, Chesterfield Heights, Patrick Henry; Norfolk County, Coleman Place; Richmond, Grace Arents.

WEST VIRGINIA—Shinnston, Grade.

WISCONSIN—Kenosha, Grant; Madison, Franklin; Wauwatosa, Special Teachers and Supervisors.

Two Years

CALIFORNIA—Anaheim, Horace Mann; Carmel-by-the-Sea, Sunset; Los Angeles, Russell; Riverside, Glen Avon; San Jose, Herbert Hoover Junior High, Longfellow; Sunnyvale, Elementary.

COLORADO—Colorado Springs, West Junior High; Denver, Albion, Columbian, Crittenton Home, Franklin, Milton, Reynolds, Steck, Valverde.

CONNECTICUT—Stratford, Honeyspot; Westbrook, Westbrook Elementary.

DELAWARE—Wilmington, Public Number 27.

GEORGIA—Atlanta, Calhoun, E. L. Connally.

ILLINOIS—Elgin, Edward H. Abbott; Freeport, First Ward, J. W. Henney, Junior High, Lincoln, Union; Lebanon, Community High, Grade; Melrose Park, Melrose Park; Rock Island, Rock Island Public Schools, Audubon, Denkmann, Edison, Eugene Field, Franklin Junior High, Grant, Hawthorne, Irving, Lincoln Junior High, Longfellow, Horace Mann, Senior High, Frances Willard.

INDIANA—Fort Wayne, Hoagland, James H. Smart, Louis C. Ward; New Castle, James C. Weir.

MAINE—Portland, Cliff Island; Winthrop, Winthrop Grammar.

MARYLAND—Baltimore County, Fifth District Consolidated; Lonaconing, Rockville.

MASSACHUSETTS—Adams, Hoosac Street; Reading, Lowell Street; Sangus, Mansfield; Springfield, William Street; Stoneham, North.

MICHIGAN—Flint, Hazelton.

MINNESOTA—Minneapolis, Alcott, Sidney Pratt.

MISSOURI—St. Louis, Wheatley; Springfield, Boyd.

NEBRASKA—Omaha, Brown Park, Park, Saunders.

NEW JERSEY—Dover, Mine Hill Township; Elizabeth, James Caldwell Number 7; Leonia, Elementary; Palmyra, Spring Garden Street; Plainfield, Irving; Ridgewood, Benjamin Franklin Junior High.

NEW YORK—Amsterdam, McCleary, New East Main Street, Old East Main Street; Corning, Public Number 2; Endicott, Broad Street, Henry B. Endicott, George F. Johnson, Loder Avenue, North Side, Special Teachers and Supervisors; Geneva, Lewis Street; Glens Falls, Big Cross Street, Broad Street, Ridge Street; Mechanicville, Public Number 2; Oneonta, Mitchell Street; Pen Yan, Chestnut Street, Junior High, Liberty Street; Schenectady, Park Place.

NORTH DAKOTA—Fargo, Hawthorne Platoon.

OHIO—Canton, Allen; Chillicothe, Eastern, Mt. Logan; Cleveland Heights, Taylor; Columbus, Bellows Avenue, John Burroughs, Michigan Avenue; Lake County, Garfield, Nursery, Perry Rural District; Marion, George Washington; Oregon Township, Coy; Shiloh, Cass Township Rural; Wood County, Lime City.

OKLAHOMA—Shawnee, Shawnee Public Schools, Franklin, Harrison, Irving, Jefferson, Junior High, Robert E. Lee, Horace Mann, Senior High, Special Teachers and Supervisors, Washington, Woodrow Wilson; Tulsa, Medio, Pershing, Washington.

PENNSYLVANIA—East Greenville, East Greenville Public Schools; Elizabeth, Elizabeth Borough Public Schools, Elementary Number 1, Elementary Number 2, Junior High, Senior High; Milton, Central Grammar, Curtin, Lincoln; Montgomery County, Horsham Township, Jenkintown Borough, Limerick Township, Lower Frederick, Perkiomen Townships and Schwenksville Borough, Lower Gwynedd Township, Lower Moreland Township, Montgomery Township, Narberth Borough, Pennsburg Borough, Plymouth Township, Red Hill Borough, Rockledge Borough, Souderton Borough, Towamencin Township, Upper Frederick Township, Upper Gwynedd Township, Whitpain Township, Worcester Township; Munhall, Woodlawn Avenue; Reading, Buttonwood and Pear Streets, Continuation, Douglass and Weiser Streets Junior High, Eleventh and Pike Streets, Elm and Madison Avenue, Elm and Moss Streets, Maple and Cotton Streets, Ninth and Spruce Streets, Northmont, Park, Seventeenth and Cotton Streets, Sixteenth and Haak Streets, Spring and Moss Streets, Thirtieth and Cotton Streets, Thirtieth and Union Streets, Twelfth and Greenwich Streets, Twelfth

and Windsor Streets, Washington and Rose Streets; Waynesboro, Waynesboro Public Schools, Clayton Avenue, Fairview Avenue, High, North Street, Snyder Avenue.

VIRGINIA—Petersburg, J. E. B. Stuart; Portsmouth, Truxton.

WEST VIRGINIA—Pine Bluff, Pine Bluff.

WISCONSIN—Milwaukee, East Trowbridge Street, Twelfth Street; Whitefish Bay, High.

Current Year

ALABAMA—Birmingham, Seventeenth Avenue.

ALASKA—Seward, Mission Territorial.

ARIZONA—Florence, Florence Public Schools, Grammar, Union High; Globe, Globe Public Schools, Central, Hill Street, Junior-Senior High; Maricopa County, Murphy Number 21; Miami, Lower Miami Public Schools, Bullion Plaza, High, Inspiration Addition; Parker, Northern Yuma County Union High; Pima County, Amphitheater; Tuba City, Tuba City.

CALIFORNIA—El Modena, Lincoln, Roosevelt; Los Angeles, Center Avenue, Loma Vista Avenue, Zelzah; Marin County, Belvidere; Penryn, Penryn Elementary; Riverside, Bryant; Sacramento, Newton Booth, Coloma, Bret Harte, Leland Stanford, Washington; San Jose, Branch Evening High, Continuation, Jefferson; Siskiyou Union High School District, Tule Lake High.

COLORADO—Canon City, Garfield; Denver, Aaron Gove Junior High, Lincoln, Washington Park; Englewood, Junior-Senior High; Golden, High, North, South; Greeley, Central Platoon; Hesperus, Fort Lewis School of the Colorado Agricultural College.

CONNECTICUT—Cromwell, Northwest, Nathaniel White; Somersville, Somersville.

DELAWARE—Wilmington, Elbert, David W. Harlan, John Palmer Junior.

DISTRICT OF COLUMBIA—Washington, Seaton, Woodridge.

FLORIDA—Dade County, West Little River; Pensacola, J. B. Locky.

GEORGIA—Atlanta, Tenth Street.

IDAHO—Lewiston, Garfield.

ILLINOIS—Auburn, Township High; Chicago, Pulaski; Elmwood Park, Elmwood Park Public Schools, Elmwood, John Mills; Fairbury, Fairbury Public Schools; Freeport, Center; Harrisburg, Logan, McKinley; Naperville, Granger; Petersburg, Petersburg Public Schools, First Ward, Harris High, Third Ward; Quincy, Washington; Rockford, O. F. Barbour, Broun, Church, Hall; Skelbyville, High.

INDIANA—Hammond, Parrish; Indianapolis, Public Number 33, Public Number 56, Public Number 67, James Whitcomb Riley Number 43; Mongo, Springfield Township High; Rushville, Belle Gregg; South Bend, McKinley, Perley, Pulaski; Sullivan, Gymnasium; Terre Haute, W. S. Rea; Whiting, South Side.

IOWA—Council Bluffs, Franklin; Iowa City, Longfellow; Hutchinson, Roosevelt; Irving, High; Wichita, Irving, Robinson Intermediate.

KENTUCKY—Lexington, Harrison, Morton Junior High; Louisville, James Russell Lowell; Richmond, Eastern Kentucky State Teachers College.

LOUISIANA—Benson, Elementary; Longstreet, Bethel, High; Natchitoches, State Normal College.

MAINE—Dexter, Cedar Street, Pleasant Street; Houlton, Houlton Public Schools; Portland, Cummings, Jackson, Leland, Monument Street, Riverside, Ungraded Rooms Woolson.

MARYLAND—Cecil County, George Biddle High.

MASSACHUSETTS—Beverly, McKay; Braintree, Hollis, Monatiquot, Penniman; Brookline, Edward Devotion, Sewall; Ipswich, Burley; Melrose, Washington; Stoneham, Junior High; Waltham, Phineas Lawrence; Wellesley, North; Wellesley Hills, Fiske; Worcester, Abbott Street.

MICHIGAN—Alma, Alma Public Schools, Junior High, Lincoln, Republic, Senior High, Washington, Wright Avenue; Detroit, D. M. Ferry, O. W. Holmes, Parke; Flint, Calvin Coolidge, Homedale;

[Continued in Notes and Announcements]

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President, JESSIE GRAY

Secretary, J. W. CRABTREE

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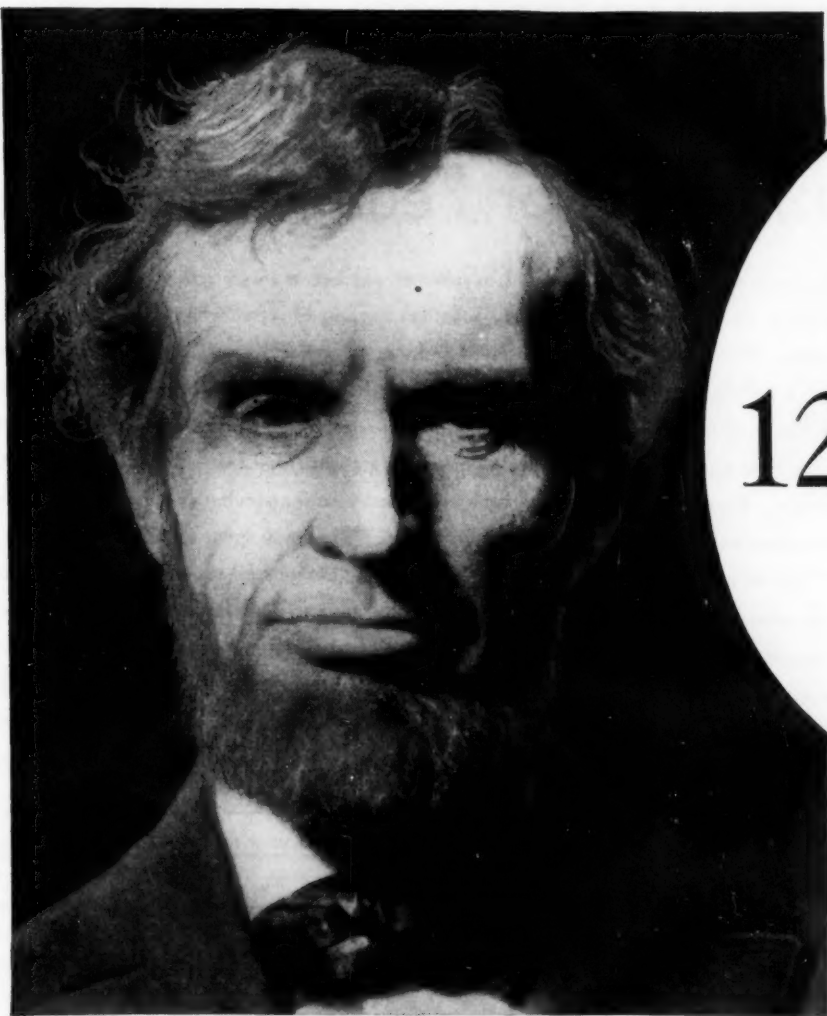
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JOY ELMER MORGAN, Editor

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REEL I—*The Pioneer*

Lincoln's youth. His struggle for education. First contact with the world and slavery. The Black Hawk War. First experience in politics in Illinois legislature. Postmaster at New Salem. Removal to Springfield to practice law. Marriage and family life. Incidents in the Lincoln-Douglas debates. Endorsement for President by the Illinois Republican State Convention. Nomination for president. Departure from Springfield after election to the presidency.



REEL II—*The Statesman*

Lincoln's responsibilities as president in a critical period. Fort Sumter. Call for volunteers. Arrival of the first regiments. Scenes of the war. Lincoln's visit to a field hospital. His clemency toward the court-martialed sentry. The Emancipation Proclamation. Battle of Gettysburg. The Gettysburg address. Grant's final campaigns. Lee's capitulation. General rejoicing following the surrender. The fateful performance at Ford's Theatre. Lincoln's death.

Eastman CLASSROOM FILMS

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A-3

NOTES and ANNOUNCEMENTS

Have You Asked for Federal Aid?

THE CHIEF FACTOR in determining whether Congress will pass legislation giving emergency assistance to the schools will be the support which the people of the nation give to such legislation. If Congressmen feel a strong demand, backed by proof of need, from a sufficient number of educators and laymen, favorable action will be likely to follow. If this type of support is not forthcoming, emergency aid for education is not likely to be provided by the federal government. If you expect federal aid, you must act at once. Write your Congressmen and Senators. Tell them about the situation in your community. Let them know that federal aid is imperative if a complete breakdown in education is to be avoided in many areas. The National Education Association, the American Council on Education, the United States Office of Education, and other agencies are all working as vigorously as possible to secure federal aid. Special plans for legislation on federal aid have been developed. But the careful plans which they have developed are likely to go for naught unless the profession and all interested laymen stand behind the

proposal, in sufficient numbers to insure action. Do not depend on others. Be sure to enlist the support of laymen.

Millions of children are either denied educational opportunity, or else must attend schools whose services have been reduced until they are utterly ineffective. Teachers' salaries have been reduced still further. In many places they are unpaid. The federal government has already assisted banking, industry, and agriculture. Does the nation not owe as much to childhood? Will money spent on education not be just as potent a factor in stimulating business as are the huge sums of money now being expended by the federal government for other purposes? Have you done your part toward securing federal aid? If not, write or wire your representatives in Congress at once. Send a copy to Secretary Crabtree. By the time this JOURNAL reaches most of its readers Congress will be in session. What the federal government does to save education, to save your school system, depends largely upon what you do to make the need known to your representatives in Congress.



Meeting a Responsibility



LIFE MEMBERSHIP IN THE N. E. A.

Members of the profession are to be commended in the backing they are giving President Roosevelt in promoting the NRA. By universal cooperation, the President is bringing the country out of the throes of the worst depression in all time. The same whole-hearted cooperation must exist in the teaching profession, if education is to be maintained. A popular war-time slogan was, "Give till it hurts." Someone has suggested as an appropriate peace-time slogan, "Spend till it helps." Your Association is called upon for increased service which it is endeavoring to render. *We need your help.* You are urged to enrol now as a life member, if at all possible. To do so indicates permanent interest in the Association and places you solidly back of the program of the N. E. A. just as

signing the NRA code is a pledge to stand behind the administration in the recovery program.

Unless we are more concerned than we have ever been before, it will take a decade to restore levels of a year or so ago. Let us *keep our schools open* so that the child—yours and mine—will not be deprived of its rightful heritage. Financial debts can be paid later, but you cannot repay a year or even six months of a child's life.

We are dealing with citizens of tomorrow. If leaders are to be created, let us look *now* to our schools. Life membership dividends never fail, but increase in value every year. Manifest your interest in the youth of the land by enrolling as a life member.

Mr. J. W. CRABTREE, Secretary, National Education Association,
1201 Sixteenth Street, N. W., Washington, D. C.

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The Department of Superintendence convention.—In the week preceding the convention a number of important meetings are scheduled. Among them are:

The Department of Deans of Women at the Hotel Cleveland; the National Association of Principals of Schools for Girls at the Hotel Cleveland; the American Association of Teachers Colleges at the Carter Hotel; the National Vocational Guidance Association at the Hotel Cleveland; the National Council of Teachers of Mathematics at the Hotel Cleveland; the National Council of Supervisors of Elementary Science at the Hotel Statler; the Department of Supervisors and Teachers of Home Economics at the Hotel Statler; the American College Personnel Association at the Hotel Statler; the Society for Curriculum Study at the Auditorium of the Board of Education.

Education in the national recovery program—Florence Hale, radio chairman and past president of the National Education Association, announces the following programs for January and February, broadcast over the NBC network each Sunday evening at 6:30 EST:

January 7—*Greetings from the National Education Association*—Jessie Gray, president of the NEA. *The Importance of Education in a Democracy*—John Dickinson, assistant secretary of commerce.

January 14—*A World Traveler Looks at Education*—Lowell Thomas, noted author and lecturer.

January 21—*Education in Its Relation to Our Financial Problem*—William Trufant Foster, director, Pollak Foundation for Economic Research, Newton, Mass.; and Henry Harri- man, president, U. S. Chamber of Commerce, Boston.

January 28—*Education in a New Era*—Fiorello LaGuardia, mayor of New York City.

February 4—*Can a Man Educate Himself?*—Sidney Morse, vicepresident, Educational Publishing Company, and member of Committee on Adult Education, NEA.

February 11—*More Commonsense in Education*—Rollo G. Reynolds, principal, Horace Mann School, Teachers College, Columbia University, New York.

February 18—*Why Spend School Monies on Health Teaching?*—Sally Lucas Jean, child health expert, and member of education committee of the Metropolitan Life Insurance Company. *Safeguarding Children's Teeth*—

Lon W. Morrey, Board of Public Health, Chicago.

Federal aid for schools will be discussed in an eight-page feature in the February JOURNAL. The plan is to pre-print these pages in pamphlet form under the auspices of the Legislative Commission.

The peril of the total collapse of our civilization is so great, the dangers ahead are so imminent and threatening that any hampering of responsible leadership takes on a significance which it would not ordinarily have. This is no time for petty partisanship and narrow selfseeking. It is no time for hair-splitting and divided councils. It is rather a time for sacrifice, selfdiscipline, co-operation, and loyalty to great purposes. It is of the utmost importance that the people understand and support the President so far as possible. To that end we suggest the reading in the order given of the following books:

Other People's Money and How the Bankers Use It by Louis D. Brandeis. 1933, National Home Library Foundation, 1518 K St., N. W., Washington, D. C., 15 cents.

Looking Forward by Franklin D. Roosevelt. 1933, John Day, 386 Fourth Ave., New York, \$2.50.

The Roosevelt Revolution by Ernest K. Lindley. 1933, Viking Press, 18 E. 48th St., New York, \$2.50. [Cont. on page A-6]



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[Continued from page A-5]

*The Modern Corporation and Private Prop-
erty* by Adolf A. Berle and Gardiner C. Means.
1932, Macmillan, 60 Fifth Ave., New York,
\$3.75.

The schools and the civil works
program.—George F. Zook, United
States Commissioner of Education, re-
ports that the latest authorization of
Federal Emergency Relief Administra-
tor Harry L. Hopkins, makes it possible
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funds to be used for school building re-
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Acknowledgments—The pictures
on page 9 are from a twenty-page pam-
phlet published by Herman O. Duncan,
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The price is 25¢. Credit for the picture
on page 23 goes to the National Girl
Scout News Bureau, 570 Lexington
Avenue, New York, N. Y.

The newly appointed NEA state
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The new executive secretary of the Ken-
tucky Education Association is W. P.
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Dates to be remembered:

January 27-29.—Child Labor Day.
February 24-March 1.—Convention of the Department of Superintendence, Cleveland.

March 7-14.—Third annual seminar of the Caribbean, to be held in Cuba under the auspices of the Committee on Cultural Relations with Latin America.

April 18-20.—Convention of the National Association of Penmanship Teachers and Supervisors, Indianapolis.

[Continued from page 32]

Grand Rapids, Coldbrook; L'Anse, L'Anse Township Public Schools, Junior-Senior High, Pequam, Rural Schools, Village Grade.

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OKLAHOMA—Oklahoma City, Franklin; Pawnee, Pawnee Public Schools, Lincoln, Pawnee Grade, Pawnee High; Tulsa, Administration, Barnard, Bethel Union, Clinton High, Edison, Jefferson, Kendall, Lee, Lincoln, Lowell, Horace Mann Junior High, McKinley, Park, Part Time, Alice Robertson, Sequoyah, Springdale, Mark Twain, Whittier; Turley, Turley.

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Volume 23, Number 1; January 1934

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