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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

- Our Program of Action for 1934-35
  Henry Lester Smith
- The World for Which We Must Educate
  Glenn Frank
- Youth Challenges the Nation
  Newton D. Baker
- Teacher, School, and National Life
  Robert M. Hutchins
- Visions and Voyages
  Jessie Gray
- Our Association at Work

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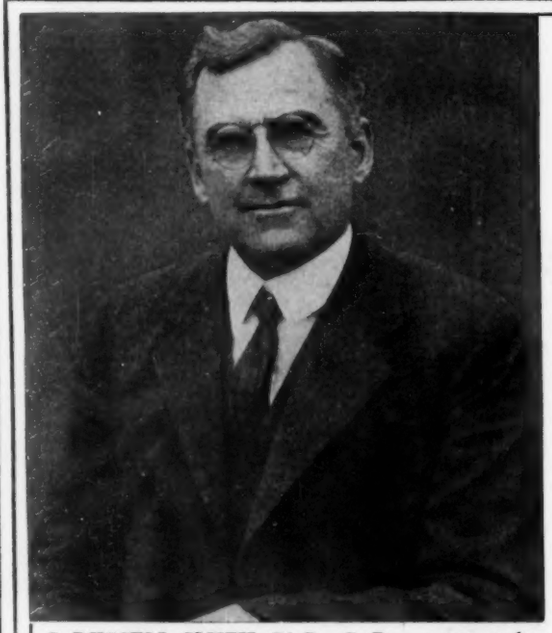
National Education Association Headquarters Building

OCTOBER • 1934

VOLUME 23 NUMBER 6



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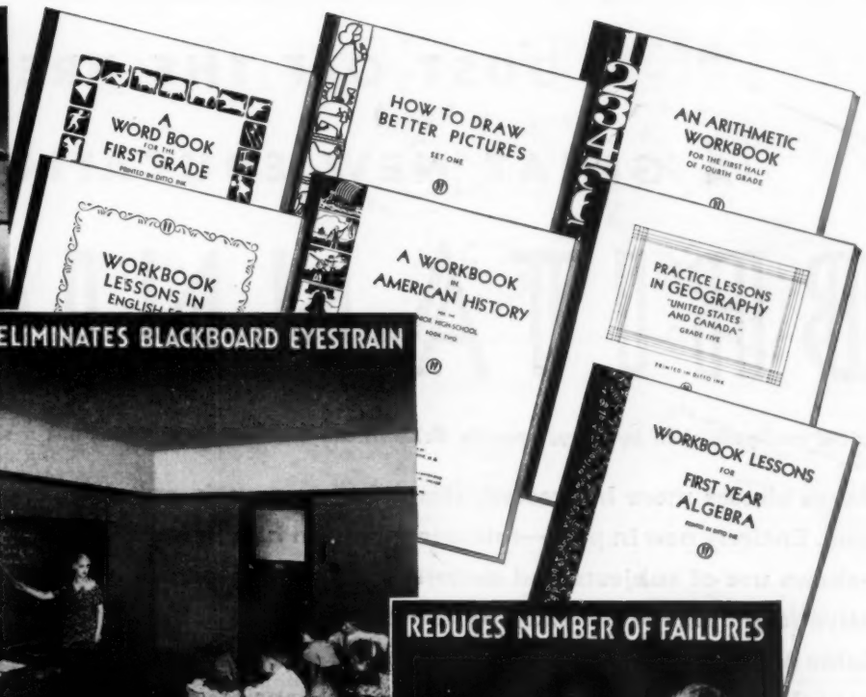

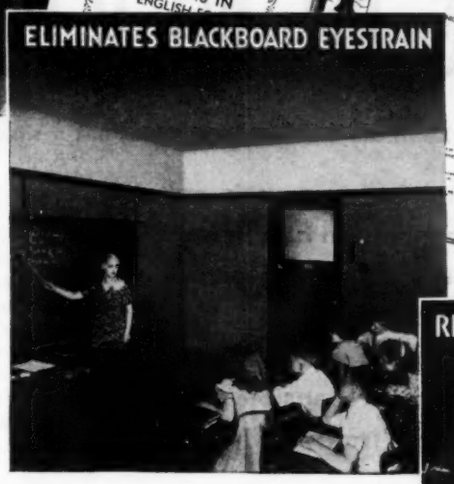

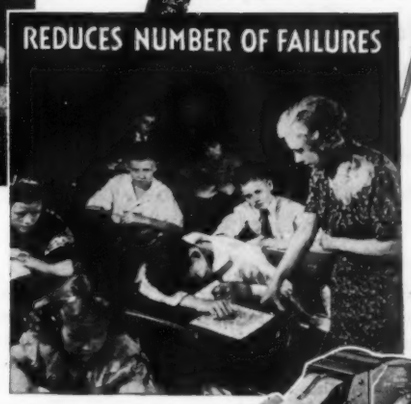

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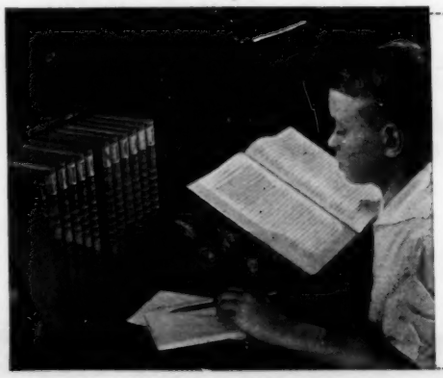

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

October, 1934 Vol. 23, No. 6

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JOY ELMER MORGAN, Editor — H. A. ALLAN, Business Manager

Published by the National Education Association

HENRY LESTER SMITH, President — J. W. CRABTREE, Secretary

Between Editor and Reader

ENCOURAGEMENT, hope, and faith are written large in the letters that pass across the editor's desk. One letter is from a veteran who is rounding out her fiftieth year of teaching service, still eager and happy altho she lives in one of the states hardest hit by the drought. Another is from a young teacher just entering the service, quite conscious of the difficulties, but brimming over with joy and eagerness. We wish that we could clasp the hand of every reader of THE JOURNAL and share the inspiration which fills these letters from every part of the nation and every branch of the profession.

PRESIDENT HENRY LESTER SMITH has come into his leadership of the Association at a time of unusual responsibility and opportunity. In his planning, guiding, speaking, and writing, he is performing a mighty work for the teaching profession and the nation.

OUR ASSOCIATION AT WORK" [see pages 179-186] was prepared by Lyle W. Ashby of the staff of the Division of Publications, working with a committee of the headquarters staff.

AMERICAN EDUCATION WEEK has grown into one of the major activities and services of the National Education Association. The materials this year are so exceptionally timely and attractive that no teacher can afford to miss them. Read page A-72. Plan to give every student some part in this observance.

PUBLIC LIFE *is a situation of power and energy. He trespasses against his duty who sleeps on his watch, as well as he that goes over to the enemy.*—Edmund Burke.

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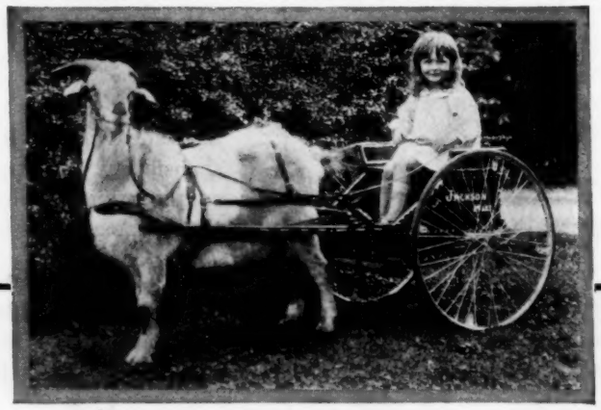

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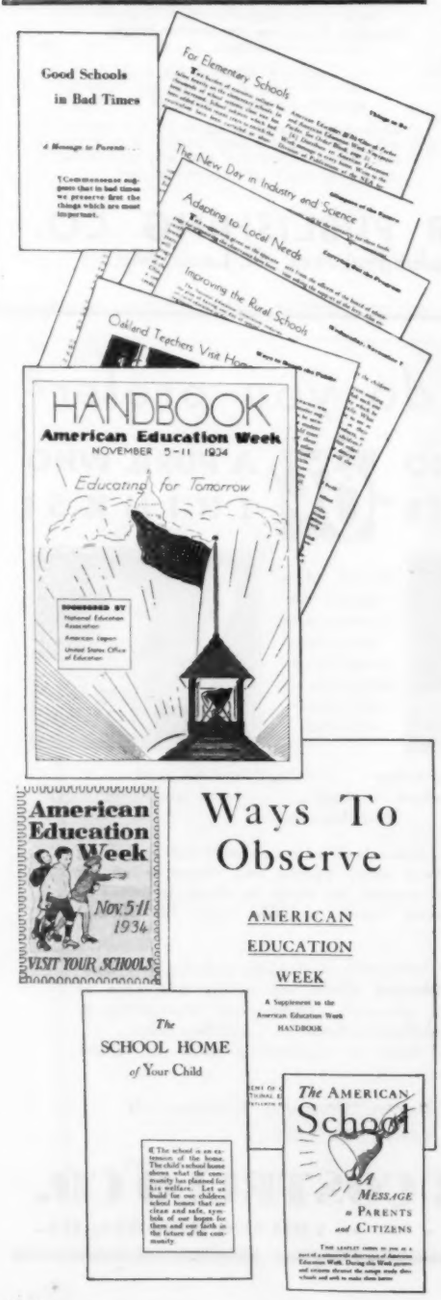

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Our Program of Action for 1934-35

HENRY LESTER SMITH

President, National Education Association

THIS JOURNAL, as it goes out to its two hundred thousand member readers, performs a service that no other journal could perform. It describes the work of an Association which is unique; an Association that unites into one fellowship every element in a great profession; an Association which brings together into one working body the state and local organizations of teachers and school officers. It means a great deal to have this unity in our profession—to have all the school levels; to have both administrative and teaching forces; and to have local, state, and national members all drawn together, receiving the same JOURNAL, interested in the same things, committed to the same policies, doing the best they can on behalf of the schools and the nation.

Because of the condition of today's life both in America and thruout the world, there comes to each of us at this opening of the school year a direct challenge, implied in the question, What am I doing and what more can I do—

To make myself better?
To make my school better?
To make my community better?
To improve my profession?
To give leadership toward a better world?

These are days of the greatest responsibility and opportunity. The teaching profession is our greatest hope. The National Education Association is imperatively needed at this time. It is the only organization that brings together or can bring together a sufficient body of the teachers of America to constitute a positive working force equal to the day's needs. Let us make it stronger and more aggressive. The following is the program around which I shall build my work for the year:

Security of positions for teachers
Minimum wage law
Uniform school term
Adequate retirement allowance
State and local financial support for schools
Federal aid but not control
Recognition of classroom teachers
The amendment which was adopted at Washington
Democracy in the NEA
United organization with a single purpose
—furthering the educational facilities of
our land and encouraging full participation
in these facilities by our children, youth,
and adult citizenship.

How can we make this program effective? It cannot be made effective with a reduced membership in the National Education Association. It cannot be made effective with an indifferent membership. It can be made effective only by a renewed dedication thruout the entire ranks of the Association and a willingness on the part of each member to give his best. It can be done only by thinking and working for concrete objectives. May I suggest the following:

[1] That every school, city, or state determine to maintain or increase its membership in the NEA, including life membership.

[2] That provision be made in every school faculty for a study of the Association and its work, with the particular aim of selecting some phase of that work to which the school will especially devote itself.

[3] That untiring effort be given to the improvement of the conditions under which the children of the nation study and learn and live. That a special effort be made toward the ratification of the proposed Child Labor Amendment to the national constitution in those states where it has not already been ratified.

[4] That particular attention be given to the matters which affect teachers directly—their security, tenure, salaries, conditions of work.

[5] That student memberships in the NEA be encouraged in all teachers colleges so that seniors may read THE JOURNAL and feel themselves a part of the profession.

[6] That emphasis be placed on the interpretation of education to the people, with particular attention to high schools and teachers colleges, to American Education Week, and to the development of parent-teacher associations.

[7] That special study be given to the problem of educational finance, including the imperative necessity for federal aid without control.

[8] That particular attention be given to the needs of higher institutions of learning and that these institutions be encouraged to assume a much larger responsibility for adequate professional organization.

[9] That there be increasing emphasis upon adult education designed to prepare the entire population for the responsibilities of citizenship in a democratic society.

[10] That the schools give the maximum support to local, state, and national governments in their efforts to bring order and security to the people.

These are not vague generalities to be read and forgotten. They are the foundation for a concrete program of action which each teacher and school officer can work at and work out.

To a degree that is perhaps greater than for any other group, teachers are responsible for the preservation and improvement of civilization. It is now so plain that anyone can see that civilization is crumbling in one country after another. We believe that democracy is the best form of government. It is for us to prove that belief, to so conduct our institutions and our organizations and ourselves as to give an example of dedicated service. The many fine letters which we have received from directors, committee chairmen, and other leaders indicate that the upturn has already begun and express a renewed determination to take hold of the work of the Association with a will. We believe that all the teachers of the nation are ready to do this and that the year 1934-35 will be a year of sustained advance.

Editorial for American Education Week 1934

Fundamental Ideas for Tomorrow

EVERY great achievement of the human race has first been an idea in someone's mind. Frequently this idea has been held against impossible odds thru generations or even centuries. Ideas are more abiding than the material things of life. Houses decay, nations rise and fall, even the land washes away and a once prosperous country becomes desert, but the great ideas abide, passed on from one generation to the next by men and women who are blessed with the gift of teaching. Let us turn therefore to ideas as great realities of life.

With revolution or without it, a new civilization is always built out of those things in the old order which are right. We may cry out at the wrongs, the stupidities, and the injustices, but when the hour of building comes we shall begin with the best we have. Modern democratic civilization—and the hope of a better civilization tomorrow—rest on great ideas. It is a good exercise in thinking to try to select the central ideas that have meant most to humanity. Try it for yourself. Try it as a classroom enterprise. Select one or two or ten. There are four ideas so fundamental as to deserve primary consideration.

The first of these great ideas is the brotherhood of man. This idea roots down into the fundamentals of biology and religion. Go back a thousand years, allowing twenty-five years to a generation, and you personally have more ancestors than the present population of the earth. The teachings of Jesus Christ inculcate the idea of brotherhood. The growth of the idea gave us the concept of democracy in government. It ennobled home life. It emphasized the sacredness of human personality and gave rise to the idea of personal rights which all mankind should respect. It led to the doctrine of equality of opportunity.

The second of these great ideas is the idea of freedom, including particularly freedom of thought and of speech. The growth of this idea gave us science. Given the belief that personality is sacred, it follows that the individual should attach importance to his own observation and to the conclusions which spring from meditation upon his own experience. The next step is freedom to pass on those conclusions to others.

This fellowship of truthseeking is the basis of all education and growth. Without freedom of thought the modern scientific world could not have been. Before the bright light of this freedom one stronghold of darkness and ignorance after another has gone down. The importance of the idea of freedom is given new emphasis now when nine-tenths of the two billion inhabitants of the earth live under governments which deny this right to their peoples.

The third of our great ideas is the concept of growth or progress. For untold centuries the human race lived in a static world where people assumed as a matter of course that what was, was good. Not until the nineteenth century did any considerable number of men come to acknowledge the possibility of improvement. The old saying that you can't change human nature is heard even today, in spite of the fact that human nature has been steadily changing since the Master of Galilee began teaching humanity to put children first and to live by the Golden Rule.

This idea of growth gave us the common school, which now includes the high school. Horace Mann based his campaign for free public education on faith in the improvability of man. He visualized a day when individual life would be better, when family life would be richer, when industry would be more efficient, and government more intelligent as a result of deliberate and sustained teaching.

The fourth of these basic concepts is the newest of them all. It is the idea of planning. This may be the chief contribution of the twentieth century, as the idea of progress was the major contribution of the nineteenth. As brotherhood gave democracy; freedom, science; growth, the common school; so shall the idea of planning give security. To plan beyond the year or the decade into the life as a whole; to plan beyond the individual to the family, the neighborhood, the state and the nation, and even the world is to gain a new perspective and a new faith—a perspective which knows that many of the uncertainties of life can be provided for and a faith to undertake the task.

Until now planning has been applied only to the smaller affairs of life. It has been a matter of fits and starts undertaken under pressure of necessity or crisis. It remains for this generation to think of planning as a deliberate and comprehensive method of progress; to look upon organized foresight as a major element in both individual and social excellence; and to dedicate itself to the achievement of planning as other generations have labored for brotherhood, for freedom, and for growth.

Each of these ideas has had to make its way against those who would not see, against persons in authority who insisted on violating human personality; who sought to destroy freedom; who looked upon progress as a vain illusion and planning as an academic myth; but the great movement of history is on the side of reason. Men have grown nobler as they have learned to respect themselves and to deserve the respect of others. The human mind has reached new heights under freedom. With every expansion of opportunity—as thru the common school—the race has moved on to higher ground; and planning, wherever it has been tried, has opened doors into a future so full of promise as to arouse the highest enthusiasms.

The psychologists write of the moral equivalent of war. A great enterprise in planning such as the Tennessee Valley project is more than the moral equivalent of war. It is an entirely new level of motivation, capable of carrying men to undreamed heights of sacrifice, personal exertion, and artistic and intellectual skill.

These four basic ideas are not mere abstractions. They are ever present realities. They can be visualized in terms of everyday experience. They have their application in the individual's ordering of his own life, in the management of the family, in the design of industry, and in the administration of the state. They can be taught to children in the form of attitudes and skills and to older people as ideals and technics.

They should be so taught that great numbers of people would understand their importance and apply them in their daily lives. They should be so taught that people will understand their importance in the wider sweep of history, that they will use their votes, their civic leadership, their personal influence and teaching power to establish these ideas as a part of the sacred heritage of mankind, a heritage to be defended if need be as one would defend his home or his friend.—**Joy Elmer Morgan.**

The World for Which We Must Educate

I WANT to put to you four major alternatives which, to me, are alternatives between reality and illusion, alternatives in which the survival and the significance of American life and enterprise are alike involved. [1] *Are we to strengthen democracy or surrender to dictatorship?* [2] *Are we to pursue our enterprise in freedom or under regimentation?* [3] *Are we to establish control of this age of plenty or execute a return to an age of scarcity?* [4] *Are we to walk the ways of a realistic internationalism or go in for the economic monasticism of the nationalists?*

I turn, *first,* to the issue of democracy versus dictatorship. Dramatic secessions from democracy have everywhere marked the postwar politics of the world. Even before the war there was a growing conviction in the minds of many that democracy was not up to the job of administering an age of science, technology, and power production.

The destiny of democracy on this continent will depend entirely upon our success or failure in solving the economic problem. If we can now move with reasonable rapidity toward a soundly based and widely distributed economic well-being, essential democracy is not likely to be seriously challenged during the generation.

The cardinal strength of democracy is that it *broadens* the base of judgment upon which policy is built. All of us, with varying degrees of effect, can chip in on the discussion that determines policy. The cardinal weakness of dictatorship is that it *narrows* the base of judgment upon which policy is built. Policy is determined solely by the dictator and by his particular brand of expert adviser. The greater the complexities of an age, the broader we should make the base of judgment upon which its policies are built.

First, we should recognize the necessity and establish a fixed procedure for "crisis government" for emergencies. When this sweeping collapse came to the enterprise of the world, weak governments saw in the situation a choice between disintegration and dictatorship. Nation after nation chose dictatorship. Disintegration faced us as it faced these lesser nations of Europe. Our government was not weak, but its ways were ill-adapted to the task of dealing with a crisis so grave. A less stable people might have gone the way of dictatorship. We made no revolutionary change in the basic structure of our government. We chose instead temporarily to adjourn some of the more deliberate procedures of legislation and to lodge extraordinary powers in the national leadership for the period of the emergency.

Second, for even the normal business of government in this complicated age we should effect a reallocation of functions between the legislature and the executive. We must restrict legislative bodies to the charting of broad paths of policy, the setting up of the goals the needs of the inarticulate millions require that we reach, and a critical checking up on the results of administration. And we must lodge greater detailed power and wider discretion in the executive. The executive power is always in the spotlight. When it runs amuck we can get at it, as we cannot get at the hydraheaded power of the legislature when it falls victim to caprice or corruption.

I turn, *second,* to the issue of freedom versus regimentation. Thruout the western world, individualism is on the run, as governments of varied sorts announce their determination to plan the life and enterprise of their peoples.

The one thing common to all the experimental governments of the time, our own included, is a shifting of the balance of power between politics and economics. In each instance, so far, it has been a case of political leadership's stepping in to save a situation that economic leadership had failed to master in any socially satisfactory way. But this is the way the face of history is changed. Emergencies arise. They are met. The situation dictates the action. And then later, a new philosophy is matured around the action thru which the emergency was met.

We may set it down as inescapable that, in the generation ahead, government will play a larger and larger role in the realm of economics whether the White House is occupied by a Roosevelt or a Hoover. It does not follow, however, that the only choice open to us is between anarchic individualism and an all-embracing state. The problem upon which the genius and judgment of your generation should come to focus is the problem of determining wisely the direction and the degree of governmental activity in economic affairs which an age of science, technology, and power production make necessary.

I turn, *third,* to the issue of an economics of plenty versus an economics of scarcity. For the better part of a generation, we have been working in terms of an age of plenty, but thinking in terms of an age of scarcity. In an age of scarcity the poor will endure their lot without undue whimpering, but want will not forever stay docile in the presence of potential plenty kept just beyond its reach by failures in social management. The social stability of the American future is at stake in the choice we make.

I turn, *fourth,* to the issue of internationalism versus nationalism. At the moment the economic relations of the world are paralyzed by a baffling paradox. While the processes of the world's life grow daily more international, the policies of the world's governments grow daily more national.

The modern world is bound together by the lithe arms of rapid transportation, instantaneous communication, and the frontier-crossing agencies of credit, contract, capital, and corporate organization. We cannot reverse this basic fact by transient ventures in swashbuckling nationalism. Ultimately some sort of world policy must dominate world trade.

Here, then, are four major alternatives in which, if I read the times aright, the destiny of our nation and of ourselves is involved. It is the supreme obligation of the nation's schools to help the nation's citizens bring disciplined minds and a living sense of social responsibility to their consideration.—Abridged from an address by **Glenn Frank,** president, Univ. of Wisconsin, before the National Education Association, July 2, 1934.

Youth Challenges the Nation

NEWTON D. BAKER

DURING these days of bewildering depression every institution which depends upon public support has necessarily had diminished revenues. The large amount spent for education made that one of the places where the pinch was sharpest, and I want to pay my tribute and praise to the heroic fidelity and loyalty with which the teachers of the United States have stood by their task, no matter what the deficiencies in their pay envelope have been. And I want to pray that in this bewildered world, you teachers will be given strength and determination and courage to bear that part of the task which is inescapably yours.

Adequate support of the schools is essential to the future safety of our government. If the state forgets its responsibility to education in America, the consequences will be disastrous to the state itself, for no man can be a student of the birth, growth, and development of our free institutions without realizing that *from the beginning the cornerstone of American liberty and development has been education.*

The founders of this nation regarded education as a sacred duty. It was started in this country as a part of the sacred ministry of religion, and it has been fortified and handed over to you no less sacred a task than it was in those ministerial hands. The first institutions of higher learning founded in America are all testimonials to the belief of the founders of this republic that the only safety for a democracy was an educated electorate.

The task of the educator has become increasingly great. Never has the onrush of knowledge been as great as in the past few decades. Education for life must be the kind of education which will make us aware of and make us understand the problems of the civilization of which we are part. And in order to understand these problems we must be in touch with all the developments of the social sciences; we must understand the psychology of human relationships; we must get a broader and more liberal and more tolerant view of the surrender of individual rights in the interest of the common good, and a sounder, more wholesome distribution of economic values of life, and must also get a deeper appreciation of the higher features which expand the personality and ennoble and enrich the individual life, that come from the constant pursuit of culture, the thinking of high thoughts, and believing high things.

Education today is more than just book learning. It is book learning plus. The plus is more important than the book. The plus is the making of a boy or girl entrusted to a teacher not merely a sound and inquiring mind, but a disciplined and brave spirit, for in the last analysis the processes of a democratic government, like every other government, are going to be entrusted to educated men. The great decisions, the fundamental determinations will be made by popular vote but the infinite details of government operation cannot be submitted to popular determination. These details must be determined by experts. The common education which we must have is an education that will enable us to respond correctly to emotional things; to analyze patiently and understand clearly the main outline and tendencies of government policies.

The children entrusted to you must come from you with humility enough to realize that they don't know everything, and that when an expert task is to be done, their job is to help select an honest and capable expert and then leave his expert task to him.

The importance of all this is that the democratic form of government is immeasurably the best that man has yet devised, but it is at the same time immeasurably the most difficult to operate. The more I see of dictatorships, wherever they are, the less I like them. I am sometimes sad but I am always patient and I am always hopeful at the blunders of democracy; but I am always terrified at the blunders of autocracy. Democracy is now, so far as this world is concerned, the sole possession of the English speaking people and certain Scandinavian peoples of like institutional and legal heritage. One or the other of two things is going to happen: either the despair which has scrapped democracy into the discard in Europe is going to grow and that form of government will collapse and disappear, or if we are but stout hearted enough and loyal enough to our own beliefs in it, our example will again fire the world as it once did. We will save what we have established and the future race will bless us for having been unafraid in an hour of peril and an hour of doubt.

The answer to that thing lies in the hands of the teachers of the United States. And the place where the seed has to be planted that is to grow into this great tree that is to shelter and preserve our liberties is in the kindergarten.

The task of lower animals in training their young is comparatively simple. The mother wren can teach her young all they need to know to survive and make a living in a short time. The instinct of saving the youth of the race begins with the very lowest form of animal life. Disturb an ant hill, and instantly there comes out of it an army of ants, scattering away, and every one of them is carrying to safety a young ant. So far as human beings are concerned, the protection of the next generation is largely a question of the extent and character of the education we can give them to make them safe in this dangerous world. We can't do less by our young than the ants do. We should not do less by our young than the wrens do.

You and I, whether parent or teacher, must combine to see that youth is endowed with the spirit to make of this world a finer place for our spirits to dwell in than our generation found it at the hands of our forefathers.—Abridged from an address before the National Education Association, July 3, 1934.

I HAVE spoken once before before the National Education Association, and when I did my mind went back to one of the greatest teachers I had known in the course of my life. She is a woman now retired from active service, lives here in Washington, and I suspect is listening to the sound of my voice as it is carried to her over the radio. I said of her that in my highschool days she set an example of intelligent and disciplined educational value which had been an inspiration to me thruout my entire life, and that every boy and girl who came in contact with her radiant personality had been enriched by that contact. After that meeting was over, and because the entirely spontaneous remarks of mine were printed, they were brought to the attention of this fine woman, whom I delighted then and now to honor. She wrote me a letter in which she said, *"My dear Newton: It of course gives me great pleasure to have you remark me as a good teacher, but I want to confess in all honesty that I had taught some years before I really learned the secret of teaching, and that secret is that the boy is much more important than the book."*

Teacher, School, and National Life

No man was ever more insistent on the value of public education than Thomas Jefferson. No president ever did as much for it. No statesman ever set forth more clearly the indispensable connection between education and democracy. Yet he expressly limited free education for all to three years of schooling. Why did Jefferson send those destined to labor into it after three years in school? I suppose it was because there was labor to be done. Since Jefferson's time we have entered upon an economy of plenty in which the diminishing amount of labor in proportion to the population has not only permitted but required us to raise the legal age for going into industry.

Insofar as industry still requires training of its employees, it has thrown the obligation to train them upon the schools. Pupils will have to remain in public schools until eighteen or even twenty. When they go out they must be able to earn a living. They will have to be taught to do so in school.

The removal of the adolescent population from the labor market will also force us to abandon the last traces of the principle of selection and to substitute the principle of differentiation. We shall have to have alternative institutions and alternative programs to which different students may resort in accordance with their different abilities.

I do not expect to see the principle of selection entirely disappear from the educational scene. It will, I believe, be applied in all its Jeffersonian rigor at the beginning of the university, which I should place at the opening of the junior year. No student is entitled to proceed at public expense beyond this point unless he can demonstrate that he has the interest and ability which scholarly and professional work requires.

The removal of the adolescent population from the labor market should lead us to the organization of a system of education made up of a six-year primary school, a three- or four-year secondary school, and a three- or four-year college and technical institute. The college and technical institute may in some places be combined. In other places it may be convenient to operate them separately. In any event most of the youth of the country will go thru one or the other of them. And I hope that they may receive the bachelor's degree for doing so. A three-year curriculum to the master's degree might then be offered by the universities and the institutions which we now call colleges to those who wish to engage in nonprofessional specialization in arts, literature, and science.

Changes just as significant will follow from the inability of industry to absorb anything like the full time of adults. People may for a time spend their new and perhaps unwelcome leisure in sleep, at the movies, or in driving back and forth on the crowded highways, catching glimpses of the countryside between the billboards. It is inconceivable, however, that these forms of entertainment will long satisfy our population. They will demand and are demanding some kind of occupation which will assist them to a more varied, stimulating, and important brand of activity. They will demand education. And they will demand it of us.

If current experience gives us any inkling of the future, we can be reasonably confident that what they will insist on is not vocational instruction—how to be a better bookkeeper, for example—but what we call general cultural education, education which fills in the gaps left by formal schooling, or develops artistic and literary leanings which were submerged by formal schooling and the necessity of earning a living. Adult education is in an experimental stage. It offers us many new devices, like the radio and the motion picture, with which we are relatively unfamiliar. It is an area, too, in which informal, spontaneous activities, activities which we may think of as extracurriculum and may frown upon as such, may be more rewarding than highly organized, school-ized instruction. In dealing with adult education we must regard the school not as a place where classes are taught but as the center of community life, reflecting the community's interests in music, art, the drama, and current affairs as well as in what we have been accustomed to think of as education.

Any program which attempts to deal adequately with the educational problems of the adult and adolescent population will be enormously expensive because of the absolute necessity of expanding and diversifying educational opportunity to meet the needs of the present day.

The condition of our most important municipalities gives us little hope that they will be able to advance any such program. In this situation we can only follow the example of banks, railroads, insurance companies, farmers, the oil business, and industry generally and look to the federal government for aid. However, it is not by the route of distributing federal funds on a per capita basis without regard to need and without regard to merit that we must defend ourselves against bureaucracy. The only protection against government, visible or invisible, is in the professional tradition. The history of educational institutions from the monasteries to the German universities shows that it is not the issue of private or public funds, private or public control that determines their independence. It is the strength of the professional tradition. When that tradition is strongest, namely in England, the parliamentary grants that the private universities have received do not lead any one to expect that because of them the government will attempt to regulate the policies of Oxford and Cambridge.

The professional tradition must be strong. That depends on us. It must be effective. That depends on our success in convincing the community of its existence and its importance. That in turn depends on our understanding and explaining what we are trying to do. I take it that as far as the public schools thru the junior college are concerned they are trying to help their pupils to be self-sustaining and to be good citizens. The pupil must be taught to earn a living in the society that exists, not in one that ought to exist sometime. He must be made a good citizen of this commonwealth, not of another, no matter how much better that other may be. In this sense and at these levels the political and economic situation determines the content of education; education does not determine the political and economic situation. In this sense the society we get will not depend on the schools we have; the schools we get will depend on the society we have.

Does this mean that the teacher and the school can do nothing to improve the national life? The answer is unequivocally no. The good citizen is not necessarily the one who always votes for the party in power. The good citizen has some understanding of the society in which he lives, and as Jefferson put it, carries his knowledge with him to the polls. The first duty of the school, therefore, is to see to it that the pupil under-

stands the society in which he lives. We all know that we are doing a miserable job in this connection at the present time. We have not even the materials thru which a comprehension of the development and current state of our society may be communicated to the young. In the second place, the object of adult education will not be primarily to enable the student to earn a living or to adjust him to the political environment. Free from these obligations, the teacher and the school may devote themselves at the adult level to developing the intellectual powers of the student. We must remember that it is thru the intellectual virtues that the statesman orders means to ends and achieves the common good. The free and independent exercise of the intelligence is the means by which society may be improved. Training in that exercise is the peculiar province of the senior college, the university, and of adult education.

This free and independent exercise of the intelligence is of the essence of the professional tradition, and it is now in dreadful danger thruout the world. In our country we are committed to the principle that the gains of civilization shall be mass gains, diffused thruout the population. It is inconceivable that the United States will ever depart from this ideal. The methods of achieving it must be determined by trained intelligence and submitted to an informed and understanding people. Without propaganda, without adherence to one ism or another, the teacher may develop thru the school that universal comprehension and that individual leadership which the national life requires.—Abridged from an address by **Robert M. Hutchins,** president, University of Chicago, before the National Education Association, June 30, 1934.

Visions and Voyages

I HAVE THOUGHT of this great Association as a treasure chest. The amount of the treasure is not to be measured by what we can take out for ourselves, but how much we can put into the chest, as riches to spend for others. The teachers of this nation have put into it their loyalty, cooperation, zeal, and industry. They have worked that children shall not be deprived of their rightful heritage. The Association pays tribute to the dauntless courage of the teachers of America and I dedicated myself to a year of service in assisting them with their problems.

Everything that has happened this year, in the cycle of happy service, has emphasized the truth of the foregoing statement. In the greater knowledge of that experience, let us review our plans, our accomplishments thru organization, realizing how pitifully weak the individual is and how magnificiently strong the service and the devotion of two hundred thousand members, guided by a marvellously trained, dedicated staff, under the leadership of an executive secretary whose courage and rectitude have won laurels and distinction.

Our unfinished work, our plans in the making, will be our vision and challenge for the next year's voyage.

Our treasure chest has bulged with increased understanding, loyalty, cooperative endeavor, and all that adds to the fullness of life. The teachers have woven into the fabric of the nation, devotion, dedication, sacrifice, and the ineradicable pattern that children must be well taught in order to dream dreams, and catch the vision without which the people perish. It has been their extravagant gladness to put thirty million children in their midst, to help make each life and to keep all happy and content in the making—unmindful of the howling wolves of selfishness that would have destroyed our schools.

The National Education Association again pays tribute to the spiritual motherhood and dauntless courage of those teachers who collectively have done more than their share in carrying on despite every discouragement. They know full well that it is only "in the fertile soil of education and preparation, that democratic principles can grow into cooperation, understanding, and the fulfillment of our best hopes." Their professional contribution not only has held education true to its mission of interpreting life thru sympathy, benevolence, and interdependence, but it has expressed concretely, in every way, the ardent hope for the success of this Association—our cooperative endeavor—thru our collective wisdom, voice, and influence. . . . [Miss Gray then gave a fine account of the work of the headquarters staff and of Association officers and committees. This has been omitted here because information of the same type is included in the special feature, "Our Association at Work," pages 179-186.]

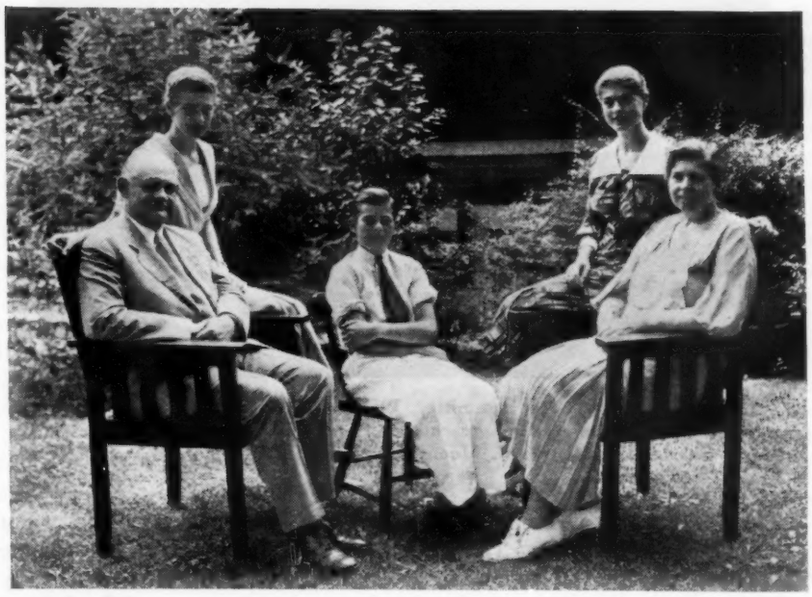
The privilege of membership is the privilege of service and constructive suggestion. It is a matter of pride to participate in group action that states social and economic goals for a nation, cares for legislation, secures retirement for teachers, guides and develops international relations, takes care of rural and adult education, promotes library service and kindergartens. It is a matter for condemnation to accept gains from organization and not support it by membership. It seems hardly honest in the last analysis, does it? How can teachers say to their government, "I do my part," if they refrain from doing their part thru organization toward the general welfare and common defense of their own group?

Our vision for next year must include greater cooperation with our wonderful lay organizations, more scientific information, definite work for tax reforms and restoration of school budgets, social contacts with homes and clubs, articles for magazines, larger administrative units. [In some places there are more than 4000 teachers to one member of a Board of Education. On an average, there is one Board member for two teachers in the U. S. and in thirteen states there are more board members than teachers! From this statement, we can see visions of interesting work in the voyage ahead.]

And teachers, we must put America first, not merely in the assertion of rights, but in the glad assumption of duties, not in splendid icy isolation, but in warm-hearted cooperation. In Flanders Fields, John McCrae says the soldiers had "*felt* dawn." We, too, must feel dawn—the stir of vitality that wakes us to a new endeavor, the thankfulness for work to do. "Listen to the exhortation of the dawn. Look to this day, for it is life. In its brief course lie all the verities and realities of your existence; the bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision, but today, well lived, makes every yesterday a dream of happiness, and every tomorrow a vision of hope. Look well, therefore, to this day, such is the salutation of the dawn," as you begin your voyage into a happy new year of service.—From the presidential address of **Jessie Gray** before the National Education Association, July 3, 1934.

The Washington Convention

A BANNER in the great center hall of the colonial entrance at 1201 Sixteenth Street, greeted visitors with, "Welcome to your Professional Home." The thousands of teachers attending the 72nd annual convention of the National Education Association held in Washington June 30-July 5, passed this sign of greeting to explore, many of them for the first time, the seven-story building that is the center of professional organization in America. This opportunity is the principal reason for holding the annual gathering of teachers once every so often at the nation's capital.



PRESIDENT Henry Lester Smith with Mrs. Smith and their children, Ruth, Henry, and Martha, on the lawn of their home facing the Indiana University campus

The convention delegates found the President and his official family gone, members of Congress at home, and the ranks of every branch of government somewhat depleted by the combined influence of the holiday call and the steaming heat in which convention sessions carried on their work. The delegates thus missed the official welcome which was so important a feature of the 1924 Convention when President Coolidge addressed the teachers.

President Robert M. Hutchins of the University of Chicago opened the convention Saturday night with a keynote address. The general theme of the meeting, selected by President Jessie Gray, was *Educating for Tomorrow*. President Hutchins pointed out some of the significant adaptations which must be made in tomorrow's schools. High spots in his address: "Pupils will have to remain in public schools until eighteen or even twenty. . . . The removal of the adolescent population from the labor market will also force us to abandon the last traces of the principle of selection. In the past if pupils did not do so well they could be dispensed with. . . . Now they cannot be dispensed with. . . . The exclusive preoccupation of the American educational system with the juvenile population is a little ridiculous, and has been beneficial neither to the system nor the country. . . ."

A beautiful vesper service was held Sunday afternoon at the Washington Cathedral on Mt. St. Alban. The Monday morning session featured the work of the Association in cooperation with other organizations to secure federal aid to schools. The Monday evening program was a feature worthy of mention in any selection of highspots in a long line of NEA conventions. The principal addresses were delivered by Glenn Frank, liberal president of the University of Wisconsin, and Daniel A. Poling, fiery leader of allied youth and president of the World's Christian Endeavor Union, who spoke to a capacity audience.

"Anything less than a complete thawing out of the fountains of enterprise, more or less frozen for the past five years, will put the American tradition of democratic selfgovernment in definite jeopardy," said President Frank in a masterful analysis of presentday problems under the title of "The World for Which We Must Educate."

"If when the roaring mountain stream of federal spending and federal subsidy begins to dry up at its source, the basic enterprise of the nation remains sluggish or stalled, the American millions will lend a ready ear to drastic alternatives. If recovery comes too slowly a growing impatience with the traditional forms and functions of government will manifest itself. If we achieve a fair measure of recovery, but, in the achieving, perpetuate the old iniquities and inefficiencies of the predepression order, recovery will be transient and insecure, popular satisfaction will be short lived and democracy's judgment day will be but postponed."

"More power to this brain trust," said Dr. Poling, as he paid tribute to the teachers of the United States as the real brain trust of our country. "And I am for brain trusts. In government? Yes. I have no enthusiasm for a certain hue and cry against the trained mind in Washington. We acknowledge our debt to the educator everywhere else. Then why not the scientist at the seat of the science of government?"

On Tuesday evening President Jessie Gray delivered her presidential address, "Visions and Voyages." In this address Miss Gray paid tribute to "the dauntless courage of those teachers who collectively have done more than their share in carrying on despite every discouragement, and to the organization itself—memberships have increased, thru sacrifice in many cases. The Division of Membership reports $9407 extra revenue. Seventeen state associations reported increased members, and eight states report an increase in their National Education Association memberships. We find ourselves on the upward march!"

Miss Gray paid tribute to "our ever-vigilant Executive Secretary, Mr. Crabtree, who took up the cudgels to defend the sacred trust of education from chiselers who would have cut our tree of life down to its roots."

Independence Day brought the convention its major disappointment, when it was announced that General Hugh S. Johnson, NRA Administrator, was spending the holiday out of the city. William E. Sweet, former governor of Colorado, now educational director of

the NRA, as pinch hitter for General Johnson, came to a spirited defense of the recovery administration and the New Deal.

The Washington convention was not only characterized by frankness of viewpoint within the organization itself; it may be considered an expression of the spirit of openmindedness which is the ideal of all thoughtful persons. The viewpoints of many other national groups were sought from their principal representatives. The National Congress of Parents and Teachers, the American Legion, the National Society of the Daughters of the American Revolution, the General Federation of Womens Clubs, state educational organizations, and the Motion Picture Research Council, were among the various groups having a voice from convention platforms.

A MEETING of the budget committee, 1933-34, in which President Gray and Secretary Crabtree are present. *Left to right:* L. W. Rogers, Jessie Gray, Charles Carroll, W. B. Mooney, A. L. Whittenberg, J. W. Crabtree, Helen T. Collins.

Academic freedom was discussed from the standpoint of the superintendent of schools, by Thomas W. Gosling, director of the American Junior Red Cross and former superintendent of schools, Akron, Ohio; from the standpoint of the classroom teacher, by Mrs. F. Blanche Preble, Chicago, past president of the Department of Classroom Teachers of the NEA; and from the standpoint of the college president, by Charles E. Beury, president of Temple University, Philadelphia.

Academic freedom was more than a principal topic of the convention program. It was on exhibit at several sessions. And the educators are the better for it. Frankness and spirit are characteristics of geniune interest and concern. To thousands at Chicago in 1933 Willard E. Givens, superintendent of schools in Oakland, asked this question in the title of a principal address, "Are Teachers Citizens?" The teachers of the 72nd annual convention answered this question in the affirmative. As citizens of a great republic and as members of a great organization, they are playing their part.

The aggressive attitude of the Representative Assembly was an indication that teachers do not expect to take the blows of the present emergency sitting down. A motion by Mrs. Helen Rueben of Chicago, carried unanimously, called upon "teachers and children to organize mass meetings or other demonstrations on Thursday of American Education Week . . . . the purpose of which shall be to impress upon the entrenched interests now attacking the schools the determination of the public to secure sufficient financial support to insure for the public schools at least educational efficiency of the predepression level."

The Assembly revised the platform of the Association and adopted a set of resolutions characterized by a spirit of determination. The platform and resolutions in full are reproduced elsewhere in this issue. [See page 169.]

Amendments to the by-laws were adopted which reduced the number of exofficio delegates in the Representative Assembly.

The life membership dinner was an outstanding good fellowship gathering. Past-president Joseph Rosier paid tribute to the long, tireless, and effective service of Secretary J. W. Crabtree and by rising vote, the life members expressed their appreciation of his generous spirit and dynamic work during the period of the great growth of the organization.

Seven hundred teachers attended the classroom dinner where the new president, Daisy Lord, Waterbury, Connecticut, was accorded the position of honor as successor to Faye Read, Pueblo, Colorado.

Excursions to national shrines featured the recreation of convention delegates. The Army, Navy, and Marine Bands in their colorful uniforms contributed to the enjoyment of convention programs. A complete and beautifully arranged exhibit of textbook materials and other school supplies was a valuable adjunct to convention deliberations.

The Board of Directors and the Executive Committee selected Denver as the next meeting place.

The seventy-second annual convention will be long remembered for its frank discussions, its change in policies, its new viewpoints that came as part of the adaptation which the schools are making to a new deal and a new day. Meeting as it did at its own headquarters, field and staff were tied together in a new bond of cooperative effort which places the profession on a united front against the foes of democracy and equality of opportunity in America.—**Belmont Farley.**

General session, seventy-second annual convention, National Education Association

Going Forward

THE STORY of American education during the last three years may be summarized by the titles of Secretary Crabtree's annual reports for those years: *American Education Faces the Storm, Weathering the Storm,* and *Going Forward.* The seventeenth annual report, *Going Forward,* presented at the Washington convention, "covers the period when economic conditions were at their worst. It also marks the date of a definite upturn—the time when educational recovery actually began."

In discussing the deplorable conditions existing during the early months of the year 1933-34, Secretary Crabtree points out:

Nearly 2000 rural schools in 24 states failed to open in September, because of lack of funds. The closing of these schools left one hundred thousand children without educational opportunity. Four hundred rural schools in Arkansas alone, enroling 30,000 pupils, failed to open their doors at all. One-fourth of the teachers in the United States began the year at a salary rate of less than $750 per year. The prospect of shortened school terms meant still further reductions of income. In Louisiana there were 450 schools where a term of less than three months was expected; in the country as a whole there were 18,000 schools, enroling 900,000 pupils, which could not hope for as much as six months of school. Unpaid salaries amounting to $30,000,000 were due to teachers in city school systems. Nearly 2000 rural teachers in Missouri had been paid for only a part of their previous year's work.

School budgets for 1933-34 were estimated at $200,000,000 below the amount available the previous year. This was a reduction of more than 10 percent, in spite of the fact that 200,000 more pupils were to be instructed. New teachers, greatly needed, were not employed; fifty, sixty, and even eighty children were crowded into classrooms designed for thirty or forty. Essential educational services had been eliminated in many of the larger school systems. Kindergartens had been reduced; in more than a hundred cities they had been cut out entirely. The newer subjects in the curriculum, introduced to meet the needs of modern civilization, had been curtailed in many school systems. In some cities the problem children, who formerly had been instructed in special classes, were returned to the regular classrooms, thus reducing their chances for a maximum development, and adding to the problems of the regular teacher. Obsolete and tattered textbooks were being used in many schools; pupils whose parents were unable to buy books were facing serious handicaps in getting started in their school work. School building construction had been practically at a standstill for a year; overcrowding and half-day shifts were the rule in many parts of the country.

The last half of the year saw definite improvement in school conditions, due partly to the slight upturn in economic conditions, the more favorable attitude on the part of the public toward school support, and the fact that delinquent taxes are being paid, but due chiefly to the federal aid which was secured for the schools. The Secretary calls attention to the following encouraging conditions:

Reports from 122 city school systems show that in 44 of them the school budgets for next year will be larger than in 1933-34. In 33 of these 122 cities, a partial or complete restoration of salary cuts has been made or is expected. These cities report renewed interest in curriculum revision, attention to individual needs of students, and the rehabilitation of the school plant. New services and classes are being established in some centers.

Reports from the states of Connecticut and Massachusetts indicate that 140 communities in those states have restored all or part of the salary cuts formerly imposed on school employees. Forty-five school districts in the state of Washington have done the same. In April, a report from Maine showed that of 44 towns which had adopted their 1934-35 budgets, 30 had increased their appropriations; several of them were resuming special services which had been discontinued. One-fourth of the cities which had eliminated kindergartens in 1933-34 are planning to restore them next year. . . .

Indiana was the first state under the leadership of a great governor to come forward with ample provision for the schools in the depression. . . . West Virginia's legislature passed a law making the state responsible for a minimum term of eight months for all schools in the state; this makes it an easy matter to have a nine months' term in every school. . . . All over the nation, teachers have called the attention of schoolboards to the salaries of teachers in New Jersey, as well as to the retirement allowances and to the tenure laws of the same state. . . . The chief reason why the state has these outstanding laws is because teachers and the friends of the schools have been active. Just to show how active—let me tell you that on Saturday, June 2, we were informed of a decision by the board of education which deprived one-third of the teachers of the state of their tenure rights. On June 4, the teachers and citizens were at the state capitol, a bill was presented to meet the adverse decision. It was passed in the forenoon by the Senate and in the afternoon by the Assembly, and the next morning, June 5, it was signed by the governor.

Secretary Crabtree expressed the deep obligation of all friends of education, to the National Committee for Federal Emergency Aid for Education, which did "some of the finest work ever carried on by any committee in Washington."

The funds of the Federal Emergency Relief Administration, estimated at a total of $31,500,000, have been used during the school year 1933-34 for projects of an educational character. These funds prevented the closing of rural schools with over 15,000 teachers and 500,000 pupils. Employment has been given to nearly 35,000 additional teachers, thru emergency educational programs for illiterates, unemployed adults, vocational workers, and preschool children. Approximately 75,000 young people have been enabled to continue their college education during the second semester of 1933-34.

Schoolhouse construction projects amounting to $112,662,151 have been approved by the federal Public Works Administration to be financed by loans and grants from federal funds. The Civil Works Service, which expended approximately $825,000,000 of federal funds for all purposes, made a contribution to many school systems thru landscaping, plant rehabilitation, and in other ways. Thru the Reconstruction Finance Corporation, Congress has made available a revolving fund of $75,000,000 for loans to school districts to make possible payment of teachers' salaries in arrears.

The Secretary mentions as one of the most important educational steps taken during the year, the plans for a more effective cooperation between state and national associations. Arrangements have been made for each state association to have a special committee to work out policies and plans for a vigorous assault on the problems pressing for solution in the state, and for the national association to have a clearinghouse committee giving each state the advantage of the best going on in other states.

The Secretary calls special attention to the outstanding work of the Joint Commission on the Emergency in Education and to the notable report of the Committee on Social-Economic Goals [See January JOURNAL, p5-12]. In referring to the American Legion's wholehearted interest in educational welfare, he describes the Educational Citation which has been prepared for American Legion posts helping save the schools.

In conclusion, Mr. Crabtree expresses appreciation for the cooperation he has received from officers and delegates. "Our joint work," he declares, "is undoubtedly helping to lift the clouds and to insure fairer weather in the years ahead. I am grateful to you for generous support and for the stimulating interest which I have felt coming from you."

Part II of the Secretary's report consists of a detailed outline, by Directors of Divisions, of the work of the headquarter's staff. To read these reports is to realize that the National Education Association headquarters is indeed, as Secretary Crabtree says, "a national center of which you may be proud."

Ideas from the Washington Convention

I HAVE the feeling that all of us can face our tasks this year with somewhat more assurance than was the case a year ago.—*James H. Richmond,* state superintendent of public instruction, Frankfort, Kentucky.

THERE ARE interests in this nation who, because of selfishness or limited vision, want no democratic decision as to the role of education in our civilization. They urge the acceptance of a peasant standard of living and a peasant standard of educating as the easiest way out of our present difficulties. Let no teacher accept this coward's solution of the difficulties of the depression.—*John K. Norton,* chairman, Joint Commission on the Emergency in Education.

WHY is a federal child labor law needed? Because so many states do not protect children from exploitation in employment. And children are citizens. A citizen of any state is a citizen of the United States. Ignorance, physical unfitness, weakness of body and character, wherever present, affect the nation at large.—*Mrs. Georgia B. Parsons,* teacher, Vine Street School, Hollywood, California.

MANY teachers still regard political action by their group as very unwise and as being too far beneath the dignity of their occupation, but as citizens in a democracy we must take the democratic way of influencing government which is thru political action. By this I do not mean entering partisan politics but seeking to have legislative bodies consider our proposals for the betterment and support of schools on the merits of the issues themselves and not use them as footballs in partisan politics.—*Mrs. F. Blanche Preble,* teacher, Van Vlissingen School, Chicago, Ill.

WE HAVE great responsibilities, we classroom teachers: responsibility to make things right for children in the classroom so that they may develop wholesome personalities; responsibility to develop leadership among our coworkers so that we may better serve the cause of education; responsibility to create friendly attitudes thru a program of interpretation so that public understanding may strengthen the schools.—*Faye Read,* president, Department of Classroom Teachers, NEA, 1933-34.

THERE is much yet to be done for our schools and by our schools. The first thing needed is a greater awareness of the problem of rural education. Advances will be in proportion to the awareness of the needs—awareness on the part of rural education itself; awareness on the part of urban education; awareness on the part of the profession; awareness on the part of the public.—*Agnes Samuelson,* state superintendent of public instruction, Des Moines, Iowa.

IT IS only the truth that counts and the welfare of the young who are to be taught. If the truth is known, it must be taught without fear or favor; if it is not known, as so often is the case in the challenging subjects of the current curriculum, then nothing remains for the teacher but to examine with his pupils all facets of the problem including the teacher's own personal opinion, and to stimulate them to honest, penetrating, and courageous investigation on their own initiative.—*Thomas W. Gosling,* national director, American Jr. Red Cross.

THE gap between the educational opportunities of the children in the poorer states and those in the wealthier states widens. One may well paraphrase the old parable to make it read "from the child that hath will be taken away little but from him that hath not will be taken away even that which he hath." Very few of you believe, I am convinced, that this situation can continue indefinitely. Some form of permanent federal aid to education must replace the present temporary expedient of federal relief to needy teachers.—*George F. Zook,* former U. S. Commissioner of Education.

THIS is a strategic moment for the elementary principal to make clear that his role is one of educational leadership in a swiftly-changing social order. This he can best do, first, by the promotion of desirable, high-quality growth within his school, and second, by the effective interpretation of his educational program to his community.—*Elsie E. Green,* administrative principal, Whittier School, Washington, D. C.

THE PURPOSE of the school is to train children for good citizenship. Each state should be interested in this training regardless of race or color.—*M. Grant Lucas,* president, Columbian Educational Association, Washington, D. C.

BEING a republic, a popular government by rule of the majority, we cannot rest merely with the wish to govern well; we must attain ability and that requires attaining knowledge, because knowledge will forever govern ignorance. Added to the ability to govern well, must be the proper devotion to public welfare which we call patriotism.—*Edward A. Hayes,* national commander, American Legion.

WE HAVE learned at last that the function of a parent-teacher association is not to buy equipment for schools but to study facts and to create public opinion in favor of adequate schools and adequate education for every child.—*Mrs. B. F. Langworthy,* president, National Congress of Parents and Teachers.

IF THE coming generation has more leisure time, the schools must expand to meet the need. It will be an ever increasing duty of the public school to train all the youth of this land to utilize this leisure, not only for their own advantage, for the benefit of the individual, but for society as well.—*Mrs. Russell William Magna,* president general, Daughters of the American Revolution.

A COMPLETE system of public and school libraries which will make books and reading guidance easily available to every citizen of the United States is a necessary part of the public equipment for civilized living under the New Deal.—*Carl H. Milam,* secretary, American Library Association.

THERE is no reason in either patriotism or religion, there is no *good* reason, why war munitions should be produced by uncontroled private manufacture.—*Daniel A. Poling,* president, World's Christian Endeavor Union.

PROBABLY no lay organization works more sympathetically or intimately in educational matters than the General Federation of Women's Clubs.—*Mrs. Grace Morrison Poole,* president, General Federation of Women's Clubs.

WE should not hesitate to bring any subject into our classes in economics because it lies in the zone of disagreement. When we are careful to have both sides of a question presented we should let debate have full sway, no matter in what direction it leads.—*William E. Sweet,* NRA, Washington, D. C.

Platform of the National Education Association

THE NATIONAL EDUCATION ASSOCIATION believes that education is of major concern to the American people. The influences exerted upon the passing procession of youth, which makes its way from infancy to responsible citizenship by the pathway of the schools, should effectively promote the ideals of democracy. Looking to the future of our country the Association calls upon laymen and teachers to examine and to support the following statements of educational policy:

PART I. THE CHILD—The National Education Association believes that American fathers and mothers desire to lift their children to higher opportunities than they have themselves enjoyed. This zeal for the happiness of the next generation, kindled in our country by its first pioneers, has been passed on undimmed from one generation to the next. As a people we are convinced that human progress marches only when children excel their parents.

Opportunity—Every child, regardless of race, belief, economic status, residence, or physical condition, should have the opportunity for the fullest development of its individual powers thru education.

Character—Character is the major outcome of education. All activities of the school should contribute to the habits and attitudes which manifest themselves thru integrity in private life, law observance, and intelligent participation in civic affairs.

Health—Since it is impossible for children to learn while suffering from malnutrition, while illclad, or while suffering from physical ailments, the National Education Association advocates that the schools fight these evils by providing adequate food, clothing, and medical care, thru the coordinated efforts of city, state, and federal governments, for the children who are in need.

Initiative—Children should be taught how to think more than what to think.

The House of the People

THE American common school is the expression of a mighty faith. It has grown up out of need and aspiration. It is the bulwark of those democratic ideals and rights for which mankind has sacrificed and suffered thruout the ages. It is the home of light and of reason. It is the hope of a better tomorrow. The common school is the house of the people. Let all the people gather as of old in the neighborhood school. Let them renew their faith in themselves and in their children. Let them discuss their problems and determine how their schools may be made better. Let them return to the house of the people and know that thru this, their own house, they may again bring order and promise and hope to the republic.—Jessie Gray.

Education should prepare the rising generation to meet the social and economic problems of an ever-changing world.

Labor—In order that every child, no matter what his economic status, shall fully enjoy the right of a free education from nursery school thru university, the educational profession should actively work for the passage of the Child Labor Amendment by states.

PART II. THE TEACHER—The National Education Association believes that progress in education depends largely upon the preparation and character of the individual teacher. No nation can afford to intrust its children to incompetent teachers.

Democracy in the profession—Teachers, regardless of position or title, are workers in a common cause. Efforts to capitalize the talents of all teachers thru curriculum committees and other shared responsibilities should be encouraged and extended. Teachers of equivalent training and experience doing the same kind of work should receive equal pay regardless of sex. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

Academic freedom or the American child's right to unfettered teaching—Teachers should have the privilege of presenting all points of view, including their own, on controversial issues without danger of reprisal by the school administration or by pressure groups in the community. Teachers should also be guaranteed the constitutional rights of freedom of speech, press, and assembly, and the right to support actively organized movements which they consider to be in their own and the public interest. The teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected. The sudden singling out of teachers to take an oath of allegiance is a means of intimidation which can be used to destroy the right of academic freedom.

Improvement in service—Every teacher should be a student of professional problems seeking in every way to know and to advance better educational practises.

Ethics—As individuals and as groups, teachers should observe the principles of conduct set forth in the code of ethics

SPECIAL NOTE—This platform represents seventy-seven years of experience and study on the part of the teaching profession of the United States. Since 1857 the National Education Association has been the clearinghouse for educational ideas and ideals. The teachers in the various states have counseled together in the Association to set up standards to guide their thinking and action. Each year a new committee has studied the resolutions of former years, has taken account of new needs and new problems, and has brought to the Association for consideration, amendment, and addition, the fruits of its labors. This platform is based upon a special study of all past resolutions. It was adopted at the 1932 convention and further revised and adopted July 1934 at the convention in Washington. It may well be the subject of study and discussion by every school faculty. Classes in every teachers college should study it carefully. It should be a part of the personal library of every candidate for teaching.

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adopted by the Association. [This code will be found in the May 1932 issue of THE JOURNAL. For a more complete discussion see *Research Bulletin* of the National Education Association, Volume IX, Number 1, January 1931, entitled "Ethics in the Teaching Profession."]

Associations—Teachers in every department of education shall have the right to organize within their own groups in order to give them a voice in school policies and management.

PART III. LOCAL SCHOOL SYSTEMS—The National Education Association believes that the continuous maintenance of efficient local school systems is of fundamental importance. Conditions in every school must be such that children and teachers may work together with the maximum of effectiveness.

Financial support—A modern program of education requires generous support from public revenues. Local districts should add to state and national sources of income the funds necessary to provide a complete program of education.

Unit of administration—To the end that classroom instruction may be most effective, the local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership, administration, and supervision of instruction. Outside the urban areas this unit should be large enough to provide an educational program commensurate with rural needs.

Distinction of functions — There should be general recognition of the distinction between the lay control of public education and the professional administration of schools. Lay boards should not nullify expert services by unnecessary interference with the professional activities of their employees.

School budgets — School budgets should be prepared by the school superintendent and his staff and presented to the board of education for consideration. There should be no retrenchment in school budgets without due consideration both of the immediate and the ultimate consequences. Where genuine economies seem advisable they should be made with the advice of the professional staff. Education should be one of the last governmental functions to be restricted or curtailed.

Basis of selection and promotion —All teachers should be selected and promoted on the basis of their professional qualifications and attainments.

Schoolboards—Local and state boards of education should be chosen on a nonpartisan basis, selected at large from the area which the board is to serve, and granted terms of office of such length and arrangement as to make it impossible to choose a majority of the board at any one time.

Curriculums—The educational program should take into account the interests, needs, and abilities of individuals. It should prepare pupils for cultural, vocational, recreational, and civic responsibilities.

Educational interpretation — The educational program today needs the active support of all citizens and organized community agencies. Educators should make a practise of keeping the aims, practises, and achievements of the schools constantly before the public.

PART IV. THE STATE AND EDUCATION—The National Education Association believes that the control and the organization of education are state functions. Upon the state fall the major responsibilities of organizing a system of schools, preparing the teachers, providing adequate financial support, and maintaining the necessary educational standards. The quality of future citizenship depends largely upon the effectiveness of the state in discharging these functions.

State school systems—Each state should provide and support from public funds a system of free schools, beginning with the nursery school and extending thru the university, with a full school day, a full school year, and class enrolments not to exceed thirty, with provision for special attention to groups of exceptional children.

Adult education—Opportunities should be provided for adults in every state to enrich the cultural aspects of life, to prepare for parenthood, to develop personal talents, to improve or to reeducate vocational abilities, to remedy deficiencies in education, and to learn the responsibilities of social life.

Rural education—Children in rural communities should be provided with an education as generously supported as that given to urban children. State and national school authorities are urged to study curriculum needs and possible administrative reorganizations, particularly of rural education.

Special education—Gifted, exceptional, and handicapped children should receive instruction, guidance, and special care in accordance with their respective needs. Surveys by local, state, and national authorities are needed to provide the basis for an adequate educational program for these children.

Guidance—Provision should be made for systematic programs of guidance and counseling in state school systems. The programs should be balanced so as to include the educational, the social, and the vocational problems of the individual student. Such programs should be in charge of competent persons, especially equipped for the work.

Vocational education—Every state should provide a complete program of vocational education for youths and adults. Classes should be organized and maintained as integral parts of local school systems. Parttime and evening classes should be provided wherever necessary.

Teacher preparation — Upon the character, preparation, selection, placement, and freedom of the teacher depends in large measure the ultimate success of education. It is important that the preparation of teachers should be adequate, rich in professional and subject-matter content, and adapted to the demands of actual service.

Certification standards — Professional and academic requirements for beginning teachers should be increased and enriched in many states. The minimum standard recommended by the Association is four years of preparation beyond the high school.

Tenure of service—There should be legislation to protect teachers from discharge for political, religious, personal, or other unjust reason, but the laws should not prevent the dismissal of

For Faculty Meetings

THE POINTS developed in this platform concern every educational worker in the nation. These statements influence legislation. They influence the decisions of city and state superintendents of education. They are studied in thousands of faculty meetings and teachers colleges. ¶Here are a few suggested topics for discussion:

[1] Which points in this platform appeal to you as most important?

[2] Into what main divisions is the platform divided?

[3] Do you agree with the order in which these divisions are arranged?

[4] Who should prepare the school budget?

[5] Why is educational interpretation emphasized?

[6] What minimum standard of preparation for teaching is recommended?

[7] What is the attitude of the Association toward federal aid, radio, and parent-teacher associations?

teachers for incompetence, immorality, or unprofessional conduct.

Retirement systems—To promote efficiency in public education every state should adopt a sound plan for the retirement of aged and disabled teachers.

School finance—Adequate support of a modern system of schools requires a system of taxation which conforms to the best theory and practise. Continued research should be made to find and to disseminate facts about the best sources for local and state governmental revenues. Such unbiased studies of public finance should be followed immediately by legislation which will provide adequate support for education. The units of taxation and the distribution of public funds should insure a reasonable minimum education for every child.

State departments of education—It is an obligation of each state to provide a state department of education equipped to certify as to the adequacy of local programs of education in meeting state standards. This state department should, thru experimentation and thru personal leadership, stimulate local communities to provide increasingly more adequate programs of education, to the end that the state minimum program may from time to time be advanced.

State education associations—The splendid growth and development of state associations for teachers is hailed as evidence of an alert profession. Under wise leadership these groups can be sources of strength to the educational programs of the states.

PART V. NATIONAL RELATIONS IN EDUCATION—The National Education Association believes that there are functions in the education of children which only the national government can discharge. General recognition should be given to the federal government's obligations to unite, to guide, to stimulate, and to support education in the interest of a high type of national citizenship.

Federal aid—Funds should be provided by the federal government to assist the states in making an adequate education available to every child and adult. Special funds should be available to prevent the interruption of education in areas devastated by floods or other widespread disasters. The several states should use these funds for the foregoing purposes without federal dictation.

Education by radio—Legislation should be enacted which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the technics for using the radio effectively in education.

Qualifications for naturalization—The minimum requirement for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of American local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

Department of Education — The federal government should promote education in the states by the dissemination of authentic information on problems of general educational concern. The Association believes that this service can be rendered best by a Department of Education with a Secretary in the President's Cabinet.

Office of Education—The research activities and informational services of the Office of Education deserve the sympathetic interest of all teachers. Until Congress establishes a Department, the funds of the Office of Education should be augmented to the end that its efforts may be increasingly effective.

Parent movements—National movements among parents to safeguard the welfare of children and to bring the school and the home in closer cooperation should enlist the enthusiastic support of teachers.

Illiteracy—The number of persons who are illiterate, or who use the fundamental skills with great uncertainty, presents an insistent challenge to laymen and teachers alike. Illiteracy defeats the purposes and practises of democracy, and hinders the development of world understanding. The Association commends local, state, and national efforts to eradicate this menace to national progress.

PART VI. INTERNATIONAL RELATIONS IN EDUCATION—The National Education Association believes that improvement in communication, international business relations, and social intercourse have established many common international interests. In view of these actualities, education should prepare children and adults for cooperative living in a community of nations.

International exchange—Provision should be made for the exchange of students, professors, and educational publications. State school legislation should make such international exchanges possible and effective.

Curriculums—A modern program of education should include the study of the history, the interests, and the problems of other nations. This study should include such instruments of world understanding as the organization for international cooperation, the courts for arbitration, and the treaties of peace.

World education associations—Local, state, and national associations of teachers should be linked internationally for the systematic exchange of professional knowledge, visits, and conferences.

Resolutions for 1934

WELFARE OF CHILDHOOD AND YOUTH—The National Education Association indorses the rapidly growing practise of stressing in the classroom thru units of subjectmatter and thru projects the cultural heritages of the various national, ethnic, and racial groups.

[2] In order to protect children and their educational opportunities, the National Education Association indorses the Child Labor Amendment to the national Constitution.

[3] The moving picture is one of the most important means of education today. The National Education Association joins other organizations, educational, patriotic, and religious, in demanding a high type of moving picture for the boys and girls of America. The Association hereby records itself as wholly in sympathy with the current movement to bring about reform in the moving picture industry and to encourage clean, moral films. Particularly does the Association condemn the showing of stories or scenes which threaten the integrity of the American home, ridicule sacred institutions, glorify lawlessness, and make juvenile delinquency a subject of jest or an incitement to imitation. The practise of block booking of pictures to exhibitors whereby worthy pictures and objectionable ones must be taken in lots is recognized as largely responsible for the unsavory character of contemporary moving picture

programs and is condemned without reserve.

[4] The National Education Association urges complete and scientific instruction in the schools regarding the effects of alcohol and narcotics on the human body and the social organization, and expresses its disapproval of any false advertising or propaganda on this subject.

[5] The National Education Association indorses the plan of the United States Office of Education for the creation of a Continuing Commission on Youth Problems.

The Association recommends the expansion of the educational program of the Civilian Conservation Corps, with the purpose of equipping the boys for regular occupation after discharge.

Teacher welfare — The financial difficulties of the schools have been accompanied by increasing discrimination against and unjust discharge of teachers. The need for tenure has never been more imperative. The Division of Research of the National Education Association is strongly urged to assist the tenure committee in its investigations and it is recommended that sufficient space in THE JOURNAL be allotted from time to time adequately to present the cause of tenure. It is further urged that the Committee on Tenure make a report to each annual session of the Representative Assembly. The Board of Directors of the Association is instructed to provide from current funds the sum of ten thousand dollars to be used when and as needed for the purpose of the tenure committee.

[2] The National Education Association unalterably opposes further retrenchment in services and activities in the schools and the reduction of salaries. It is convinced that the time has come for vigorous effort to restore both services and salaries to normal levels.

Social legislation—Recognizing that proper housing conditions are essential in leading children thru education into the fruition of ethical character and good citizenship, the National Education Association indorses the social policies of slum clearance and of providing sanitary, attractive, and comfortable homes within their means for the underprivileged classes.

[2] The National Education Association indorses the principle of unemployment insurance for all workers, including teachers. It also indorses the payment by the state of pensions to widowed mothers who need such aid.

School support and administration—Since the annual income of the nation's schools has been reduced more than five hundred million dollars, the National Education Association pledges itself to make every effort to have introduced in the next session of Congress and to secure passage of a bill providing a direct grant of not less than five hundred million dollars to be distributed to all public-school districts, according to average daily attendance and lack of adequate tax resources. It is understood that this grant shall not entail any federal control of schools.

THE RESOLUTIONS COMMITTEE is one of the most important policy-determining bodies within the National Education Association. Each state delegation selects one representative for this committee, which elects its own officers. It is selected one year in advance of the convention at which its report is to be made. This allows time for study and deliberation. Open meetings of the committee are held at times announced in the official program. The proposed resolutions are brought to the Representative Assembly in printed form, where they are further discussed and amended before being adopted. The chairman of the Resolutions Committee for 1933-34 was Mrs. Myrtle Hooper Dahl, teacher, Hiawatha School, Minneapolis.

[2] The National Education Association reaffirms its stand that the major part of local education costs should be borne by the state.

[3] The National Education Association strongly advocates the enactment of scientific tax laws in all the states, to the end that all forms of wealth shall bear their just shares of the costs of education and government. Pending the release of real estate from the disproportionate tax burden which it now bears, the National Education Association urges educators and lay friends of the schools to engage in the important task of securing equitable assessing.

[4] The National Education Association unqualifiedly indorses the principle that all school affairs, including budgets and the appointment of teachers and officials, should be under the management of school authorities without interference from political or other special groups.

[5] The National Education Association urges its members to be active in informing the public of the purpose and work of the schools, of the facts in regard to school costs, and of the effects of proposed changes. The following avenues of disseminating information are suggested: addressing meetings of organizations, utilizing the opportunities afforded by the press and the radio, and inducing parents and other citizens to visit school classes and exhibits.

Prevention of war—War is the greatest menace to civilization. As an important step toward the elimination of war, legislation should be passed by the United States Congress prohibiting profits on the manufacture and sale of munitions and other war equipment. Children should be taught the truth about war and its costs in human life and ideals and in material wealth. THE JOURNAL of the National Education Association should carry frequent articles concerning war, its costs and its consequences.

National Education Association administration—The National Education Association has been carried on for years under a cumbersome plan of organization. It is generally believed that there are too many boards, committees, trustees, and directors, whose duties overlap. A committee of seven, at least three of whom shall be classroom teachers, shall be appointed to recommend to the meeting of the Representative Assembly in 1935 a plan of reorganization under the present charter and to consider the need of changes in the charter. The Representative Assembly recommends that an adequate appropriation be made for this committee.

[2] Beginning with the 1935 convention, provision shall be made for registration of members and delegates each day of the convention.

[3] The National Education Association indorses the plan of having one day of special emphasis on rural education in American Education Week, beginning with 1934.

Appreciation—The National Education Association acknowledges the many courtesies and the hospitality of the District of Columbia. It extends special thanks to Superintendent Ballou, the educational staff of the District, the teachers and pupils, the Boy Scouts of America, the Highschool Cadets, the Army, the Marine, and the Navy Bands, the press, the National Broadcasting Company and the Columbia Broadcasting System, the headquarters staff of the National Education Association, and others who have cooperated in making successful the seventy-second annual convention of the National Education Association.

Organizing in the State for Better Schools

HENRY FILER

President, Florida Education Association

I AM GOING to tell you what we have done in Florida, but before doing so I want to tell you something about the school laws in the state of Florida. We operate under a county unit system. We have a county superintendent and a county schoolboard composed of three members. They have supervision over all the city and county schools. Therefore, in referring to a county I have reference also to our city schools.

Our legislature met in April and May 1933. I spent some four weeks of my time at that session of the legislature and discussed the school situation with the various members. I told them that it would be necessary for the state to provide at least six hundred dollars a year for teachers if it was going to pay the teachers of Florida a living wage, and operate the schools for eight months. In almost every instance this would be the reply, "We are in favor of schools but where are we going to get the money? Besides, you know that the people of Florida expect to have their taxes reduced." I heard that story so many times until I almost believed it myself. But after that legislature adjourned, I checked up on them and found that this is what they did—they did not reduce one single tax except the automobile license tag, the receipts of which go directly to the public free school system. That tax they cut 40 percent.

Then I went back to Miami, and prepared a budget for the schools of Dade County. I was told by the chairman of the budget commission that it would be necessary to reduce the operating expenses of the schools this year because the people were unable to pay to operate them as they should be. At their request I reduced the school budget 10 percent. About two weeks after that, the chairman of the budget commission invited me to the court house. He was in session with the board of county commissioners. I walked into the office and this is what he said to me: "We find that it is going to be necessary this year to increase the County Commissioners' budget $250,000 to repair roads and we want to know if you will not reduce the school budget so that there will be no general increase in taxes." I, of course, refused but the taxpayers paid $250,000 more last year for roads.

After that happened we decided it was time for the school people to fight. In September I called a meeting of all the teachers in Dade County and told them at the meeting what had happened and told them that I was ready to lead the fight not only in Dade County but in the state of Florida if they would support it. They voted unanimously to do so. We then elected a committee of fifteen to draw a constitution. Ten members were teachers and five principals. We named it the Florida League for Better Schools, each county being a unit. In Miami it was the Dade County Union of the Florida League for Better Schools, the object of that organization being to elect senators and representatives and other state officials who would support a radical program for the public free school system in the state of Florida. We stated in the constitution that we could not enter into local politics concerning schoolboard members, county superintendents, and county officers. Our fight was with the legislature and state officials.

To become a member of that organization all you had to do was to sign a pledge card agreeing to register, pay your poll tax, and to vote for the candidates who would support the public-school system.

To this meeting we invited a representative from both of our newspapers, and the next morning out over the Associated Press there went an article stating that the teachers in Miami had gone into politics, and that Mr. Filer was going to carry the fight to every county in this state. And day after day from that time until June of this year, or almost every day, there appeared articles in the local press or in the press somewhere over the state about the school teachers entering into politics.

It was not more than three or four days after our first meeting until I received telegrams inviting me to speak in the various counties of the state. So upon those invitations I did visit certain counties. In only one county in the state did we have a school teacher as a head of the organization and that was in Dade county. In every other county in the state the presidents were American Legion members, Rotary Club members, Kiwanis Club members, PTA members, citizens who were not school teachers.

Shortly after we started the fight we were fighting the governor, the press, the state road department, and all of the politicians of the state. They first accused me of running for the legislature of Florida. I denied that. Then they accused me of running for state superintendent, and I denied that. Then they came out and said I was running for the governorship of the state of Florida; I denied that. At about that time Miss Gray wrote me a letter inviting me to speak here this morning. So I carried that letter with me and would have it read by some teacher. When they were thru reading it, I would say, "Now they are all wrong about this. I am running for President of the United States." And so I would answer them and fight backwards and forwards. The governor would come out and say he was going to remove me from office, and I would reply that that was his privilege. Then he would wonder why I was traveling over the state, and I would answer him that that was my privilege. One day some other state official would say something about me and I would answer that; the next day it would be the governor; the next day it would be some member of the senate, and away we went, and away they talked about a school teacher entering into politics.

I had cooperation; the publicity I desired. When the school teachers went to pay their poll tax, we would go in a body, five hundred teachers. We would go down at one time to the court house and take their pictures and put it on the front page of the newspapers, and there would be a heading—"School Teachers enter into politics—a political organization." My reply to that was always that I was willing to admit that in the broad sense of the word, that the Florida League for Better Schools was a political organization, but as the word was commonly used it was not true, because we were fighting for the greatest of all American institutions—the free public-school system; we were not interested in

any individual. It made no difference to us who was elected to serve us as senator or representative or governor; all we wanted to know was that they were 100 percent in favor of the free public-school system, and that they were as honest as you could expect politicians to be.

After fighting for three months, one morning I woke up and found myself president of the Florida Education Association. Then—and really I think possibly this is the reason we won our battle—after my election as president I called a meeting of the directors of the Florida Education Association, the Ways and Means Committee, the state schoolboard members of the association, the state officers of the parent-teachers association, representatives from the American Legion, and several other citizens, and I said, "We must have a program. We cannot go back to Tallahassee, our capital, next time the legislature meets without having something definite, some source of revenue where we can get this money." So we worked on that idea steadily, almost daily, and we asked for a fourth of the gasoline tax, enough to raise our revenue to seven and one-half million dollars, which would guarantee every teacher in Florida six hundred dollars a year from the state, and of course the counties can add to that any amount they wish.

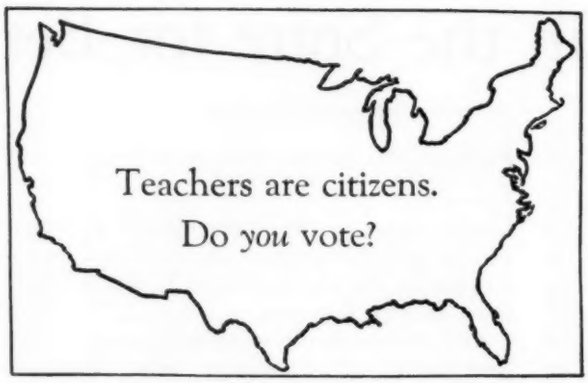
Then we prepared a letter to send to the candidates running for office and this is about what the letter stated:

[1] Are you in favor of a seven and one-half million dollar appropriation?

[2] If after you have been in the legislature for thirty days and if you are unable to work out some program, and if no one else in the legislature is able to work out some program that will produce our seven and one-half million dollars, will you agree to take the program of the school people?

Well, the candidate was on "the spot," as you might say. If he was for the schools he had to admit that our proposition was fair because we did not tell him he had to take our program except in case he failed.

The results were that every man running for the legislature in Florida agreed to that program except two. Only two that I know refused and both of them were most gloriously defeated in their county! We elected some five school teachers to go to the legislature, and three days before the election, on June 2, the governor of the state of Florida came out over the Associated Press, after we had all candidates pledged for the senate and house, and said he was in favor of the school program also.



So we won our battle. We were very particular not to select any candidates. We tried to get every man who ran for office not to tell us he was in favor of the program but to write us a letter. We wanted it in black and white. "We are going to file it in the office of the State Education Association in Tallahassee, so that in case you forget at the next session, we will just remind you of what you signed." And we had it written down.

Now there is lots of work to this. I traveled some fifteen thousand miles. I would drive perhaps five hundred miles to make a speech one night, get up the next morning at five o'clock and start again. Our school teachers in Tampa and Miami published a newspaper and you should have seen the advertising those candidates paid for in those newspapers. The teachers in both those cities made a good profit publishing a newspaper.

If you put on a fight like that in your state, you will be criticized, but never object to criticism. The only way in the world that you can defeat a lady in argument is to stop talking. As long as you talk she will win. The very minute the politicians stop criticizing, you are in trouble. So if I could not get publicity any other way I would do something radical, say something and start them up again.

I want to tell county superintendents of schools and schoolboard members my experience, in a very few words. I served as a member of the Dade County School Board from 1920 to 1930. As a matter of fact I have been in the office continuously since 1920, but for ten years I worked as hard as any man could work. In spite of all I would do, almost every week I would hear a story of some school teacher criticizing the situation in the schools and I could not understand as hard as I was working why the teachers would criticize.

One day, deciding possibly I was wrong, I called all the teachers to a meeting. I said to them, "I have worked hard for ten years to improve the schools, but for some reason or another you do not appreciate it, and I have decided that I am the reason for that because I have not told you all of the story about all of Florida and our school situation. I want you to appoint a committee and come down to the schoolboard office and let us go into details. I want to educate you as to the conditions of our schools." And from that day until this I have had the support of all the teachers in our county. They know the school situation. So if there are any county superintendents, or city superintendents here, or schoolboard members, the first thing you will have to do is to go home and get right with your teachers.

I do hope that we will carry this fight on. I am ready for Florida to lead a fight to elect United States senators and representatives to come to Washington who will support the schools, and I know from experience that after you elect your senators and representatives and governors, that there is no use sending telegrams to them after they are in office. There is no use signing petitions and sending to them. There is no use passing resolutions. It does no good. I have tried it. ***What you have got to do is to elect the right man before he leaves home.*** When you do that you will win the battle. Do not get a man who is in favor of a beer bill, and a road bill, or something like that, and expect him to put over some school program, because he just will not do it and you cannot make him do it.

It is not a disgrace for a school teacher to vote. It is wrong for any school teacher to criticize any public official unless the teacher votes. He has no right to criticize otherwise. I will go further than that and say that in my opinion it is a mighty poor school teacher that will teach citizenship all day and then fail to vote himself.

We have started in Florida. Let us make it a national fight. Let us send the proper men to Congress, to the House and to the Senate.—Address before the National Education Association, July 3, 1934.

School Programs—American Education Week

LOUISE PAULUS

Auditorium teacher, Oran M. Roberts School, Dallas, Texas

GRADES **2-4—Talk by chairman**—Teachers and fellow-pupils: You all know this is American Education Week. We have Fire Prevention Week, Thrift Week, Good English Week, and many others, but none of them is as important as American Education Week.

We are glad that we now have in our schools more than reading, writing, and arithmetic. We so much enjoy the art, music, physical training, supervised play, and lessons on thrift, health, and safety.

[2] **Music**—Use what is available in the school—violin, orchestra, piano, harmonica band. About five minutes.

[3] **Talk by pupil**—Madam chairman, teachers, and pupils: This is American Education Week. How different is education now from what it used to be when our grandfathers and grandmothers went to school in the little log schoolhouses! And they probably had to walk miles to get there!

[4] **Pledges, song, and message**—[Pupil enters and says:] Of course everybody should know how to read and write, but that won't make good citizens out of people all by itself, and our country needs many good citizens—people who love their flag, obey the laws, wish to make their cities beautiful, and desire to make everybody happy and safe. So now we want the entire assembly to give the pledge of allegiance to the flag, to sing one verse of "America," and then to say the safety pledge. After that, we shall have a message from Uncle Sam. [Enter pledge leaders, song leader, and flag bearer.]

[a] **Pledge of allegiance to the flag**—*All together:* I pledge allegiance to the flag of the United States of America and to the republic for which it stands—one nation, indivisible, with liberty and justice for all.

[b] **Song:** "America."

[c] **Safety pledge**—*All together:* I will work for the safety of others as I would want them to work for my safety. I will try to be careful all the time, everywhere. I will not take unnecessary chances of getting hurt and will warn others against doing so. I will do my part to help reduce the number of accidents this year. All this I will do for the sake of humanity and for the honor of my school. [*This safety pledge is the one used by the Dallas schools.*]

[d] **Message from Uncle Sam**—Enter Uncle Sam, and four other boys.

Uncle Sam: You boys all stood up and gave the pledge of allegiance to the flag today, did you not?

Boys: Yes, sir.

Uncle Sam: Then you [to first boy] by the careless driving of an automobile caused a wreck this afternoon. And you [to second boy] threw a rock and broke a window in your school building. While you [to third boy] went out to the park and picked flowers and trampled the grass under foot. And [to fourth boy] didn't you beg your dad for fifty cents, which he had worked hard to earn, and which you squandered in five minutes for candy, chewing gum, and a poor movie? Now, didn't you? [To all.]

Boys: [Hanging their heads] Yes, sir.

Uncle Sam: Boys, patriotism means more than just to salute the flag. It means more than the singing of patriotic songs. It means respect for the rights of other people. It means respect for property and obedience to law and order. To destroy property is disloyal to the flag, and to disobey the laws is disloyal to that citizenship for which the flag stands. [Exit all]

[5] **Health Parade**—[Enter one pupil who says:] We all know that no matter how smart people are, or what good citizens they may be, unless they are strong and healthy, they cannot be very happy. I shall bring in for you my Health Fairies. [Enter eight pupils dressed in fairy costumes. They sing to tune of "Old Black Joe."]

Gone are our pains; our aches have disappeared;
Gone all the maladies, the things that you have feared.
We're all so healthy, and we're learning more each day;
And all the health rules that are helpful, we obey.
Chorus: We're healthy, we're healthy, we're a happy part of school,
We wish that you would closely follow every rule.
First Fairy: I sleep with windows wide open,
And let the fresh air thru;
I feel just fine in the mornings.
Just try it and see if you do.
Second Fairy: There's a thing I love to do.
I do it, I tell you, each day.
Why, I'd like to be, right this minute,
Out of doors in the fresh air for play.
Third Fairy: That I drink four glasses of water,
Is what I have come to say;
I find that it adds much to health,
And makes me feel better all day.
Fourth Fairy: I drink sweet milk every day;
You all like sweet milk, I am sure,
When it comes right out of the ice box,
So rich, so yellow, so pure.
Fifth Fairy: Will you listen to me a wee bit?
I have something important to say:
To add very much to my health,
I brush my teeth twice every day.
Sixth Fairy: To keep the bright look in my eye,
To keep the red glow in my cheek,
I get soap and also my towel
And take more than one bath a week.
Seventh Fairy: Now, of course, we all eat potatoes;
They help make us healthy, we feel,
But lettuce and spinach and carrots
Should also be part of our meal.
Eighth Fairy: Every day I eat some fruit;
That's really a pleasure, you know.
The orange, the apple, the grapefruit,
All help me more healthy to grow.
[All sing chorus again. Exit.]

[6] **Acrostic**—*American Education:* While any good march is being played, eight pupils dressed in white enter very slowly, one at a time, carrying large letters in black and line up across the stage to spell the word "American." Then nine more pupils enter, one at a time, and kneel in front of the line and with their letters spell "Education." Throw on a red or other colored light. [*Curtain*]

GRADES **5-7—Talk by chairman**—Teachers and fellow-students: This is American Education Week. Our nation celebrates Christmas. Why? Because it gave us our religion. Our country celebrates July 4. Why? Because it gave us a free nation. Now we are observing American Education Week. This is the only time in all the year when our whole country is called upon to dedicate itself anew to the great task of education for citizenship and for democratic living.

It has been well said that "Education has come to be nearer to the hearts of the American people than any other single public interest."

But how different is our education of today compared to that of our grandfathers and grandmothers, who used to go miles to learn reading and writing and arithmetic, in the little old log schoolhouses! We have added much of interest, of worth, and of pleasure. We are realizing more and more that education is indeed the "bulwark of our nation."

[2] **Cycle of education** — [Announcer dressed in cap and gown, holding a scroll, comes in front of the curtain, over to right side of stage, and says:] The adequate education of youth is one of the few paramount duties of an enlightened government. Education is an equipment for worthwhile living. It places upon the possessor the obligations to make use of it for the best interests of his fellows. It is the mainstay of our national security. You will now behold the Cycle of Education.

[Curtains are drawn, disclosing "Education" sitting on a throne. Enter the Three R's—three girls dressed in white and holding in front of them pasteboard R's covered with red crepe paper. They sing to the tune of "School Days."]

Readin' and 'ritin' and 'rithmetic
Taught to the tune of a hickory stick,
Grandfather says, and he should know
That when a boy it was just so;
Schools were not filled with knowledge and joy
When grandfather was a small boy.

[They bow before "Education" and move to one side of the stage.]

Announcer: "Music hath charms to soothe the savage breast." [Enter pupil who plays a short violin selection, bows before "Education," and moves to side of stage.]

Announcer: "Not by its conquests doth a nation live, but by its art." [Enter girl in smock with palette and paint brushes, bows to "Education," and takes place at side of stage.]

Announcer: The education of foreigners is one of the duties of America. [Enter figure clad in white with letters spelling "English" across chest. Brings in several children dressed as different foreigners, who in turn bow to "Education" and take places at side of stage.]

Announcer: Waste is more than loss; the scope of thrift is limitless. [Enter several pupils with saving banks. They sing:]

We all try hard to practise thrift,
We think it helps our lives to uplift;
Thrift at home and thrift at school,
Thrift everywhere, it is our rule.

Announcer: The king of good health scatters his wealth, and if you care to get your share, just get out and play like these folks here today. [Ten boys dressed in white trousers, white shirts, and black ties do stunts, like the following, while any good march is being played.]

[1] *Hand stand stunt.* Four boys. A and B stand together, facing front. C and D make hand stand, A catching C's feet, B catching D's feet. C and D approach from sides.

[2] *Tower pyramid.* Ten boys. Four large boys get on hands and knees. Then three slightly smaller boys mount on backs of these boys, pyramid fashion. Row Three then mounts on Row Two in like manner. Last boy, very small, then mounts on backs of boys in third row, standing erect, waving a flag. [These boys then bow to "Education" and take places at side of stage.]

Announcer: Another form of educational work is proper eating for children and adults. [Enter pupil, who bows.]

I am very healthy, O Education, because I have learned what to eat. Behold my health friends. [As he claps hands three times, a march is played and there enter in succession small children representing a beet, potato, lettuce, apple, milk bottle, and carrot. Each pupil carries in front of himself a large vegetable made of pasteboard and colored with crayolas. They bow to "Education" and take places at side of stage.]

Announcer: Dancing is poetry put into motion. [Enter girl in costume who does "Military Taps" or any short interpretative dance. She then bows and moves to side of stage.]

Announcer: There is no good reason why there should be any illiteracy in these fair United States of ours. [Enter pupil draped in black with "Illiteracy" in white letters held across her chest. She stands in center of stage while girls in white dresses, red caps, and with blue streamers on arms, come in one at a time, and hand to her placards marked "Night Schools," "Opportunity Schools," and the like. They then remove the placard "Illiteracy," and each in turn bows before "Education" and takes place at side of stage.]

Announcer: The success of democratic government depends upon the faithful performance by each citizen of his public duty. [Enter boy, who says:] I am a citizen of America. As such, I am an heir to all her greatness. But do I want only those things which come to me by inheritance? What can I do to make myself a worthy citizen? I'll keep my body healthy; my muscles I'll make strong. I'll not cheat or gamble; I know they both are wrong. I'll do what I can to serve, not live upon my neighbor. I'll do some useful work and will not mind the labor. I'll not degrade America's children; I'll always do my share to help to make her beautiful; I'll help to keep her fair. I'll try to do my very best to be a manly man. I'll try to make my country feel I'm a true American. [Bows to "Education." *Exit all, or curtain.*]

[3] **Acrostic:** *American Education*—[Seventeen pupils enter, one at a time, and after saying their lines use the formation described in item 6, grades 2-4.]

A stands for achievement. What have you done?
Were you winner or loser, when the race had been run?
M stands for manhood. Be manly and brave,
Help the unfortunate people to save.
E stands for effort; try with might and main
The love and respect of good people to gain.
R is reliability, both at home and at school.
Can they count on you to follow the rule?
I is for ignorance, against which we fight;
To get it crushed, we try with our might.
C is for civic improvement we need.
Improvement of streets and parks we heed.
A is appreciation of all things that are true;
Watch for these and you'll find quite a few.
N is for national pride and goodwill;
With love for our country our hearts we fill.

E is education, equal for all,
In the city for John, in the country for Paul.
D is dependability; without it, you see,
No part of a man could you e'er hope to be.
U stands for union, in which there is strength;
To accomplish this thing, you must go your full length.
C is for citizenship noble and strong;
Love your country; do it no wrong.
A is for altruism, regard for your brother.
Each of us must help one another.
T is for trustworthiness, I feel sure.
Can you be trusted, is your mind pure?
I is for illiteracy we're going to stamp out;
Ignorance you must help to rout.
O is for obedience to law and rule.
Be mindful of small things, at home or at school.
N is never to lie, to cheat, or to steal.
To do any of these things brings woe and weal.

[Miss **Frances Beard**, former chairman of the auditorium section of the Dallas Public Schools, is responsible for THE JOURNAL's obtaining this helpful material.]

AMERICAN EDUCATION WEEK

Testing Candidates for Congress

JOHN K. NORTON

Chairman, Joint Commission on the Emergency in Education

DURING the past year the federal government executed an about face on the issue of federal emergency aid for education. A shift was made from a policy of doing nothing to aid education in the financial crisis to one which involves a sincere and increasingly intelligent effort to mitigate the current difficulties of the schools. It is worthwhile reviewing some of the high points of this shift in policy.

In November 1933 the United States Commissioner of Education summoned a National Advisory Committee on Federal Emergency Aid for Education, consisting of representatives of the National Education Association and more than thirty other national lay and professional organizations. This committee emphasized the need for federal aid and drafted a six-point program, which outlined the types of assistance most needed.

In February 1934 the Federal Relief Administrator announced that it was his purpose to use relief funds to employ teachers in communities up to 5000 in population which were unable to maintain normal school terms. This decision resulted in the distribution of $17,000,000 in thirty-three states, in amounts ranging from more than $2,000,000 to less than $10,000. The total sum was small, but in many communities it meant the difference between closed and open schools; and for thousands of teachers it meant the difference between unemployment and employment. Nearly a half-million children attended schools financed a part or all of the year by federal funds.

The Relief Adminstration has also financed a number of new departures in education. This pioneering gave employment to 46,000 needy and jobless teachers, and demonstrated types of educational activities which are destined vitally to influence future educational history.

Under this program $8,000,000 was expended for adult education and nursery schools. More than 600,000 adults were enroled in courses concerned with general education; 109,000 illiterate men and women attended classes designed to remove their disability; 203,000 adults enroled in classes in vocational education; and 20,000 fathers and mothers enlisted in courses in parent education. The nursery school movement was greatly advanced by the establishment of sufficient preschool classes for 61,000 young children.

In the colleges of the nation, 75,000 needy students were provided with part-time subsistence jobs, financed with $7,000,000 of federal funds. The sum of $2,500,000 was allotted for the educational program of the 1500 Civilian Conservation Corps camps. This permitted the initiation of one of the most interesting educational experiments ever attempted on a nationwide scale.

Approximately $75,000,000 of federal money was lent and granted to states and localities for the erection of school and college buildings. This prevented school building programs from coming to a complete standstill in some communities.

The foregoing sums do not include the regular appropriations, totaling more than $10,000,000 expended for colleges of agricultural and mechanical arts, vocational education, and rehabilitation; nor do they include sums expended for regular extension courses of the federal government and the large but undetermined sums of federal money made available thru CWA for school building repairs and replacements.

The allotments for emergency aid to the schools during 1933-34 were inadequate in amount. Areas of severe educational need were neglected. In some instances the funds were administered in a manner which seriously interfered with the continuous and effective operation of the projects receiving assistance.

The shining fact exists, however, that the schools are not nearly as forgotten as they were a year ago. The emergency allotments represent but a small fraction of the total educational budget. Their effect was crucial, nevertheless, in maintaining educational facilities and morale in many communities and even in some whole states.

It is of large significance that an expansion of these educational relief activities is now being planned in Washington with the assistance of educational advisers. This represents a great advance over the situation of only a year ago. Educational leaders were then vigorously urging and hoping that the federal government would come to the aid of the schools. The rebuffs these leaders were receiving, however, did not justify expectation that such action would soon be taken.

The plans now being drafted foreshadow some of the areas of emphasis for 1934-35. Better means are being developed whereby the federal government may determine the sums needed to keep schools open in hard-pressed states and localities.

The Acting Administrator of the Relief Act has announced that 40,000 needy teachers will be employed to teach adult education classes. A five-point program will reach 2,000,000 unemployed adults in literacy classes, vocational training and rehabilitation, and general education. Money is to be made available to the states to employ supervisors to assist local superintendents of schools in developing various phases of this emergency program. Summer school classes were conducted to prepare these supervisors for their work.

The emergency nursery schools will also continue. By the end of September it is expected that forty states will have organized preschool classes with trained teachers from the ranks of the unemployed. Funds to pay both teachers and supervisors will be allotted from the federal relief appropriation.

The decision has been made to increase from 75,000 to 100,000 the number of needy college students, receiving work relief wages. During the coming year, emphasis will be placed upon the employment of these students at work educationally advantageous to them and socially valuable to the institution and community.

On July 15, the President issued an executive order for the development of an emergency apprenticeship program for graduates from high schools, aged sixteen to twenty-five. This opens the way for a nationwide plan for the training of apprentices in skilled trades. In this action, we have an emergency approach to a vocational problem of long standing. Along with the CCC camps, which are to be continued and expanded, this apprenticeship program promises to lay the foundation of an educational plan adapted to the needs of large groups of youths who at present fail to receive adequate preparation for life in an industrial civilization.

The foregoing briefly sketches the relation of the federal government to education as we approach a national election, involving a majority of our representatives in Congress. In this situation, it is more important than ever that the friends of education should know the attitude of candidates for Congress on questions affecting the welfare of schools and colleges. State and local educational organizations should provide facilities whereby all friends of the schools may know the viewpoint of each congressional candidate. The methods whereby this may be accomplished will vary in different states and localities. It is clearly an important duty of educational organizations everywhere, however, to see that each candidate for Congress is made keenly aware of the needs of the schools, that his attitude on this issue has been unequivocally stated, and that every supporter of free public education knows what this attitude is before election day.

What are some of the measures that may be used in appraising the educational platform of a candidate for Congress? *First,* he should at least approve the principle of granting federal emergency aid in adequate amounts to keep educational institutions open and operating at a reasonable level of efficiency thruout the depression. This involves approval of the emergency aid already granted, altho it need not, and probably should not, require approval of the form in which this aid has been given, nor the procedures followed in distributing it.

Candidates who merely fulminate about the unconstitutionality of federal aid for education and the dangers of federal control are probably poor educational bets. If at this stage they are unable to recognize that the depression created a situation which justified emergency aid for education on the part of the federal government, it is probable that they are uninformed, or have been instructed by selfish interests as to how to think on this matter, or are socially obtuse. In any case, they deserve to flunk so far as their attitude on education is concerned.

Second, it is desirable that a congressman recognize the need of increasing the amounts available for emergency educational aid, and particularly that he stand for granting this aid in a manner which involves a minimum of interference with the efficient operation of the schools. Specific appropriations of emergency aid for education, rather than allotments incidentally made from general relief funds, are desirable. The administration of these funds should be in the hands of those familiar with educational practises and procedures. A congressman who recognizes these facts should receive a passing mark and rank above one who merely qualifies on the first test.

Third, there will be candidates for Congress with sufficient courage and social understanding to recognize that federal aid for education, not merely as an emergency but as a permanent policy, is inevitable. They will understand that our economic and social life has reached a stage of development when federal aid for education is as logical as was local taxation for free schools a century ago. They will be anxious that the federal government assist the states in providing a national minimum or foundation program of financial support in every school system, under safeguards which require proper financial effort on the part of each state and involve a minimum of federal interference in the control and management of the schools. Congressmen who can meet this third and highest test are abreast of the educational times. So far as their attitude concerning the relation of the federal government to education is concerned, they deserve to pass with high honors.

Mass Meetings—American Education Week

MEMBERS of the NEA at the Washington convention showed their determination to interpret the schools to the people in a more emphatic manner. They did this by adopting a motion in the Representative Assembly calling upon parents and teachers to organize mass meetings and other demonstrations on Thursday [November 8] of American Education Week, "the purpose of which shall be to impress upon the entrenched interests now attacking the public schools the determination of the public to secure sufficient financial support to insure for the public schools at least the educational efficiency of the pre-depression level."

The following suggestions regarding the organization of mass meetings are taken from the *American Education Week Handbook* for 1934:

[1] Write to the Division of Publications of the NEA for the *Mass Meeting Packet* containing materials which may be used in the preparation of that part of the program devoted to education from a national and general standpoint. Price 50¢.

[2] Appoint an American Education Week mass meeting committee to secure the cooperation of local organizations.

[3] Ask each organization invited to devote one program of the group itself to a discussion of the principal problems faced by the schools. School officers and teachers may speak at these special meetings.

[4] Let the mass meeting be the climax of a series of radio programs, newspaper articles, and other publicity devoted to the emergency in education. Citizens should be invited to the meeting with some knowledge of the critical nature of the situation and with determination to take action helpful to the schools.

[5] Extend a special invitation to every parent by mail, personally, or thru the children enroled in school.

[6] Arrange to have city officials, schoolboard members, and other local leaders take places on the speakers' platform.

[7] In many instances laymen will make the principal addresses of the occasion.

[8] Help in the preparation of the addresses may be obtained from the following articles published in THE JOURNAL of the National Education Association:

Secondary Education for the New Day, Lyle W. Ashby. May 1934, p135-142; *The Interpretation of Education.* October 1933, p178-192; *Education, the Foundation of Enduring Recovery.* February 1934, p45-52.

[9] Information regarding the emergency in state and local schools may be furnished to speakers by the state department of education, the state education association, and the local school research staff.

[10] Submit the resolutions and other action taken at the mass meeting to newspapers; ask ministers to read them in the churches; arrange for their discussion at student assemblies; include them in the programs of parent-teacher associations and in other ways familiarize the people of the community with the results of the conference.

Our Association at Work

A MESSAGE FROM PRESIDENT SMITH—*We are upon the threshold of a new school year. What we do with the 30,000,000 children in our charge in the coming year is more important than anything else that will happen. They are the future America!* ¶ *We do not accept this charge lightly. Because we realize its importance we wish to go at our task with united strength. We wish to be united also to protect our welfare, not selfishly, but insistently. Such a policy will win and hold respect for our profession.* ¶ *We must continue to strengthen our local and state associations. But analysis of the problems of the teaching profession also leads inescapably to the imperative need for stronger national professional organization. The National Education Association is the organization upon which to build. It is the only agency equipped to deal with the problems at hand.* ¶ *Dare we meet our responsibilities without united strength? I have pledged myself to a program of action worthy of the support of the entire profession. Will you not cooperate in its realization?*

WHY should I belong to the National Education Association? What does the National Education Association do for me? What is the Association's program for 1934-35? What could I do for the profession if I were a member? Isn't it enough to belong to my local and state associations?

These are a few of the questions that teachers ask, questions that every thinking teacher ought to ask. The purpose of this special feature of THE JOURNAL *is to answer them.*

For three quarters of a century the National Education Association has been at work upon the problems of the profession. In 1857 the first meeting of the Association was held in response to a call addressed "to the teachers of the United States" by the presidents of ten state teachers associations.

William Russell of Georgia, who spoke at this meeting, said:

> In our individual capacity as teachers, and in our relations as—many, perhaps most of us—members of state associations of teachers, we feel that the time is fully come when our own professional interests, and the educational progress of our country, demand the institution of a strictly professional association of teachers, embracing in its scope and design all who are engaged in our occupation thruout the United States, and having for its aim a faithful and persevering endeavor to enlarge the views, unite the hearts, strengthen the hands, and promote the interests of all its members.

Even today it is difficult to formulate a better statement of the purposes of national professional organization. Turning the pages of history since 1857, however, one can evaluate the accomplishments of the organized profession. Since then the National Education Association has been one of the most significant influences in American education. It has been rooted in the state and local professional organizations. Thru the years it has gained momentum, prestige, and effectiveness which can be created only thru decades of persistent work. Perhaps it was this thought that caused Payson Smith, state commissioner of education in Massachusetts, to exclaim recently:

"The National Education Association is the only oganization that binds together and has the possibility of welding together the hundreds of thousands of teachers in this country."

Read this special feature of THE JOURNAL. Note what has been done. Study the program of action for the year. Let your reading be followed by action. [See p186.] Let us work together to make this the greatest year in the history of the National Education Association—greatest in numerical strength and greatest in achievements.

A Program of Action

During the year 1934-35 the National Education Association *in cooperation with local and state associations* will carry out a program including:

1. A vigorous campaign to insure the educational opportunity of every child. This calls for continued federal emergency aid in states and communities unable to maintain schools either because of general economic conditions or the drought.

2. A fearless insistence, backed by action, that teachers are entitled to adequate salaries, secure tenure, retirement allowances, and academic freedom.

3. Comprehensive studies of educational conditions thruout the country to determine the needs of the public schools.

4. Increased participation of the teaching profession in the solution of the social-economic problems of our day.

5. An aggressive campaign of publicity in newspapers, magazines, and over the air, designed to increase public appreciation of the schools.

6. A legislative service to provide state and local groups with up-to-the-minute information regarding school legislation in the various states.

7. A professional JOURNAL for every teacher, second to none in inspiring content and progressive spirit.

This special feature of THE JOURNAL tells what the Association has done and is doing to solve these vital problems. On p159 is President Smith's own statement of his program of action. See also the Association Platform, p169.

EACH year hundreds of teachers visit the headquarters of the National Education Association. Here is a group of visitors looking at the page-proof for this issue of THE JOURNAL. *For those who cannot come in person, the accompanying photos will provide some glimpses of their professional home in the nation's capital.*

National Leadership in Education ★

THE National Education Association has furnished national leadership in education for three quarters of a century. There is scarcely an outstanding achievement in education during that time in which the National Education Association has not played a commanding part. Consider, for example, the work of the Committee of Ten; the Committee on College Entrance Requirements; the Commission on the Reorganization of Secondary Education; and the Curriculum Commissions of the Department of Superintendence. While this entire feature, *Our Association at Work*, is a story of its leadership during recent years, this article singles out a few of the areas in which the Association has recently provided sound national leadership.

The Joint Commission

Meeting the emergency—The decisive, vigorous program of the Joint Commission on the Emergency in Education has been a potent factor in stemming the tide of educational retrenchment. This Commission of outstanding leaders served as a national board of strategy. It organized 800 representative citizens over the country as a board of consultants, held nine regional consultants' conferences, collected facts about the crisis in education, issued bimonthly news-letters, sponsored radio programs, and made a survey of agencies friendly and hostile to education.

Looking to the future—Immediate action to meet the crisis in education was the first task of the Commission. But about six months ago it was also instructed to appraise the present situation and to develop a long-term program designed not only to facilitate educational recovery, but to remedy fundamental weaknesses in the educational structure which were inherent, if not so obvious, before the depression. Some of the problems to which the Commission, therefore, turned its attention are:

First, the determination, in cooperation with the public, of the kind of educational program needed and desired. A pamphlet entitled *Evaluating the Public Schools* [publication financed by Phi Delta Kappa] for use in community discussion groups has been prepared. It discusses such questions as these:

Is the basic principle of universal education at public expense valid?

At what point should education at public expense begin?

At what point should education at public expense end?

What are the points of strength and weakness in the American public-school system?

What principles should govern the financing of the public schools?

Second, the compilation of a directory of all national deliberative committees in education, which, for the first time, furnishes information concerning the 250 educational studies now in progress or recently completed. Knowledge of what was already being done was essential before a comprehensive program of educational recovery could be planned. This study is published as the September *Research Bulletin* of the Association.

Third, the continued study of school finance. A first step was taken in August 1933 when the Commission sponsored the National Conference on the Financing of Education. The School Finance Charter prepared by this Conference is the best short statement on school finance ever written. The complete report represents the combined judgment of many of the nation's leading authorities in school finance. It has been widely distributed and used in revising school finance programs in many states.

The Commission continues its work during the coming year with an enlarged membership.

Federal Emergency Aid

The problem of securing emergency federal aid for education in 1933-34 was one which required national leadership of a high order. See p181 for the Association's part in that campaign. The Association's leadership in the area of federal relations to education will be needed even more during the coming school year.

Social-Economic Goals

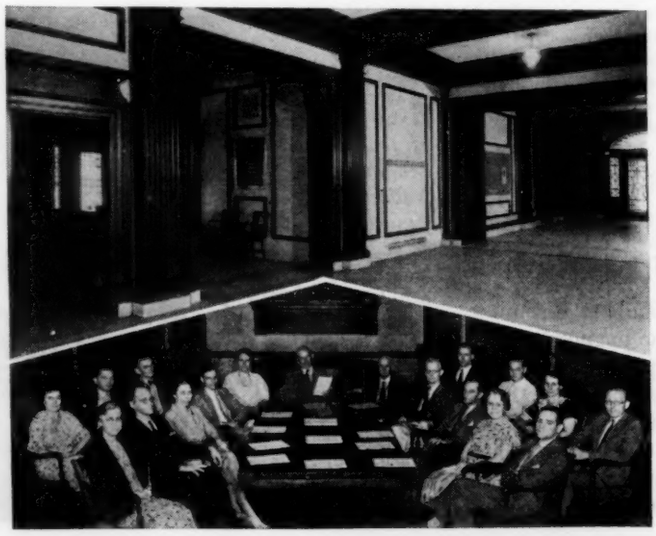
American civilization and education have been rocked to the foundations by the social-economic crisis of the past few years. Because of the imperative need for a guiding chart, the Committee on Social-Economic Goals of America was appointed two years ago. Its first report, one of the most significant ever issued by the Association, was published in the January 1934 JOURNAL. It is forward-looking. It was prepared by men of national reputation. It deals with the most vital problems confronting the nation and the schools. It recommends these ten objectives for American life:

[1] Hereditary strength
[2] Physical security
[3] Participation in an evolving culture
[4] An active, flexible personality
[5] Suitable occupation
[6] Economic security
[7] Mental security
[8] Equality of opportunity
[9] Freedom
[10] Fair play

This report constituted the first phase of the Committee's work. The next task, in which it is now engaged, is to develop plans for bringing the impact of these ten objectives to bear upon the curriculum and the whole educative process.

* * * * * *

The Association is also exerting national leadership in education thru its committees and departments, thru THE JOURNAL, thru its research program, and thru field work.



THE spacious first floor corridor where visitors are greeted on their arrival at the headquarters building, 1201 Sixteenth Street, N. W., Washington, D. C. . . . The weekly staff conference of Directors and Assistant Directors is being held in Secretary Crabtree's office.

Emergency Federal ★ Aid for Education

Last Year

ORGANIZED effort wins!

Last year federal emergency aid for education kept schools open for hundreds of thousands of children in rural communities; made possible emergency educational programs for illiterates, unemployed adults, and preschool children; and provided or continued employment for thousands of teachers.

The National Education Association was one of thirty-two national organizations which joined forces late in 1933 to form the Federal Advisory Committee on Emergency Aid to Education. James N. Rule, Pennsylvania state superintendent of public instruction, was made chairman. After careful study of emergency needs of the schools, the six-point program, reported in THE JOURNAL last February, was adopted. James H. Richmond, Kentucky state superintendent of schools, was made chairman of an executive committee called the National Committee for Federal Emergency Aid to Education whose responsibility was to carry on the campaign for the six-point program.

The National Education Association thru its Legislative Commission—Sidney B. Hall, Virginia State Superintendent of Public Instruction, chairman — assisted in formulating this program. The Association also carried the major share of the financial burden which the campaign in its behalf involved.

In his Annual Report for 1934, Secretary Crabtree called attention to the services of the National Education Association to the committee, to $4000 contributed by members of the Association and by local and state associations, to $500 by Phi Delta Kappa, to $1500 thru the American Council on Education, and then made this statement:

> While all these organizations aided directly and indirectly, the big financial load properly fell to our own Association. . . . I hope the Association will show its grateful appreciation for the generous support of our state and local affiliated associations. They are hard pressed themselves. They had to make sacrifices in order to help at all. Their contributions made it possible for the Richmond committee to remain on guard and to do some of the finest work ever carried on by any committee in the city of Washington. It actually saved the day for federal aid to keep the schools open last year.

In addition to the financial contribution of the National Education Association to the national committee, the headquarters staff of the Association furnished indispensable expert service in the form of fast survey studies, mobilization of the friends of education, contacts with congressional committees, and clerical help.

Superintendent Rule said in his Washington convention report: "*The National Education Association cooperated with the committee in every possible way. In fact, without the financial and professional support of the National Education Association the work of the committee would have been well-nigh impossible.*"

Federal aid for education was not secured easily. Superintendent Richmond recounts his experience:

> The Education Committee of the House of Representatives is very conservative. . . . The President was noncommittal, to say the least. . . . There is no doubt that Congress has changed its views decidedly on the emergency aid for education. A school relief bill would have passed both Houses overwhelmingly last May if it had been permitted to come to a vote. . . . It takes work, patience, time, and a sense of humor, to make an impression upon official Washington.

Emergency Aid to Education From Federal Funds in 1933-34

A. To keep school doors open in communities where local funds were exhausted $16,500,000

B. For relief of unemployed teachers thru adult education and nursery school activities $8,000,000

C. The RFC was authorized to make loans to school districts for payment of teachers' salaries due prior to June 1, 1934, not to exceed $75,000,000

D. Loans and grants from PWA for the erection of school buildings $75,000,000

E. Expenditures from CWA for repairs and improvements on school buildings $60,000,000

F. Scholarships for needy college students $6,000,000

This Year

The imperative need for united action for federal emergency aid is not passed. The coming year promises an even more critical situation. At the Washington convention, Chairman Richmond said:

> We are not yet out of the woods so far as the school crisis is concerned. There will be an emergency in education in 1934-35 and in all probability it will continue thru the next year and probably longer. . . . Our estimates show that some $200,000,000 less money [from local and state sources] will be spent on public education in the nation this year than was spent for the year just closed.

At that time it was not known that a calamity in the form of a drought was to create another problem for which federal emergency aid for education is the only answer!

Already the plans of the Association are going forward to help meet this critical situation and to enlarge the participation of the federal government in educational recovery during the year ahead.

The National Education Association will, to the full extent of its resources, support an emergency federal aid program this year. It will be a difficult assignment. The Association needs the support of every member of the profession.

IN the Business Office on first floor work is going forward on October JOURNAL *advertising and on preliminary plans for the next convention exhibit. . . . Down the hall is the office of the Secretary's chief assistant; the postman has just brought in the morning mail.*

N. E. A. Contributions ★ Economic

"THE National Education Association has been an absolute failure in advancing the economic welfare of teachers," says an anonymous letter addressed to the Association August 4, 1934.

Apparently the writer *did not know what the National Education Association has done and is doing.* Since many other teachers are doubtless unaware of the influence of the National Education Association, it seems proper to explain briefly how the Association's work affects the teachers' economic welfare.

Teachers' Salaries

Every teacher is vitally interested in his salary, which is determined by the local board of education. Most boards do not act wholly on their own judgment. They want to know what teachers are paid in other places. Where do they secure this information? Usually from the National Education Association, because it is recognized as the best source of the most recent, accurate, and comprehensive salary data.

The Association conducts a nationwide biennial survey of the salaries of teachers. These studies had much to do with the steady rise in the level of salaries paid teachers prior to the depression. They aroused the public to action by vividly portraying the utterly inadequate salaries for teachers. On the basis of Association studies, many cities developed salary schedules which are a credit to the profession.

In spite of all that could be done to maintain them during the depression, salaries were reduced. Last year one teacher in every four received less than $750 and thousands worked for less than $300. There is urgent need for restoring salaries and raising them to a reasonable level in places where they have never been adequate. Teachers, as a whole, have never been paid what they merit in view of preparation required and service rendered.

The Association is now conducting the biennial salary survey for 1934-35 which will provide information vitally needed.

Teacher Tenure

The Committee of One Hundred on Tenure Problems has been an important factor in the development of tenure laws in the various states. An annual report gives essential facts concerning developments in the tenure field. The Association is the clearinghouse on this fundamentally important problem — one to which special attention must be paid at the present time.

A strong tenure resolution was adopted at Washington. [See p172.] This was not a mere pious paper platitude. Ten thousand dollars was voted for a special tenure study to be made during the year 1934-35!

Retirement Systems

The National Education Association champions adequate retirement allowances for teachers. Again the program is more than a declaration of faith. The Committee on Retirement Allowances actively promotes this cause. The 1934 annual report, for example, deals with the effect of the depression on retirement systems, summarizes their organization and operation, cites the trend of opinion among teachers and public, and presents material showing the relative development of retirement systems for teachers and other occupational groups.

Two recent *Research Bulletins* have been devoted to "The Advance of the Teacher Retirement Movement" and "Current Issues in Teacher Retirement."

Members can at any time secure information on retirement problems from the Association. This service is frequently used by those developing retirement systems thru state legislatures and boards of education.

Where the Teachers' Money Goes

How do teachers spend their incomes? How much do they need to spend for the socalled necessities of life, and how much is available for cultural and professional improvement, such as books, magazines, advanced study? How much do they spend on civic and charitable causes? How much for taxes? How much to support dependents?

The Committee on the Economic Status of Teachers determined to try to answer these and related questions in order that the relative economic status of teachers might be more accurately determined. If the data were to have value they must show a detailed record of incomes and expenditures of many teachers for at least a year. Even tho the task seemed almost insurmountable it was attempted. After much planning, conference, and correspondence 4000 teachers agreed to supply, on record blanks furnished, a detailed account of their financial transactions for a year. Over 2500 completed the assignment in 1933! These data are now being assembled for publication.

The teachers who actually participated in this study deserve a special vote of thanks. Such studies are possible only thru organized action.

State School Legislation

Despite depression setbacks, notable progress is being made in many states toward sound school finance programs. The teacher's economic welfare is dependent upon such advances. The depression has intensified the inadequacy of the property tax for school support. New finance plans must be developed.

ON the second floor JOURNAL *labels are being addressed on a machine in the Division of Records and Membership. . . . [2] In the Field Division is a comprehensive file of material on federal relations to education. . . . [3] Two workers in the office of the Department of Superintendence study the meeting hall chart for the Atlantic City convention. . . . [4] An officer of the Department of Elementary School Principals discussing the activities for the year.*

to the Teachers' Welfare ★

The Association is helping bring about these fundamental reforms. It is constantly studying the problem and making information available to the profession.

The 1930 *Research Bulletins*, "A Self-Survey Plan for State School Systems" [Parts I and II], are examples. They presented a checklist for every important phase of a state school system and discussed each factor involved. The effect on state school legislation has been significant.

The January 1934 *Research Bulletin*, entitled "Five Years of State School Revenue Legislation," is another example.

Still another notable illustration is the National Conference on the Financing of Education sponsored in August 1933 by the Joint Commission on the Emergency in Education. [See p180.]

Thus the Association gathers information on school legislation, publishes it promptly, and furnishes it immediately on request. *Within the past year a new, more comprehensive state legislative reference service has been established* to be carried out by the Research Division under the auspices of the Legislative Commission. Rapid changes in state school legislation make imperative a clearinghouse service for such information. This the National Education Association furnishes. Legislation in the states is thus affected. And legislation affects teachers!

Federal Emergency Aid

See p181 for the story of how the Association's activities in securing emergency federal aid for education had a direct effect upon the economic welfare of thousands of teachers.

Special Publications

Illustrations—

The 1931 Yearbook of the Department of Classroom Teachers entitled *The Economic Welfare of Teachers.* Among the chapter headings are:

The fundamentals of economic independence
Salary and salary schedules
Employment during efficiency
Commercial insurance
Mutual benefit plans
Retirement and pension systems

This Yearbook reports practises thruout the country. It has been widely used by classes in professional schools for teachers, by individual teachers, by superintendents and other school officers desiring to promote the economic welfare of their teachers, and by organizations of teachers in planning their programs of activity. It should be read by every person in the profession.

The *Research Bulletins* for January and March 1932 were entitled "Administrative Practises Affecting Classroom Teachers." Part I dealt with the selection and appointment of teachers and Part II with the retention, promotion, and improvement of teachers. Section headings in these bulletins covered:

Training Requirements for Newly Appointed Teachers
Experience Requirements for Newly Appointed Teachers
Employment of Married Women as Teachers
Appointment of Local Residents as Teachers
Routine Procedures in the Selection of Teachers
The Term of Employment for Teachers
Teachers' Salaries and Salary Scheduling
Sick Leave and Related Problems
Extended Leaves of Absence for Professional or Cultural Improvement
Teacher Rating as a Means of Improvement
Selected and Classified Bibliography.

* * * * * *

The Association cannot sign the teacher's pay check. Neither can it dictate what boards of education should pay teachers. That is for each state and community to decide. No national organization of teachers can determine these matters directly.

But the National Education Association can and does provide nationwide channels for the dissemination of facts about education which increase public appreciation of the schools, thus encouraging better financial support and adequate salaries for teachers. [See p185.]

It provides the latest data upon all problems which affect the teachers' economic welfare. Nowhere else is there so comprehensive a storehouse of such information ready for instant dispatch to points of need.

It provides legislative service which furnishes state and local groups with uptodate information regarding school legislation which sooner or later affects the economic welfare of every teacher in the nation.

Only a strong national professional organization can carry forward these projects which have a vital effect upon the economic welfare of all teachers—both those who support the Association and those who do not.

In attacking this problem, teachers can adopt no other plan as effective as a strong national professional organization. The National Education Association is such an agency. Every member protects or advances his own interest, when he helps to carry forward the fundamental projects discussed here.

The Association is doing much for improvement of the teacher's economic welfare. The expansion of its program of service waits only upon the awakening of increased numbers of the nation's teachers to its present and potential value for their economic welfare.

If the members of the teaching profession do not bring to bear upon their own economic problems the united strength of their own group, there is little room to complain about the indifference of the layman or legislator.

Now *to the third floor. . . . [1] Working on the* NEWS BULLETIN *of the Department of Classroom Teachers. . . . [2] The secretary of the Department of Deans of Women checking the membership records. . . . [3] This young lady in the Division of Publications shows us the 1934 American Education Week poster.*

Teachers' Professional Interests ★

THE TEACHER'S remuneration does not all come in the salary check. Much of it comes in the joy of working with youth, in satisfaction at the success of pupils in later life, in the sense of power that comes to those who are molders of a generation of youth that will be called upon tomorrow to solve the world's problems.

Therefore, the National Education Association contributes to the professional growth of teachers as well as to their economic welfare. And, after all, their economic welfare is dependent upon the value society places upon their work. If teachers perform well an indispensable community function, their effective service is the most telling argument they can command when they need to work directly on problems of salaries, tenure, and retirement.

General Professional Interest

Every alert teacher is interested in professional affairs outside his classroom and his special field. In many ways the Association meets his need for information and inspiration concerning the affairs of the profession as a whole.

THE JOURNAL of the National Education Association keeps every member informed on major affairs in education and the activities of the profession regarding them. As examples, it carried last year a continuing story of the Joint Commission on the Emergency in Education and of the campaign for federal aid.

Research projects deal with problems of vital interest to teachers, and findings are issued in *Research Bulletins*, departmental publications, special bulletins, or JOURNAL articles.

Numerous projects in educational interpretation such as American Education Week and vitalized commencements help the teacher to develop her work in such a manner as to increase public appreciation. [See p185.]

The annual convention, held each summer, and the annual convention of the Department of Superintendence and allied groups in February, provide a meeting ground for workers in every branch of the profession. Personal contacts made at these meetings often are as valuable as the regular program.

Association studies and activities have marked effect upon educational legislation in the various states. This legislation affects the general professional interests of teachers.

Classroom Skills

A few examples—

The *Research Bulletins* for March and May 1934 on the important problem of "Education for Character."

The study on the teaching of reading in the elementary schools which is soon to come from the press as a *Research Bulletin*.

THE JOURNAL, which carries articles on classroom methods and practises, such as the recent series of articles on mental hygiene, reading, geography, and arithmetic.

Departments [There are twenty-four of them in all.] such as Adult Education, Business Education, and Social Studies help special subjectmatter groups thru their publications and meetings. Others such as the Department of Superintendence and the Department of Secondary School Principals serve administrative groups. *Aids to Teaching in the Elementary School* is the title of the 1934 Yearbook of the Department of Elementary School Principals.

Classroom teachers are served thru their own department. The Yearbook of the Department of Classroom Teachers, *Teaching as a Creative Art*, covering all levels of instruction, is an example.

The Department of Secondary Education gives special service to teachers in the secondary field. It holds a meeting at each summer convention where nearly every highschool teacher will find a round-table conference for his special field of interest in which he is invited to participate. It publishes *Secondary Education*, a bi-monthly bulletin.

Civic Interests

Fundamental social and economic problems confront the nation. With adequate social intelligence and vision, teachers may *and should* share in the leadership of social reconstruction.

An outstanding example of the Association's contribution in this field is the work of the Committee on Social-Economic Goals for America. [See p180.]

THE JOURNAL each month carries to its members significant reports and articles by nationally-known writers and members of the profession.

Conventions of the Association help develop the civic interests of teachers. Resolutions of these meetings show an increasing realization of the role of teachers in non-school affairs.

Departments of the Association also stress the civic interests of the profession. The Department of Superintendence is at work upon two yearbooks, *Education for New Social and Economic Relationships* [1935] and *The Social Studies Curriculum* [1936]. It is planning to devote the 1937 yearbook to the problems of youth in the modern world.

FOURTH *floor next.* [1] *Two research workers in the library of the Research Division.* [2] *Electric calculating machines add, subtract, multiply, divide, take square roots—no wonder the young ladies look unruffled. Every statistical operation is performed twice, each time by a different operator. . . .* [3] *On the fifth floor is located the general typing section.*

Increasing Public ★ Appreciation

MR. James Robinson of Oklahoma was comfortably seated in his favorite easy chair reading *The Oklahoma News*. As he turned to page eight he noticed a headline on schools.

He was startled at some of the facts presented. He knew it was difficult to keep Jimmy Jr.'s school open, but not that the school crisis had become a serious national problem.

What was the source of the startling facts in this article? Mr. Robinson didn't know it but the author of the article, representing a nationwide news service, had visited National Education Association headquarters to secure the information.

This case is not unique. A steady stream of writers for nationally known magazines; religious, agricultural, business, labor, civic club, and women's club publications; press associations; and newspapers comes to the National Education Association for just such facts because the Association has come to be recognized as the spokesman for the teaching profession and as a reliable source of accurate, uptodate, and complete information.

These contacts with the lay press are but one of many activities of the Association for increasing public appreciation of the schools.

The Journal—Every issue carries facts and ideas useful in interpreting the schools, articles that should be handed on to editors and lay citizens, and discussions of the technics of interpretation. An example of the latter is the series of articles on home visiting published in the past year. The October 1933 issue carried a sixteen-page feature on educational interpretation. A few outstanding features of the year, which presented content material for interpretation, were the series of eight articles on *The Essentials of Taxation* and the special features on *Social-Economic Goals for America, Emergency Federal Aid for Education Imperative*, and *Secondary Education for the New Day*.

Several home-school leaflets were published in THE JOURNAL. Over a million were distributed for use with report cards or in other ways. More important is the fact that the idea for using such leaflets, which may be developed by every school, has been given nationwide attention.

American Education Week—Sponsored by the Association in cooperation with the United States Office of Education and the American Legion, more people were reached in 1933 than ever before. Three thousand communities wrote the Association for suggestions and materials. The demand required a distribution of over a million pieces of literature at cost. Thirty-four governors issued special proclamations. About 8,000,000 adult citizens visited the schools. Plans for 1934 are presented elsewhere in this JOURNAL.

Radio—The weekly Sunday evening radio series, "Our American Schools," has been resumed. Copies of the addresses are furnished on request. As many as 80,000 of a single address have been distributed. An extended series of programs was sponsored last year by the Joint Commission on the Emergency in Education. Still others are broadcast from the conventions.

Outstanding publications—Significant among interpretation projects of the year was the publication of the Department of Classroom Teachers yearbook entitled *Teacher and Public*. Better than any other source, it provides content material and technics for an interpretation program.

Equally noteworthy was *Evaluating the Public Schools*, prepared for the Joint Commission on the Emergency in Education. [See p180.]

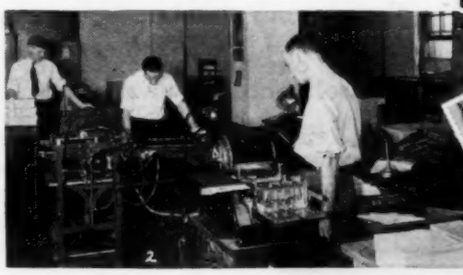
A leading chapter of the 1934 Department of Superintendence yearbook was entitled "Helping Citizens to Know Their Schools."

Field work and contacts with lay organizations—Cooperation with lay organizations was a notable feature of the year's work. Hundreds of American Legion posts received an Educational Citation from the Association in recognition of their services to education.

The National Congress of Parents and Teachers continued its work in behalf of the schools. A member of the National Education Association staff edited the book published in 1934 by this organization entitled *Our Public Schools* and designed to give laymen a readable discussion of major issues in education.

Civic and women's clubs and numerous other national organizations have likewise made valuable contributions. Officers and members of the headquarters staff are frequently called into the field for consultation and addresses.

Interpreting the school to the pupil—Had the presentday adult citizen and parent been adequately instructed while a youth about the school as a fundamental social institution there would be less misunderstanding of schools today. As a step toward correcting this deficiency, the Association sponsors a number of student projects around the theme of public education These include editorial, cartoon, printing, commencement, and journalism projects.



IN the typing section an electric letter sealing machine, essential in handling the thousands of letters that go out. Imagine licking 60,000 envelopes in a day. . . . [2] In the basement mimeographing, multigraphing, and folding machines—handled by skilled operators. . . . [3] A glimpse of the mailing room adjacent to the main stockroom.

Working Together

United Action Essential

AMERICA is today confronted with the task of reconstructing the entire social-economic order on a sound basis. Education is a major phase of this program.

Baffling problems in education lie ahead. Teachers are underpaid. Many schools do not have funds for the coming year. The great drought will seriously curtail the educational opportunities of millions of children unless quick and unprecedented action is taken.

Teachers must be organized as never before to meet these problems.

We must continue to strengthen our local and state associations. We must strengthen our organization in the national area. While the National Education Association has long been a powerful force in American education and American life, it can be made far more effective.

It is on the national front that more and more educational, social, and economic problems must be attacked. The flood of events in the past few years indicates in unmistakable terms the fact that the nation is, in effect, one community, that the welfare of the whole is dependent upon the welfare of each part, and that our lives and affairs are ever closer knit into a national fabric.

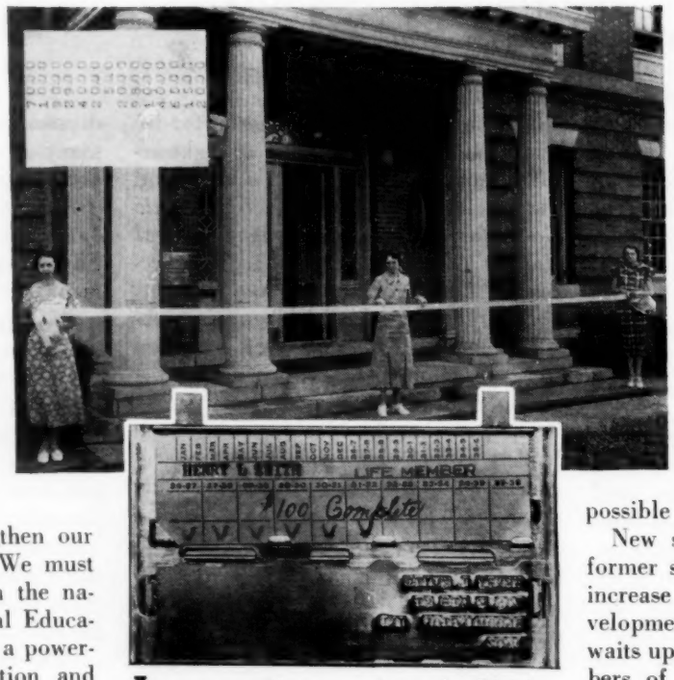
Only national organization can cope with this trend!

More Members Needed

The National Education Association has made remarkable growth during the past decade, but it has achieved only a fraction of its potential numerical strength. Sixty-three percent of the doctors and seventy-five percent of the bankers belong to their national organizations.

But only twenty percent of the teachers belong to the National Education Association!

What has been accomplished by the Association indicates what might be done if all teachers—from the kindergarten thru the university—could vision the possibilities of organized effort. The profession will never live up to its responsibilities to itself or society as long as only one member of the profession in five participates in their national professional organization.



ADDING *machine tape from the Division of Accounts, listing $192,000 of notes on life membership which are being paid in $10 annual installments. Inset is a section of the tape. This money will complete paying for the headquarters building. Partly inset is President Smith's membership plate; there is a similar plate for each member.*

As shown in this feature, the Association has been a mighty force in the struggle to preserve educational opportunities in recent years. But reduced income in the past two years has made certain retrenchments imperative just when an extended program was most needed. Emergency services have been greatly underfinanced and only at the expense of other services. Economies have been made at every possible point.

New services can now be added or former services expanded only thru an increase in membership. Continued development of the Association's program waits upon the enrolment of larger numbers of teachers. The membership fee in the National Education Association is reasonable. Many teachers feel that it should be more than $2.

Teachers' Best Investment

Teachers can make no better investment. This is true from the standpoint of services rendered them. It is true from the standpoint of their economic welfare. It is true from the standpoint of their professional growth. It is true if the teacher wishes to extend his influence beyond the bounds of his own classroom, town, county, or state in the interests of the profession and of the educational welfare of America's children.

Growth of the National Education Association can be made only thru the activity and enthusiasm of its members.

Theodore Roosevelt once said: "Every man owes some of his time to the upbuilding of the profession to which he belongs."

Use This Feature

Members, enrolment committees, principals, city and county superintendents will find this feature valuable.

At faculty meetings—Early in the school year study and discuss these articles.

At other meetings—Discuss at citywide teachers meetings, county institutes, district and state teachers association meetings, and other gatherings.

For addresses—Use in the preparation of addresses on the value of professional organization.

In publications—Reprint in local and state teachers association publications.

On bulletin boards—Use these pages on the school bulletin board during the local enrolment campaign.

BELOW *is an artistic panel in the vestibule of the entrance, with the words: "Learning adds a precious seeing to the eye."*

ACT NOW!

Renew your membership
Enlist your associates
Secure one hundred percent enrolment in your school

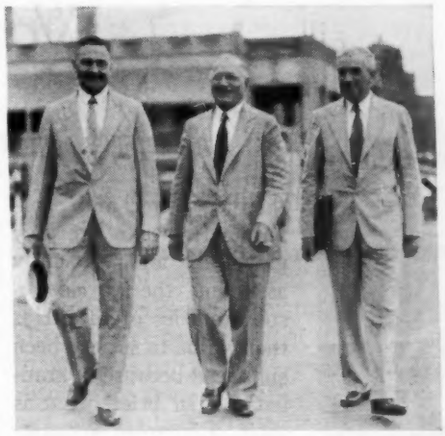
Additional separate copies of this special feature, *Our Association at Work*, may be secured on request.

The Atlantic City Convention

THE sixty-fifth annual convention of the Department of Superintendence will be held at Atlantic City, New Jersey, February 23-28, 1935.

Hotels—Before the selection of the meeting place, the facilities of various cities extending an invitation were carefully examined. Early in May President E. E. Oberholtzer, superintendent of the Houston schools, and Secretary Shankland visited Atlantic City. The cooperation of the hotels was cordial. These hotels, among the most beautiful and well-appointed in the country, are offering rates for the convention equal to and in many cases lower than those of any city which the Department has visited. The Housing Bureau reports heavy advance bookings for the convention. At Boardwalk hotels, single rooms with bath ranging from $3 to $5 and rooms for two persons with bath at $5 to $8 are still available. Rooms at lower rates can be secured at the Avenue hotels within a block of the ocean. Requests for reservations should be addressed to A. S. Chenoweth, chairman, Housing Bureau, 16 Central Pier, Atlantic City, New Jersey.

Headquarters—Headquarters, general sessions, registration, and exhibits will be in the beautiful Atlantic City Auditorium located on the Boardwalk within easy walking distance of the hotels. This building is noted not only for its beauty but for the fact that it has the largest arena in the world. A few figures are interesting: The main arena seats 41,000 persons; the ballroom, 5000. In addition there are fifteen halls with seating capacities of from one hundred to five hundred each. For a convention such as that of the Department of Superintendence, where many meetings are held simultaneously, this structure is especially well-adapted.



SUPERINTENDENT Chenoweth of Atlantic City, President Oberholtzer, and Secretary Shankland enjoying a stroll on the Boardwalk after completing arrangements for the convention.

Program—President Oberholtzer has plans under way for a speaking program which will include new leaders in national affairs, as well as prominent educational, business, and professional people. One of the general sessions will be held jointly with the Department of Secondary School Principals in celebration of the three hundredth anniversary of the founding of secondary schools in America. Another will be given over to a jury-panel discussion of the new yearbook on social and economic relationships. It is anticipated that this meeting, because of the timeliness of the subject and the method of presentation, will be of exceptional interest. It is being organized by the yearbook commission chairman, J. W. Studebaker, U. S. Commissioner of Education.

Group Study and Faculty Meetings

PRESIDENT Henry Lester Smith in his admirable article on page 159, includes in his ten-point program of action for 1934-35 this item:

> That provision be made in every school faculty for a study of the Association and its work, with the particular aim of selecting some phase of that work to which the school will especially devote itself.

By emphasizing group study and faculty meetings and a study of the work of the great National Education Association in his program of action for 1934-35, President Smith is laying the foundation for a better informed, more effective professional organization. No organization can be stronger than the individuals who compose it. No one can exert his maximum strength who is not fortified thru sustained study and group discussion which equips him to deal with vital current problems. By emphasizing growth in their own lives, teachers enrich their service and come to understand better the problems which their students are facing.

In dynamic faculty meetings, principals and superintendents encourage teacher participation; vital, current material is used for study and discussion; questions that pertain to one's own school and community and to economic, social, and political problems are considered. Careful planning as to the time, place, leaders, topics, and frequency of meetings is necessary. Teachers professional meetings give as little time as possible to administrative details which can be cared for by bulletin board announcements or mimeographed statements for each teacher. Preceding issues of THE JOURNAL for the past six years have contained articles on faculty meetings.

Have you tried the plan of using THE JOURNAL of the National Education Association, the journal of your state education association, and other current literature for study and discussion in professional meetings? Many faculties, especially those which have 100-percent membership in the NEA, enjoy using the articles in these journals. This carefully prepared current material, received regularly by every teacher, gives variety and new ideas to meetings. Some reader comments:

> Our teachers enjoy our monthly meetings on the topics in current professional magazines. Most of us read THE JOURNAL from cover to cover.—M. R. Stephan, Stockton, Ill.
>
> We find THE JOURNAL very useful and stimulating in our faculty meeting.—R. G. Von Tobel, principal, Macon, Ga.

This issue of THE JOURNAL contains excellent material, which will help you *in informing the public about the work of the schools.* This is as important as teaching. It is a form of adult education for teachers and other citizens. Note how many educators, quoted in "Ideas from the Washington Convention," page 168, refer to the interpretation of the schools to the public. Other helpful articles on this subject are "School Programs—American Education Week," page 175; "Organizing in the State for Better Schools," page 173; "Testing Candidates for Congress," page 177; and "Are High Schools Worthwhile?" page 188.

Another important topic in this JOURNAL appropriate for faculty discussions is *the value and significance of professional organizations for teachers.* Note the fine "Program of Action for 1934-35" by President Henry Lester Smith, page 159; also "Going Forward" by Secretary Crabtree, page 167; "Resolutions and Platform," pages 169-72; and "Our Association at Work," pages 179-86.

Are High Schools Worthwhile?

RAY BALLOU

Principal, Nankin Rural Schools, Ashland County, Ohio

One-half of the graduates have established their own homes

EDITORIAL NOTE—*The following inspiring account of what the high schools have meant to Ashland County, Ohio, can be duplicated for almost any county in the United States. It can be duplicated for your school or your county or your city. Why not have such a study made and the report given as a part of the observance of American Education Week or as a vitalized commencement program?*

IN evaluating presentday secondary schools, many people are predisposed to lament their cost. Others, with but meager investigation and immature thought, conclude that such institutions cost more than they are worth. Relatively few have critically examined the products of these schools to determine their worth to community, state, and nation. If the worth of secondary schools is to be fairly judged, it is essential that the value of their products be rather accurately determined. Good business principles substantiate the truth of this statement.

Prior to establishing value judgments of secondary-school education, it is mandatory that careful investigation of activities of graduates be made. Questions such as the following must be answered: Where do the graduates live? Do they continue their education? What are their religious and social activities? What is their economic and occupational status? Are they gracefully and efficiently assuming the varied responsibilities of life? Has their value to society been enhanced because of graduation? In brief, what is their *citizenship accountability?* In determining answers to questions such as these, the value of secondary education may be ascertained. If secondary schools aid in elevating standards of citizenship, they are socially justified. If secondary schools may be socially justified, their cost is vindicated.

During the decade 1920-1930, 921 students graduated from the Ashland County, Ohio, secondary schools. The purpose of this investigation was to evaluate these schools' products so as to determine the worth of secondary-school education to the graduates individually and collectively, and to the community, state, and nation.

Where the graduates live—Perhaps a suitable point of departure in investigating the activities of graduates is to determine the number in various kinds of established homes.

Approximately one-half are engaged in the serious enterprise of establishing and maintaining their own homes. Nearly one-third are in the homes of their parents, while the remaining number are rooming in close proximity to their places of employment. Thus nearly 83 percent are in established homes, either of their own or of parents.

If living in established homes and amidst honorable surroundings is an indication of good citizenship, the graduates in this respect are almost unanimously good citizens.

It may be of interest to note in passing that 97 percent of the graduates reside within the state of Ohio; 67 percent of them live in Ashland County. None of them lives in a foreign country.

Religious activities—Without question, devout religious principles and ideals are essential to good citizenship. Hence an evaluation of at least the evident manifestations of religious activities is desirable.

It was ascertained that 712, or 78 percent, of the graduates are church members. Four hundred seventeen of these members diligently participate in church activities, whereas the activities of the remaining members fluctuate.

Approximately the same conditions prevail in Sunday school activities. However more than fifty graduates have become successful Sunday school teachers and they are capably filling other positions of leadership and responsibility.

Who supports the graduates—Are graduates selfsupporting? Do their parents or relatives provide subsistence for them? Are they sustained by dispensation of public charity? These are questions that were used as a basis in determining the economic status of the graduates.

In seeking answers to these questions it was determined that 85 percent are selfsupporting; approximately 15 percent are being provided for by their parents; whereas public charity is dispensed to but 2 percent.

Judging from the percentages just presented, highschool graduates of Ashland county are highly selfreliant, and are creditably assuming one of the great responsibilities of life—self-maintenance.

Occupational status — Graduates have entered forty different occupations. Homemaking, which has been considered as an occupation, predominates with a total of 285 girls so classified. As may be expected in a county largely rural in nature, farming has attracted 140 graduates. Slightly more than one-ninth of the graduates have entered various professions, the entrance to which highschool graduation is mandatory. This group includes fifty-two elementary-school teachers, eighteen secondary-school teachers, and two college teachers, seventeen registered nurses, two musicians, one lawyer, one pharmacist, and two veterinarians. In addition there are seventy-four office workers, thirty-one salesmen, and twenty-eight store clerks.

Unquestionably highschool education was of value in aiding graduates to secure positions of this kind. Thirty-eight of the graduates are classed as common laborers and fifteen as houseworkers. Thus only approximately 5 percent of the graduates are classified as common and menial laborers. The remainder are in widely scattered occupations such as baseball, civil service, and tree surgery.

The majority of the graduates have expressed the opinion that graduation from high school has been a distinct aid to them in securing and succeeding in the occupation which they have chosen.

Advanced educational activities—Approximately 40 percent of the graduates enroled in courses in higher education. Almost without exception those continuing their education did so at institutions in Ohio.

The graduates did not choose a large assortment of courses. The curriculums chosen may be placed in the following categories: [1] business, [2] four-year education, [3] two-year normal, [4] nursing, and [5] arts and sciences.

By means of training received in these courses, numbers of graduates were enabled to secure various positions as heretofore indicated. Needless to say, highschool graduation was prerequisite to entrance in these courses.

Social activities—Two requisites of a democracy are the establishment and stability of homes. More than 54 percent of the graduates have assumed these responsibilities. How successfully this has been accomplished may be partially indicated by the fact that only one marriage in thirty-six has resulted in divorce, whereas thruout the country as a whole, one marriage in six results in divorce.

It is possible that education does not prevent crime. However, education and training are powerful deterrent factors. Only three of the 921 graduates were tried and convicted for law-breaking activities. The charge in each of these three instances was petty thievery.

Studies of criminals in penal institutions indicate that a large proportion of prisoners have not had a common-school education. A greatly reduced proportion have had a highschool education. Hence, may it not be stated as a truism that as education progresses crime regresses?

In investigating the extent of poverty and pauperism, it was found that none of the graduates are living in poverty and that none have become paupers. This is an excellent record—particularly when one considers how prevalent poverty and pauperism are today.

Values of secondary education—Entrance into the learned professions is nearly impossible without a secondary-school education. Without such training opportunities of securing employment in various vocations and occupations are minimized. It is becoming increasingly difficult to secure employment of any kind unless one is a highschool graduate.

Graduates of the Ashland County secondary schools have had in high school, opportunities to procure an understanding of the problems and principles of social control. Thru this understanding these graduates have been brought to a more complete realization of their responsibilities as citizens and are better prepared to meet such responsibilities.

Highschool education has afforded graduates opportunities to aid in the perpetuation and protection of the culture and civilization in Ashland County, the state of Ohio, and the United States.

Because of the opportunities created by highschool education, graduates have learned to love liberty and seek social justice. They have been enabled to establish happier homes, build better character, create greater prosperity, and elevate standards of citizenship.

Without doubt secondary schools are one of the most vital and important institutions in Ashland County. Unquestionably they are socially justified. Hence their cost is vindicated.

York, Pennsylvania

Seventy-two of the graduates are teachers

Builders of Our Profession

THE National Education Association, representing, largely as it does, the teaching profession of America, has played a conspicuous part in the national crisis thru which we are passing. It has undertaken to prevent undue salary reductions, not for the purpose of saving the salaries for the teachers, but to save an adequate system of public education for the children. The Association has stood steadfastly against the elimination of the socalled special subjects from our educational program, not to save positions for special teachers, but to preserve that instruction for the pupils now in our schools. The Association has called attention to those greedy citizens of today who will not pay their taxes so that schools can be kept open, not primarily for the purpose of expressing righteous indignation over such unworthy citizenship, but rather for the purpose of seeing to it that the program of citizenship training now in our schools will produce a citizenship for tomorrow which shall be more socially minded and be guided by higher ideals of social justice.—Frank W. Ballou, superintendent of schools, Washington, D. C.

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on September 1 was 5220. The teachers of Crawford County, Ohio, presented their retiring superintendent, P. J. Foltz, with a life membership in the NEA in recognition of past services in behalf of the teaching profession. The following life members have been reported since the list was published in the May JOURNAL.

ALASKA—Frank J. Daugherty.
CALIFORNIA—Will C. Crawford, Mrs. Howardine G. Hoffman, Gertrude Mallory.
COLORADO—Robert M. Tirey.
IOWA—William L. Hunter.
KANSAS—August Albert Lind.
MICHIGAN—Ralph S. Christen.
NEW JERSEY—Harold Antrim, Sarah Ellen Haney.
NEW YORK—Helen Mar Bostwick, Joseph R. Gardner, Evan E. Jones, Frederick Houk Law.
OHIO—J. Robert Crouse, P. J. Foltz, John H. Herrick.
PENNSYLVANIA—Andrew J. Chamberlin, Elizabeth M. Greger, Mabel E. Kirk, Harry B. Speicher.
PHILIPPINE ISLANDS—Mrs. Carmen Aguinaldo Melencio.
TEXAS—R. C. T. Jacobs, Wesley M. Slack, Robert Hill Williams.
WEST VIRGINIA—Laura Louise Caldwell, Estella M. Scharf.

IN ANTICIPATION of the Washington convention a committee on attendance and membership, of which Paul E. Lutz was chairman, arranged an aggressive enrolment campaign. Under the effective leadership of this group the District of Columbia's NEA membership was increased from 1290 to 2214. Forty-five schools reported 100 percent enrolments.

Completed Enrolments

THE following list of 1933-34 one hundred percent schools came in too late to appear in the May 1934 issue of the JOURNAL. Immediately following this list is the one for the 1934-35 schools received up to date.

Twelve Years

OKLAHOMA—*Muskogee*, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoah, Washington, West High, Whittier.

Ten Years

OHIO—*Findlay*, Findlay Public Schools, J. C. Donnell Junior High, Glenwood Junior High, Howard, Senior High, Special Teachers and Supervisors, Strother, Vocational.

Seven Years

NEW JERSEY—*New Brunswick*, Weber Number 8.

Five Years

PENNSYLVANIA—*Chester*, John A. Watts.

Four Years

INDIANA—*Indianapolis*, Public Number 64, Public Number 79.

Three Years

MASSACHUSETTS—*Athol*, Silver Lake; *Franklin*, Four Corners.

Two Years

MASSACHUSETTS—*Rutland*, High.
NEW YORK—*Rome*, Columbus, East Rome.
OHIO—*Youngstown*, Sheridan.
WISCONSIN—*Milwaukee*, Manitoba Street.

Current Year

ALABAMA—*Birmingham*, Baker.
ILLINOIS—*Canton*, Canton Public Schools, Anderson, Canton High, John Dean, Central, Hulit, Junior High, Kellogg, McCall, Wright.
NEW JERSEY—*Atlantic City*, Brighton Avenue.
OHIO—*Greenford*, High.

THE following schools have completed their 100 percent enrolment in the National Education Association since the list was published in the May JOURNAL. "Altho I need this two dollars for spring clothing my better self says join the NEA."—Ella McLaughlin, East Wilton, Maine.

Fifteen Years

MISSOURI—*St. Louis*, Simmons.

Ten Years

DISTRICT OF COLUMBIA—*Washington*, Langdon.

Nine Years

MISSOURI—*St. Louis*, Roe, Wyman.

Six Years

DISTRICT OF COLUMBIA—*Washington*, Blake.

Five Years

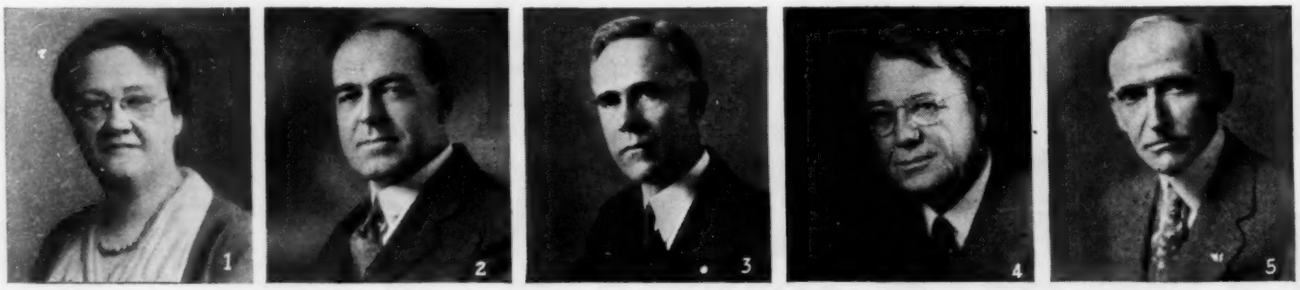
MISSOURI—*St. Louis*, Mallinckrodt.

Four Years

MISSOURI—*St. Louis*, Benton, Des Peres, Dumas, Eliot, Gundlach, Hamilton, Madison, Meramec, Peabody, Pestalozzi, Shenandoah, Washington, Wilkinson.

[*Continued in Notes and Announcements*]

New Faces on the Official Boards



[1] Agnes Samuelson, state superintendent of public instruction, Des Moines, Iowa—*member of executive committee, by election;* [2] R. E. Offenhauer, superintendent of schools, Lima, Ohio—*treasurer;* [3] A. C. Flora, superintendent of schools, Columbia, S. C.—*member of budget committee;* [4] Thomas J. Walker, editor "School and Community," Columbia, Mo.—*member of budget committee;* [5] A. L. Whittenberg, secretary, Illinois State Examining Board for Teachers' Certificates, Springfield, Ill.—*member of board of trustees.*

Jane is slow, Margaret is quick . . . Miss L's class is 30% larger than normal . . . Class G lags

And the answer is

Workbooks

Ginn and Company publish some 60 workbooks in the important elementary-school subjects as well as an impressive list for junior and senior high school. Made at the Athenaeum Press, their paper is of uniformly good quality, their binding sturdy and suitable.

LYMAN-JOHNSON DIRECTED LANGUAGE PRACTICE

New. A systematic program in individual practice exercises in the form of challenging problems for Grades II-VIII, a book for a grade. All important aspects of the study of English—composition, word study, dictionary study, good usage, grammar including sentence study, and spelling—are included. By the authors of the new *Daily-Life Language Series*, these practice books may be used with any textbooks in English or without a textbook. Each, $0.24

ATWOOD-THOMAS GEOGRAPHY WORKBOOKS

New. A workbook for optional use with each book of the successful *Atwood-Thomas Geographies*, the choice of 11,000 places. Here are exercises and tests of the same superior quality as those in the textbooks. Devised to make the pupil think, with a minimum of writing. Each, $0.24

SMITH-REEVE-MORSS EXERCISES IN ARITHMETIC

A popular series of exercises for practice and testing, usable with any modern arithmetic textbooks. Easy to check and administer. For Grades III-VI, each $0.24; for Grades VII and VIII, each $0.28

Also workbooks for the Rugg Social Science Course . . . workbooks in reading . . . in history . . . in science. For a full list of workbooks for all school years, send for circulars 353 and 311.

PRICES SUBJECT TO DISCOUNT. WRITE US YOUR REQUIREMENTS.

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Thousands of old members will welcome hundreds of new

EACH year thousands of old T.P.U. members welcome hundreds of new teachers into T.P.U. For T.P.U. has a loyal following of teachers who know that a T.P.U. certificate means complete financial protection from sickness, accident and quarantine. Regardless of your age, financial circumstances or responsibilities, there is a T.P.U. certificate designed to fit your own particular requirements.

Veteran teachers have made T.P.U. the largest organization of its kind in the world—each year hundreds of new teachers add to its size and strength. Write for complete information.

Teachers Protective Union

Breneman Building, Lancaster, Pa.

Economies—

TO HAVE your printing handled intelligently—that is economy in time.

TO HAVE your printing handled expertly—that is economy in cost of getting results.

TO HAVE your presswork handled on a properly planned production basis—that is economy in actual outlay for the job.

GET ALL your printing where facilities make economies.

Consult us—any size job interests the "Master Printer"

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ECKINGTON PLACE AND FLORIDA AVENUE
WASHINGTON, D. C.

NOTES and ANNOUNCEMENTS

Vitalized School Journalism—Readers of THE JOURNAL are requested to call attention of faculty advisers and student officers of publications to the project in school journalism planned by the Division of Publications of the National Education Association in accordance with the recommendations of the National Association of Journalism Advisers. It is the purpose of this project to help make school publications more effective mediums for school interpretation and to help editors and advisers keep in touch with events, movements, and plans related to school life. This project will include the founding and development of the National Association of Student Editors, whose official organ will be known as *Vitalized School Journalism.*

This organization is to be a medium for the dissemination of educational ideals among the students of the nation and a clearinghouse of information and ideas relating to school life and journalism. It will keep editors and advisers in touch with current movements and events which should be interpreted to students and parents and encourage the study and publication of local school history. With the help and direction of the Division of Publications, it will carry out various activities in creative school journalism and research for the benefit of members.

Some of the plans for school interpretation during 1934-35 deal with the 300th Anniversary Celebration of the Beginning of Secondary Education, the Horace Mann Centennial Celebration, Federal Aid for Schools [the national debate topic], Studies in School History, American Education Week, Vitalized Commencements, News and Editorial Writing, Cartoon Drawing, and Printing. Before the end of the school term, members of the organization will submit their publications to be scored for the NEA Student Publication Honor Roll.

Complete information regarding the National Association of Student Editors and its affiliated projects may be secured by writing the Division of Publications of the National Education Association.

The 1934 Volume of Addresses and Proceedings will be ready for distribution early in November. It will carry the addresses delivered at the Cleveland Convention of the Department of Superintendence and at the Washington Convention. This volume is sent to all who carry $5 or life memberships in the National Education Association. It may also be purchased at $3 per copy.

Important—Postal rules make it essential that your address on our records be complete and correct. Members are requested to report promptly change of address, giving old address as well as new address to the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

The Portage County Ohio Historical Society is setting up a two-year program for the production of a County History and Civics for use in the public schools. As a part of this program they are fostering a movement to have each township write a township history. The Historical Society hopes in this way to acquaint students with rich historical background of their home region and to develop the historical sense of students by

having them write the history themselves. A special collection of local histories, geographies, or comprehensive community studies is to be made to give students an idea as to how to proceed with the work. Anyone having information about such materials should communicate with Principal R. S. Hadsell, Hiram, Ohio, who is president of the association. [Why not organize a historical club in your school and begin work on a project similar to this?]

Ride the Book Trail to Knowledge and Adventure is the slogan which will be used on the 1934 Book Week poster and will serve as the theme of book displays and school projects from November 11 to 17. This will be the sixteenth national observance of the Week. A striking new poster in color will be ready for distribution in September, with a leaflet of suggestions for school observance. A fee of twenty-five cents should accompany teachers' requests for the 1934 poster and booklet. Address National Association of Book Publishers, 347 Fifth Avenue, New York.

American Education Week—Use the plan given on page 175 as a basis for planning AEW programs in your school. Let the pupils have a share. Send copies of your program to the National Committee on American Education Week, 1201 16th Street, N. W., Washington, D. C.

Let's help—There are two million volunteer teachers in the Sunday schools of America. October 6 has been set aside as recognition day for these teachers. Teachers in the public school will wish to join in making this recognition day an outstanding event. Sunday school, which began as a school to teach people to read and write, preceded the common school and is one of its strongest allies today.

A Message to the 1934 Graduate—The editorial in THE JOURNAL for May was reprinted and given to members of graduating classes by a number of city school systems including Baltimore and Dallas. It was also syndicated as a feature article.

An invaluable book—The National Congress of Parents and Teachers has issued a handy little volume entitled "Our Public Schools." This book is prepared for the laymen. It is written in simple language by leaders in American education. It is the kind of book that school people who believe in educational interpretation will wish to buy for pres-

[*Cont. on page* A-76]

Save BY SUBSCRIBING NOW *for* THE INSTRUCTOR

The Leading Classroom Magazine for GRADE TEACHERS

The INSTRUCTOR has more subscribers than any other classroom magazine. Its great popularity is due to the fact that teachers have found it the most helpful magazine of its kind. For 1934-35 The INSTRUCTOR will be better and more helpful than ever before. New features will be added and a greater amount and variety of material will be supplied. **Subscribe NOW for one or two years at present prices.** Include the new Instructor Yearbook. Pay later if more convenient. Use order blank below—mail today.

PRICE WILL ADVANCE NOV. 10TH

Until Nov. 10:
$2 FOR ONE YEAR
$3 FOR TWO YEARS
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TEN ISSUES PER YEAR--
SEPTEMBER THRU JUNE

You will like The INSTRUCTOR because:

- **IT is delivered early**—each issue in your hands by the middle of the preceding month.
- **IT presents the newest and best teaching helps and materials** originated by successful classroom teachers and leaders in elementary education.
- **IT has fully 50% more space devoted to teaching material than any other teachers' magazine.**
- **IT supplies only material of the most practical, usable character**—lesson plans, projects, units of work, tests of all kinds, stories, pictures, seatwork, songs, games, things to do and make, etc.
- **IT provides a large amount of art and handwork material,** including designs for posters, calendars, blackboard and window decorations, sand table suggestions, etc., and many reproductions of pupils' work.
- **IT furnishes ten large FULL-COLOR reproductions of famous paintings** during the year with miniatures and complete study material for class use.
- **IT has an eight-page Picture Section in each issue,** presenting visual aids in geography, history, art, nature study, etc., for all grades. **Several Full-Page Posters in Colors** are included during the year.
- **IT has several pages each month of program material,** consisting of plays, recitations, songs, exercises, dances, rhythm band numbers, etc.
- **IT has helpful, informative departments:** The Teachers' Help-One-Another Club (with Club Exchange): Teacher Aids from the U.S. Government; Teacher's Own Page; Answers to Queries; New Books; Travel (with $1,000 Prize Contest).
- **IT is endorsed and recommended** by superintendents, principals, heads of teachers colleges and normal schools, training class teachers, and educators generally.

Low-Priced Club Offers

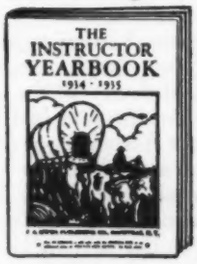
Good Only Until November 10th

The INSTRUCTOR ($2.00 a year)

with The Pathfinder ($1.00)	$2.75
with Nature Magazine ($3.00)	4.25
with Etude, Music Magazine ($2.00)	3.50
with Reader's Digest ($3.00)	4.25
with Junior Home Magazine ($1.00)	2.75
with Correct English ($2.50)	3.65
with Child Life ($3.00)	4.25
with American Childhood ($2.00)	3.70
with Hygeia ($2.50)	4.00
with Good Housekeeping ($2.50)	4.35
with McCall's Magazine ($1.00)	2.70
with Woman's Home Comp. ($1.00)	2.85

NOTE: If The INSTRUCTOR is desired for 2 years, add $1.00 to prices quoted.

Get The New 1934-35 INSTRUCTOR YEARBOOK for only 25c additional



The 1934-1935 Instructor Yearbook (96 pages and cover, 7 x 10 inches in size) is filled with new, ready-to-use classroom material relating to the social studies—geography and history. The material is in the form of informational stories, tests, lesson plans, etc., and is carefully arranged by grades. Seven double-page illustrations by Bess Bruce Cleaveland and Ralph Avery. Attractive and durable green bristol board covers with design in colors.

Price of Yearbook alone, 50 cents. Add to any order which includes The INSTRUCTOR for only 25 cents.

ORDER NOW

Pay November 5th If More Convenient

J.N.E.A.—Oct. Date ..... 193....

F. A. Owen Publishing Co., Dansville, N. Y.

Send me **The INSTRUCTOR,** beginning with the September issue, for ☐ **1 year, $2.00;** ☐ **2 years, $3.00. (After Nov. 10, 1934: 1 year $2.50; 2 years $4.00.)**

☐ Send me **The 1934-35 Instructor Yearbook** with the above for **25 cents additional.**

Also send me other magazines beginning with September as follows: .....

I am enclosing $..... herewith.

I agree to pay $..... not later than November 5, 1934.

Name .....

St. or R. F. D. .....

P. O. ..... State .....

[*Cont. from page* A-75]

entation to influential laymen. Editors, ministers, and others who take an interest in community improvement will enjoy reading this account of the schools. The book may be had for 50¢ a copy from the National Congress of Parents and Teachers, 1201 Sixteenth St., N. W., Washington, D. C.

The following amendments to the bylaws of the National Education Association were adopted by the Representative Assembly at the seventy-second annual convention of the Association:

AMEND ARTICLE I by adding SECTION 11—The Representative Assembly shall be composed of the President, the twelve Vicepresidents, the Secretary, and the Treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations, as provided in the bylaws.

AMEND ARTICLE II, SECTION 9, *to read* —The President, the twelve Vicepresidents, the Secretary, and the Treasurer of the National Education Association, and the United States Commissioner of Education shall be exofficio delegates to the Representative Assembly. The President of the Association shall preside at the annual meeting of the Representative Assembly, and the Secretary of the Association shall keep the records thereof. In case of a tie, the President shall cast the deciding vote.

Three outstanding illustrations of the importance of an organized profession—The New York State Teachers Association has been victorious in its effort to secure full aid for the schools of New York State. During the regular session of the legislature last winter the governor submitted a budget which did not provide for full state aid. The state teachers association immediately launched a vigorous campaign and thru the cooperation of educators, lay organizations, and other friends of education secured legislation at a special session of the legislature held during the summer restoring the $13,346,455 which had been cut out by the executive budget.

The Louisiana Teachers Association has succeeded in securing the passage by the legislature of four bills that definitely affect education from a financial standpoint. Two of these are constitutional amendments and set up a new financial basis for the public schools of the state. They provide for a minimum of ten million dollars from the state public-school fund for distribution to the schools of Louisiana.

A third victory is that in New Jersey. See Secretary Crabtree's report, p167, for an account of this.

Aids to Teaching in the Elementary School is the title of the Thirteenth Yearbook of the Department of Elementary School Principals. This volume shows the importance of effective devices in teaching and also tells of the time-saving and effective aids which should be used and where they may be secured.

Articles have been prepared by well-known educators on such subjects as: The value of aids as a means of enriching the learning experiences of children; aids in simplifying the learning process and thereby reducing the amount of effort to understand abstractions; a wider use of visual aids; standards to be observed in selecting maps, globes, and charts; various types of school exhibits; use of blocks in teaching young children; types of field trips and excursions; the school and the museum; possibility of concert music; producing instruction materials in the school; available radio programs for our schools; teaching aids which may be obtained from various business and philanthropic organizations; brief summary of results of experiments with aids to teaching.

Teachers, principals, supervisors, and superintendents have all had a part in its makeup. The yearbook may be pur-

LIFE MEMBERSHIP

Professional advantages: (1) does away with annual payment of dues; (2) shows a permanent interest in the work of the Association; (3) stands as a high mark of professional spirit; (4) is highest type of credential; (5) it gives the satisfaction of promoting the great principles for which the Association stands.

By banding together in one great national association, the interests of education can best be served. It must be remembered that today's children are tomorrow's citizens. The extent and character of the training of youth determines the citizenship of civilization and the generation ahead.

See pages 179 to 186 for a bird's-eye view of the work of the Association and then decide to enrol as a permanent member.

NATIONAL EDUCATION ASSOCIATION

MR. J. W. CRABTREE, *Secretary*,
1201 Sixteenth Street, Washington, D. C.

DEAR MR. CRABTREE: I wish to become a life member, making my first payment November 1, 1934. I understand the entire amount of $100 can be paid in equal annual installments of $10 each, and that membership dues already paid for the current year may be applied on the first payment.

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

Address .....

City and State .....

"An entirely new sort of book in physical education.... Will be welcomed by the teacher who wishes to do creative work in connection with the regular course of study."
—Florence Hale, Editor, *Grade Teacher*, Former President of the N. E. A.

"Even better than I had hoped. Parts will fit right in with the course of study if we continue as we planned."
—Wilma M. Burgess, Gorham, N. H.

COME AND CAPER
By Virginia Bennett Whitlock
A book of creative rhythms, pantomimes and plays, with music chosen from the great composers. Recommended by Jesse Feiring Williams, Dr. Otis W. Caldwell, Rebecca J. Coffin, Satis N. Coleman, Corinne A. Seeds, etc.
Price, $2.00 (10% Discount to Teachers)

Newly Illustrated and Revised Editions:
FOLK-DANCES & SINGING GAMES
Price, $1.25 (Boards)
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By Elizabeth Burchenal
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New delightful photographs of folk-groups themselves! Music simply arranged for piano. Complete instructions and diagrams. Folk-dances of many different countries.

Why not look these books over at your leisure?
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chased from the Department of Elementary School Principals, National Education Association, 1201-16th St., N. W., Washington, D. C. Single copy $2; 2 to 9 copies, 10 percent off; 10 to 99 copies, 25 percent off.

Beaver Dam, Wisconsin, has elected as its mayor Miss Mary Spellman, an ex-school-teacher of fifty-one years' experience. Miss Spellman's candidacy was sponsored by the young people of the city.

Superintendent Lawton B. Evans of Augusta, Georgia, died of pneumonia on April 6, 1934, after fifty-two years of service as superintendent of schools of that city and county. Mr. Evans actively participated in the affairs of the National Education Association and of the Department of Superintendence for over half a century.

The Women's International League for Peace and Freedom has prepared a collection of material suitable for use in teaching international goodwill, available in fifty-cent packets [1] for kindergarten and elementary-school grades and [2] for grades from the sixth to junior high school. Inquiries should be addressed to Mrs. Todd Daniel, 1924 Chestnut Street, Philadelphia and should specify clearly which of the packets is desired. Many schools will wish to begin now to make plans for the celebration of World Goodwill Day on May 18 or may wish to give special emphasis to this theme during the Christmas season.

A closed matter—An Antioch College faculty member addressed a Kiwanis Club on a municipal power plant. The general manager of the utility system controling that region criticized the president of Antioch for permitting a talk on that subject. The president remarked the speech was so conservative that the speaker was accused of being a utility employee. The utility manager replied substantially as follows: "We object to any discussion. The subject of public ownership in our territory is a closed matter, and any least suggestion of encouragement to discuss it is an offense to us. We have fought for that territory and have won it, and are going to hold it by every means in our power. That is how business is done."

Miss Rowna Hansen, who has been acting as editor of *Childhood Education* for some time, has resigned her position in order to continue the study for her Doctorate at the University of Michigan. Miss Dorothy E. Willy, chairman of the Board of Editors, will continue in that

[*Cont. on page* A-78]

Every Month HYGEIA Offers

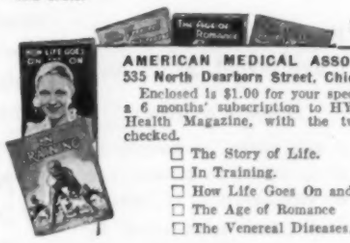
New Ideas for Health Teaching

Of course you are always on the lookout for new ideas, for practical helps in teaching health. You will find a world of usable material in every issue of HYGEIA, the Health Magazine of the American Medical Association. It gives *authentic* information on practically every phase of health of interest to the individual, the home, the school, and the community—written in simple, nontechnical language. HYGEIA can be used for reference work, for outside reading, for motivating health teaching and for correlating it with practically every other subject in the course of study.

SCHOOL AND HEALTH
This special department in HYGEIA is conducted by Dr. J. Mace Andress. Every month it will bring you numerous ideas and suggestions for enlivening and varying your health teaching. In the October HYGEIA this department gives teachers specific suggestions as to where they may look for help in health teaching, especially in the child's own activities and surroundings. Here is *practical* help for every teacher who wishes to vitalize her health teaching and make it more interesting, both for herself and her pupils.

Special Offer to Teachers
6 months of HYGEIA and 2 booklets on SEX EDUCATION $1

Dr. Thurman B. Rice's recent HYGEIA series, "Sex Education for Parents," proved so widely popular that HYGEIA now offers to teachers a choice of any two of the five booklets on Sex Education written by Dr. Rice for children and young people. They include:
THE STORY OF LIFE—for boys and girls 10 years old.
IN TRAINING—for boys of high school age.
HOW LIFE GOES ON AND ON—for girls of high school age.
THE AGE OF ROMANCE—for those of college age or older.
THE VENEREAL DISEASES—for both sexes of college age and older.



NEA-10-34
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535 North Dearborn Street, Chicago.
Enclosed is $1.00 for your special offer of a 6 months' subscription to HYGEIA, the Health Magazine, with the two booklets checked.
☐ The Story of Life.
☐ In Training.
☐ How Life Goes On and On.
☐ The Age of Romance
☐ The Venereal Diseases.
Name_____
Address_____

[Cont. from page A-77]

capacity for the coming year. The Executive Board has secured as her Associate, in editing the magazine, Miss Frances McClelland, who will become a regular member of the headquarters staff of the office of the Association for Childhood Education in the National Education Association building in Washington, D. C.

In the coming elections, teachers should join ministers and other civic leaders to make sure that people of the highest integrity and ability are elected to public office regardless of party. The situation of the country is too critical for us to put affairs into the hands of anyone except the best qualified.

Iowa School Music Day was observed Sunday, August 26, 1934 at the Iowa state fair; the entire afternoon's program was given over to musical features. Included was a large parade of highschool bands, a demonstration of selected marching bands, a massed band concert, a chorus of three to four hundred members of highschool glee clubs, and the rural-school chorus numbering approximately 10,000 children. A goal of one hundred children's voices from each county in the state was set by the rural-school chorus committee.

The Kentucky Education Association has a membership of more than 16,000 teachers—3000 more than at any other time in its history. There are more than 17,000 teachers in the state. Teachers' salaries, in many instances, have been hardly enough to give teachers a bare subsistence. So the gain in membership in the state association has been made in spite of great obstacles.—From *Kentucky School Journal,* May 1934.

Tribute to Frederick Douglass—Negro children of the Washington, D. C. public schools, by voluntary contributions of one cent each, are raising funds to beautify the grounds of Frederick Douglass' home, Cedar Hill. Douglass will be remembered as the statesman who, born a slave, attained nationwide recognition for the contributions he made to the welfare of his race during the Civil War reconstruction period.

There is a growing tendency in children's periodicals and over the radio to encourage children to do and want things which would be contrary to the best judgment of their parents. Would it not be a good plan to systematically boycott products and firms which seek to come between children and their parents?

Dates to be remembered—
November 5-11—American Education Week.
November 11-17—Book Week.
November 29-30—National Council of Teachers of English will meet in Washington, D. C.

Federal Aid Packet—In response to the many inquiries which the National Education Association has been receiving from highschool students and teachers asking help in connection with the debate topic, "federal aid for education," the Division of Publications has prepared a special *Federal Aid Debate Packet.* It contains the best material the Association has produced in the past year or two on this subject which is of paramount interest at the present time. It also contains addresses and committee reports from the United States Congress and other materials. This packet may be secured for $1 from the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

A followup on school visiting—Elwood V. Hess, counselor of McClymonds High School, Oakland, California, and author of four articles on school counseling and home visiting in the 1933-34 JOURNAL, sent the following letter and questionnaire to graduate students of his school:

Health Education
Second Edition

A program for Public Schools and Teacher-Training Institutions

(A Better Textbook)

251 Pages

First published in 1924, reprinted several times since, and now revised and enlarged by the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

This report has been expanded from 164 pages to 251 pages. The subjects covered, as shown by the chapter heads, are the same as the original report but added space has been given to new developments. The references for teachers printed at the end of each chapter, together with the general bibliography at the end of the volume, have been thoroughly revised and will prove useful to teachers seeking up-to-date and authoritative information about the topics presented.

Paper bound, $1.25 each
Cloth bound, $1.75 each

Discounts as follows:

2 to 9 copies, 10 percent; 10 to 99 copies, 25 percent; 100 or more copies, 33 1/3 percent

Orders not accompanied by funds are subject to transportation charges

NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET
WASHINGTON, D. C.

AMERICAN MEDICAL ASSOCIATION
535 NO. DEARBORN STREET
CHICAGO, ILLINOIS

Just a few lines to assure you that McClymonds is still vitally interested in your welfare. As this is the beginning of the second year since you graduated from our school, I am wondering how you are getting along. Won't you just sit down and write me a few lines and while you are so doing will you answer these few questions for me? We are striving to give our students the best education possible and your frank, earnest answers will assist us in improving our work and will be of great benefit to me as a counselor. Don't hesitate to be frank. Best personal wishes for your future success and happiness. Elwood V. Hess, counselor.

[*The questions:* What two subjects have been of most value to you? Are you working? What vocation? Did your course in school aid you in your vocation? Do you feel that proper thought was given by your counselor to the type of work you followed? Did the visit to your home have any favorable attitude on *your* attitude toward the school? Did it have any actual influence upon you in any way? If so, what? Did the visit create a more favorable attitude in your parents toward McClymonds? Do you believe visits to the homes of my new group would be worthwhile?]

Testing candidates for Congress—The folowing letter is typical of the continuinl watchfulness of the National Education Association. It was sent to the eight hundred regional consultants of the Joint Commission on the Emergency in Education on September 1, along with the preprint of page 177 of this number of THE JOURNAL:

As this letter is written, the morning paper reports that only six Senators are in Washington. Practically all members of Congress, as well as many government officials, are back at home. In view of this situation, the Joint Commission on the Emergency in Education suggests that consultants and their friends just now have an unusually favorable opportunity to present the needs of the schools, as they concern the federal emergency aid for education, to Senators, Congressmen, and government officials. Every candidate for Congress should be interviewed to the end that he will understand the emergency needs of education in your state, and that he is committed to support necessary additional legislation in order that the needs of education may be adequately met.—John K. Norton, chairman, Joint Commission on the Emergency in Education.

Toward a personal philosophy of life—Readers who have followed THE JOURNAL of the National Education Association for several years frequently ask the editor for lists of books. The following titles from the editor's own library have been selected for those who seeek a philosophy of life and who wish to buy a few books to which they can turn again and again for guidance and inspiration. This list is also suitable for a short course in college. Most of the books make excellent presents for birthdays, commencements, or Christmas.

[*Cont. on page* A-80]

You may say

"OUCH"

Now.. but–

Wait Until You Get The Doctor and Hospital Bills . . .

It's bad enough to have the physical discomfort of sickness, but when to that is added the torture of financial worry, the burden is indeed a heavy one. Usual bills, plus those of the Doctor, Nurse and Hospital, pile up like "a mountain of debt." But if you are enrolled in the T. C. U., financial help comes quickly.

Every Year Bad Luck Hits 1 out of 5 Teachers

That's a frightful risk for any teacher to face alone. You really can't afford to do it. Even when you are well, it is worth so much to know that you are protected. But it is when sickness, accident or quarantine brings "rainy days" that your membership in T. C. U. is priceless. Read what this nation-wide organization of Teachers for Teachers has meant to others in times of need.

Nora E. Hackley, Warrensburg, Mo., writes: "Since this was the first time I had ever been where I could not go on with my work I began to worry how I would get my bills paid. The doctor reminded me if I did not quit worrying my wound would never heal. Then I remembered that I had a policy with the T. C. U. I wrote them and within a few days there came a letter with my check."

BE SAFE
Get under the T. C. U. Umbrella

Don't let thoughtlessness or delay defeat your good intentions. Even a day or a week of procrastination may cause you distressing worries and regrets. Why not act now?

Fill out and mail the Free Information Coupon today. There's no obligation whatever.

Teachers Casualty Underwriters
643 T. C. U. Building Lincoln, Nebr.

All these Benefits are Yours

$50 a Month when you are totally disabled by confining sickness.

$50 a Month when you are totally disabled by accidental injuries (including automobile accidents).

$11.67 a Week when you are quarantined and your salary has stopped.

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

20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

$333 to $1000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

Double these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

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

Policies paying larger benefits are also issued.

FREE INFORMATION COUPON

To the T. C. U., 643 T. C. U. Building, Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name_____

Address_____

(This coupon places the sender under no obligation)

Aids to Teaching in the Elementary School

THIRTEENTH YEARBOOK—1934

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

416 Pages *Price, $2.00*

1. It places direct emphasis upon the improvement of instruction.
2. It contains excellent descriptions of practices in the provision and use of aids in teaching.
3. It shows that aids may be integral parts of the learning process.

ORDER NOW

Department of Elementary School Principals

NATIONAL EDUCATION ASSOCIATION

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FREE
TO TEACHERS!

BYRD EXPEDITION MATERIAL FOR CLASSROOM WORK

HISTORY is now being made amid the snow and ice of the Antarctic! The adventures of Admiral Byrd and his men are being followed with the keenest interest in schools throughout America. And because of the educational value of this great venture, teachers are offered the following material, free—for use in classroom activities:

(1) A copy of an etching of Admiral Byrd (illustrated above)—by Walter Tittle, internationally known artist. (Pupils also may obtain a copy by sending one Grape-Nuts package top to "Grape-Nuts," Battle Creek, Michigan.)

(2) A copy of "History in the Making"—which gives helpful suggestions for classroom activities.

(3) A rotogravure newspaper containing pictures, and much detailed information about the expedition.

(4) An outline map of Antarctica, on special paper, which pupils can color with water colors or crayons.

(5) A poster for school bulletin boards, telling about the Byrd Expedition.

MAIL THE COUPON TODAY!

HEAR ADMIRAL BYRD broadcast from Little America! Every Wednesday at 10 P. M. (E. S. T.) Columbia Network. *SPONSORED BY GRAPE-NUTS—AMERICA'S FAVORITE BREAKFAST FOOD.*

N.E.A.—10-34

GRAPE-NUTS, BATTLE CREEK, MICH.

Please send me free Byrd Expedition Material for use in classroom work.

*Name*_____

*Address*_____

*City*_____ *State*_____

(This offer expires December 31, 1934)

[*Cont. from page* A-79]

There is not a title on the list that does not have genuine literary merit. The excellence of these books is not in their recency but in their lucid presentation of fundamental values. An unconquerable spirit—informed and disciplined according to its own ideals of excellence—is the surest security in a world of many uncertainties . . . Where several editions of the same work are available, a good inexpensive edition has been chosen. Starred items give a shorter selection. Readers are invited to send suggestions.

[1] *The Wholesome Personality; A Contribution to Mental Hygiene* by William H. Burnham. Appleton-Century Co., 35 W. 32 St., New York. 1932. $2.75.

*[2] *What Men Live By; Work, Play, Love, Worship* by William C. Cabot. Houghton Mifflin Co., 2 Park St., Boston. 1914. $1.50.

[3] *Essays* by Ralph Waldo Emerson. Riverside Library, Houghton Mifflin Co., 2 Park St., Boston. 1929. $1.

*[4] *Autobiography of Benjamin Franklin.* Modern Readers' Series, Macmillan Co., 60 Fifth Ave., New York. 1927. $1.25.

[5] *The Prophet* by Kahlil Gibran. Knopf Inc., 730 Fifth Ave., New York. 1923. $2.

[6] *Time to Live: Adventures in the Use of Leisure* by Gove Hambridge. McGraw-Hill Book Co., 330 W. 42 St., New York. 1933. $1.50.

[7] *In Plain Paths* by Elizabeth Hays. [Classified selections from the Bible.] Winston Co., 1006 Arch St., Philadelphia. 1930. $1.50.

*[8] *Constructive Citizenship* by L. P. Jacks. Harper & Bros., 49 E. 33 St., N. Y. 1928. $1.

[9] *Autobiography of a Philosopher* by George Herbert Palmer. Houghton Mifflin Co., 2 Park St., Boston. 1930. $2.

*[10] *The Philosophy of Loyalty* by Josiah Royce. Macmillan Co., 60 Fifth Ave., New York. 1909. $2.50.

[11] *Essays in Application* by Henry van Dyke. Scribners, 597 Fifth Ave., N. Y. 1913. $1.50.

*[12] *When a Man Comes to Himself* by Woodrow Wilson. Harper, 49 E. 33 St., N. Y. 1915. 75¢.

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The National Geographic Society, of Washington, D. C., announces that publication of its illustrated *Geographic News Bulletins* for teachers will be resumed early in October. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. These give timely information about boundary changes, geographic developments, new industries, costumes and customs, and world progress in other lands.

The Hawaii Education Association announces the selection of John W. Garrett, a teacher in the McKinley High School, as fulltime executive secretary of the Association. His selection was based on the outstanding work which he has done as president of the Oahu Teachers Association. This is the first fulltime secretary of the Hawaii association.

Is there an unemployed teacher or a young person preparing to be a teacher who would like to have your copy of THE JOURNAL when you are thru with it?

Encouraging reports—The following telegram arrived at headquarters just before this issue of THE JOURNAL went to press, "New London, Wisconsin, again joins national and state association 100 percent."

Helen T. Collins, a member of the budget committee of the National Education Association, reports that the teachers of East Haven, Connecticut, have a 100 percent membership in the Association.

L. W. Ellerbrook, principal of the Owensburg, Kentucky, schools, sends word that the Owensburg teachers have voted 100 percent membership in the National Education Association.

We are hoping to make our county teachers 100 percent members of the National Education Association.—Edward F. Overton, president, Bath County Education Association, Hot Springs, Virginia.

John T. Webner, of Washington, D. C., and Virginia, has been appointed General Secretary of the National Congress of Parents and Teachers, assuming his duties in the Washington office September 1. He brings to his new position wide experience as a teacher in the schools of Illinois, Michigan, Virginia, Washington, D. C., and Puerto Rico.

Have you ordered your supplies for American Education Week yet?

Educational implications of recent social trends will be reviewed in one of the early issues of the *Research Bulletin.* Social and economic statistics will be shown by the pictorial method developed by Dr. Neurath of Vienna. This style of graphic representation is still relatively new in America and will add much to the attractiveness of the bulletin. Primary sources of data and selected lists of educational publications will be used to suggest further reading. It is expected that the bulletin will not only be useful to teachers and school officials but also to highschool classes in the social studies. It will provide in convenient, brief form a résumé of the social facts and tendencies in the light of the educational program. The bulletin will contain about forty-eight pages of material and single copies will be sold for twenty-five cents each. For further information address the Research Division of the National Education Association.

A life of William H. Maxwell, president of the National Education Association, 1905, and superintendent of schools, New York City, from 1898 to 1918, has been prepared by Samuel P. Abelow. Copies of the book may be obtained from Mr. Abelow, Julia Richman High School, 317 East 67th Street, New York City, at $1.50 a copy.

The Journal is preparing a list of books of fiction featuring schools or teachers. Readers are invited to write the editor about their favorite novels or short stories in this field.

[*Cont. from page 190*]

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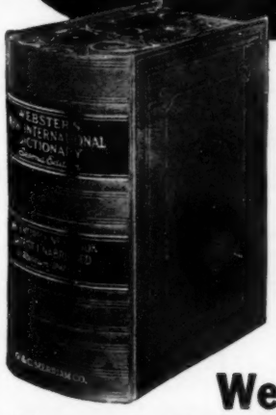

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