

JAN 1935

JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

•
*The Service of Sec-
retary J.W. Crabtree*

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*In Appreciation of
Outstanding Service*

•
*Secretary Willard
E. Givens*

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*My Pedagogic
Creed*

John Dewey

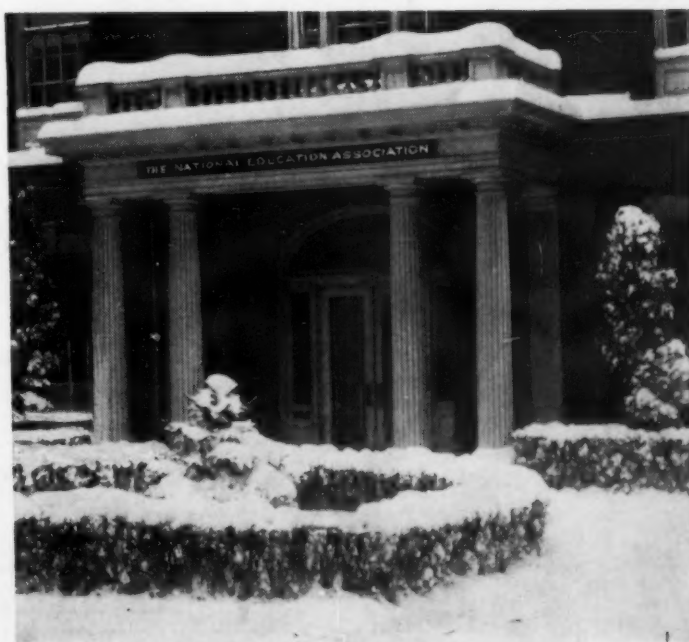
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*Schools of Cloister
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VOLUME 24

• **1935**

NUMBER 1



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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

January, 1935 Vol. 24, No. 1

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Secretary

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Between Editor and Reader

IT IS FITTING that this issue of THE JOURNAL should be dedicated to the man who more than any other has made the National Education Association what it is today. The Editor has known Mr. Crabtree for nearly thirty years and has worked with him intimately for more than fourteen. He has also followed the career of Mr. Givens, particularly during his wonderful service at Oakland. Members of the Association may take satisfaction that the significant work which Mr. Crabtree has achieved is to be continued under such an able and farsighted successor.

AS THE JOURNAL goes to press, the National Conference on State School Legislation and Longtime Educational Planning, sponsored by the Joint Commission on the Emergency in Education, is in session at National Education Association headquarters. The conference is well-planned, well-attended, and ably managed, thoroly worthy the standard which the Joint Commission has set for itself and the profession. In addition to general discussions and reports, the work of the conference is being carried on by committees.

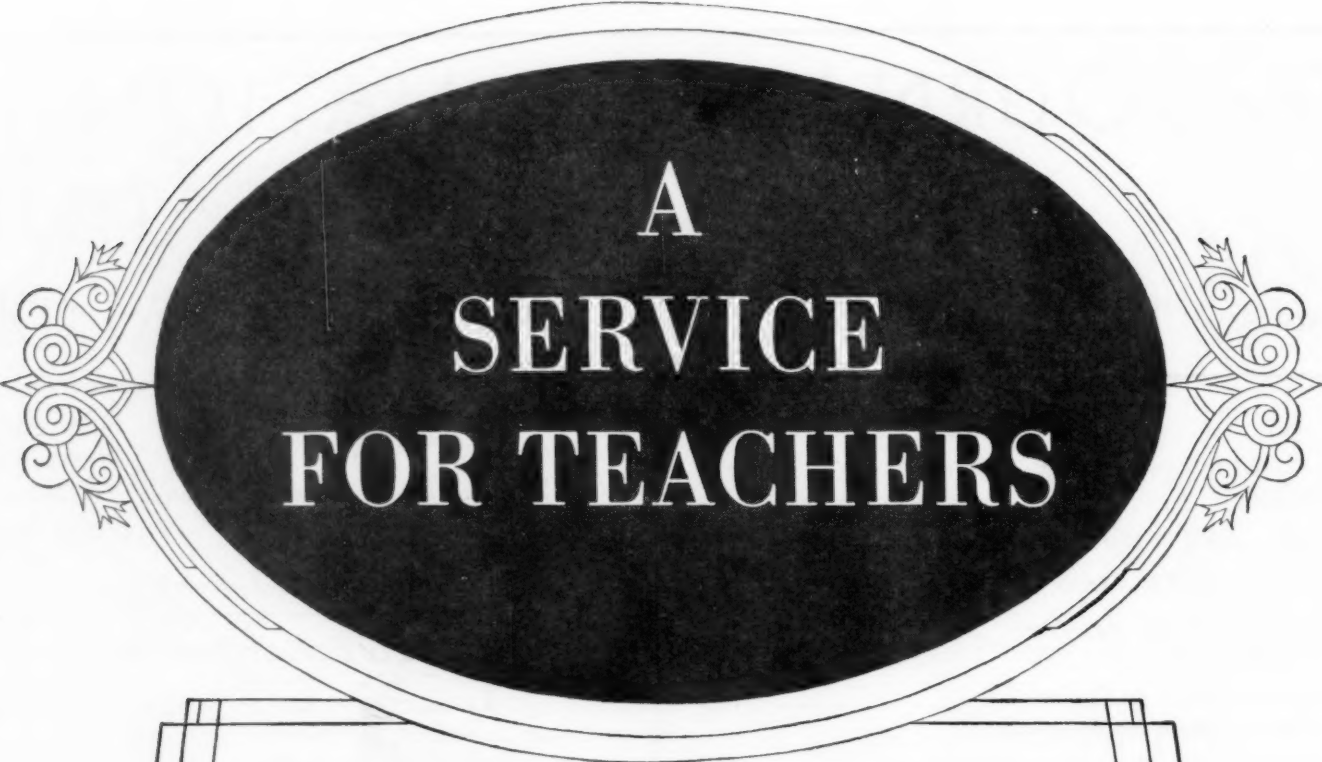
IN JANUARY 1935 the Association, under the leadership of President Smith, begins a policy which may well become as significant as the development of life memberships now is—the policy of enrolling seniors in teacher-educating institutions as members of the Association, thus giving them the use of THE JOURNAL during the last half of their senior year and the personal satisfaction of having a share in the work of the profession.

YOU MUST HAVE *either intelligence or spiritual faith to stand up against life. When you have both you can be a conqueror.*—Hugh Walpole.



The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to nonmembers is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address.

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M I M E O G R A P H

The Service of Secretary J. W. Crabtree

THE LIFE of J. W. Crabtree may be divided into several distinct phases. First, his boyhood and youth [1864-84] beginning in Scioto County, Ohio, and extending to western Nebraska as his parents moved on to new frontiers following the westward march of the railroads across the continent.

Second, his student days at Peru [1884-87]. At Peru he came under the influence of President McKenzie, a man of great vision and high ideals; and of President Farnum who brought to the young normal school at Peru the inspiration of Oswego—a pioneer institution in the special preparation of teachers.

Service to Nebraska schools—Third, the period when Mr. Crabtree served as teacher, principal, and superintendent of Nebraska schools [1887-97]. This period reached its climax at Beatrice where Mr. Crabtree left an outstanding record as principal of the highschool that is remembered to this day by older citizens of the community.

Fourth, his service as state high-school inspector for the University of Nebraska [1897-1904]. Those were years of great expansion in the highschools of the state, both in the number of schools and in enrolment. Mr. Crabtree was able to do much to lift the standards of the highschools on the one hand, and on the other to guide the university in taking a helpful attitude toward their development. He was also appointed to look after University measures before the state legislature during this period of expansion.

Pioneer work at Peru—The fifth period of Mr. Crabtree's life includes the presidency of the state normal school at Peru [1904-10]. Peru was the first of the normal schools in Nebraska. At the time Mr. Crabtree took charge of it, the school was small. The graduating class of 1904 numbered 45. Under his administration and leadership the school grew rapidly. The class of 1910 graduated 181.

Here was a record of building that compared with the great work which Homer H. Seerley was doing at Cedar Falls, Iowa. It included recruiting stu-



TO J. W. CRABTREE, secretary of the National Education Association 1917-1934, friend of children, leader among teachers, champion of the free public schools, and pioneer builder of professional organization, this issue of THE JOURNAL of the National Education Association is dedicated in recognition of his outstanding service to the Association and to American education.

dents and faculty, developing the curriculum, getting support from the legislature, improving the library, developing a school plant, creating a demand among schoolboards for a new type of teacher, and working out new relations with colleges and universities.

The state superintendency—This service at Peru was cut short by a political overturn. The legislature had created a new board of education to take charge of the normal schools hoping thereby to remove them from politics. After a period of months the supreme court declared the law unconstitutional because of a technicality, thus turning the schools back into the hands of the old board which expressed its resentment by making changes in the institutions. Mr. Crabtree was immediately vindicated at the

hands of the people and elected state superintendent of schools by an overwhelming vote.

This sixth period [1910-11] was a brief service which set in motion many important reforms before Mr. Crabtree resigned to accept an opportunity which appealed to him more.

Service to Wisconsin education—Mr. Crabtree was drawn to Wisconsin to become president of the state teachers college at River Falls. During this seventh phase of his life [1911-17] he repeated the record of building which he had made at Peru, concentrating especially on the preparation of teachers for rural schools. He took charge of the smallest of the Wisconsin teachers colleges and built up its service and prestige to a point where, excepting only the school at Milwaukee, it was the largest of Wisconsin's ten teachers colleges.

Beginning the secretaryship—In 1917 Mr. Crabtree began the eighth and most significant phase of his remarkable career—the secretaryship of the National Education Association. The opportunity at that time would not have seemed attractive to most schoolmen, but Mr. Crabtree's keen foresight must have sensed the possibilities. Between 1917 and 1934 the secretaryship of the National Education Association has become the foremost educational opportunity in the United States.

The earlier years of Mr. Crabtree's life which have here been briefly outlined were an admirable preparation for his work as secretary. There had been a solid foundation of experience in almost every phase of educational activity. He had been president of the Nebraska State Teachers Association, and secretary of the Department of Normal Schools of the National Education Association. He had served as treasurer of the NEA.

It is not possible to give here the full record of the years [1917-34] during which the Association has grown from fewer than 8000 to more than 200,000 active members. It would take several volumes to cover those critical years. Mr. Crabtree's annual reports as they appear

in the *Proceedings* are a record of Association problems year by year.

Mr. Crabtree would be the last to claim credit for the achievements of the National Education Association. It has been his habit of life to keep in the background and to let the credit go to others. It is my purpose here to note briefly the expansion in the Association which has taken place during the nearly 18 years of Mr. Crabtree's service, an expansion to which many thousands of America's best men and women have contributed, glad to give themselves to a cause so inspiringly led.

Establishing national headquarters—The year 1917 when its headquarters were moved to Washington and permanently established there, marks the great turning point in the life of the National Education Association. With that event it became in a new sense national—in outlook, influence, and in its contacts with the national life.

This was in keeping with the aspiration which led originally to the founding of the Association. It had been established in 1857 in Philadelphia in the hope that by using the schools to build up a national outlook, the war clouds of disunion could be driven away.

The early program of service—Between 1857 and 1917 the Association had grown slowly at first, more rapidly in the 90s and the early 1900s. During those years it had performed four major functions: Thru its annual conventions it had served as a training school for educational leadership, promoting personal acquaintance and friendship on a nationwide scale. Its growing shelf of *Proceedings* served as a record and clearinghouse of educational thought. Its committees were working on fundamental problems of teacher welfare, the relations between highschools and colleges, and the content of the curriculum. Its major departments were performing similar services for the various special groups.

But the Association had hardly kept pace with the growth of the country, nor was it sufficiently related to the state and local organizations of teachers. The move to Washington laid the foundation for a new epoch of growth.

The first Representative Assembly—Until 1920 the business of the Association had been conducted by its annual conventions. Since the attendance at these conventions was concentrated largely in the area around the convention city, they were not representative of the country as a whole. In 1920 a change in the bylaws created the Representative

Assembly composed of delegates from local and state associations. The first Representative Assembly was to meet at Des Moines in 1921. All the plans for its organization and conduct of its business had to be worked out.

The year 1920 was a critical year in the life of the Association. There had been some friction in getting the new plans adopted and there was some question as to whether the state and local associations would respond to the new order. It was here that the diplomatic genius of Mr. Crabtree helped to keep the Association on an even keel.

Mr. Crabtree has been characterized as the educational Abraham Lincoln. The parallel can be carried even further to suggest that perhaps his greatest service is the preservation of the educational union during the period when divisive forces might easily have weakened the effectiveness of the educational group.

Establishing the permanent home—1920 marked another important step in the Association's growth. During its first years in Washington, the headquarters had been in a rented property at 1400 Massachusetts Avenue, a small building which at the time housed both the offices and the secretary's family.

In 1920 the Association bought a fine colonial residence at 1201 Sixteenth Street as its headquarters. The staff was still so small that there was then room in this building for the Swedish legation and for a small apartment which became the editor's home for several years. The officers considered the purchase of this permanent home with the utmost seriousness. Could the Association afford it? Was it in the right location?

Expanding the headquarters staff—It took faith and courage to commit the smaller Association of that day to an enterprise so farreaching. The rapid growth of the following years, the building up of the Association's divisions of publications, research, business, field service, administration, and classroom service soon filled and overflowed the original headquarters property and created the necessity for the addition on M street which was erected in 1931.

The enlistment of the profession—But the house however fine, is merely the symbol of the Association itself. The Association is not a building, a headquarters staff, or any group of officers or departments. It is a body of teachers, of members with ideals and purposes and a habit of participation in a common task. It is at these points that Mr. Crabtree's service has been most sustained.

His dream for the teaching profession has been well expressed in one of his own slogans: 100 percent enlistment in local, state, and national associations with every teacher at work on the problems of the profession.

The spirit of professional leadership—Mr. Crabtree has a deep conviction that if every teacher would resolve to take an active part, there would be a tremendous advance in the profession and in the life of the nation. He has been more concerned with the purpose and the spirit than with the details of the plan. Year after year he has labored to build up the membership and the sense of personal responsibility and opportunity.

Launching the Life Membership—I well remember the year when Mr. Crabtree made the first effort to establish the Life Membership. There were objections and delays. For a time it looked as tho the plan might have to be given up. But Mr. Crabtree held on and in 1921 the Life Membership got under way. Today it is one of the outstanding features of the Association's life. It made possible the new Association headquarters and is helping to build up a much needed permanent fund; it has drawn together into this new fellowship more than 5280 of the more permanent members of the profession.

Uniting the departments—This period of service has also been marked by the growth of activities among the Association's departments. During the years preceding 1920 there had developed some tension between the large Department of Superintendence and the parent Association. There was some threat of a development in the United States which would arraign the teachers and the administrators in antagonistic groups as in some European countries.

The adjustment of these differences required patience and diplomacy on both sides, and marks one of the great achievements of professional organization in America. During the years since 1921 the Association under Mr. Crabtree and the Department of Superintendence under Secretary S. D. Shankland have worked in close harmony, cooperating in convention activities, research, and publications.

The year 1921 also marked the beginning of the Department of Elementary School Principals, now one of the major departments of the Association with its own staff and an outstanding service.

The rapid building of membership and of the committee work of the Association which took place during 1917, 1918, and 1919 laid the foundation for the impor-

tant work which the Association was to do in the early twenties.

The Association and the war period—The war had seriously affected the schools. The vast taxing program of the federal government had reached into the sources from which local and state school funds were drawn. The stoppage of school building during the war had left a growing school system badly housed. Young men had been drained out of the schools into the armies. Young women had been drained out of the schools into the clerical activities of the government. Salaries of teachers remaining in the schools had not advanced to keep pace with the postwar inflation.

The entire educational structure was threatened with arrested development. The Association began gathering data, arousing public sentiment, and taking the lead in interpreting the situation and in formulating programs to correct it.

Its efforts in this direction were tremendously effective. The campaign was taken up by leading national periodicals. A wave of school building such as the world had not seen swept over the country. Literally thousands of schools adopted progressive salary schedules lifting the position of the teacher to new levels and providing standards which in many cases have survived even the collapse of the last few years.

Growth of state and local associations—The growth of the National Education Association was paralleled by rapid growth of the state and local education associations, encouraged by the activities of the national group and in their turn helping to build up the national movement. One state association after another followed the national in adopting the plan of a fulltime secretary. They followed the plan of establishing their own journals so that this period marks the rise of associational journalism.

The NEA as a formative force—Along with the work of building up the Association and the state and local groups, and the gathering of data on teacher status, went a national program of legislation including federal aid and the movement to establish a federal department of education with a secretary in the President's cabinet. While the cabinet position has not yet been established nor has the goal of adequate federal aid been realized, the nationwide campaigns had a wholesome influence on the thinking of our country. All who are familiar with these critical years know that had the program as worked out by the Commission on the Emergency in

Education under the able chairmanship of Dr. George D. Strayer been put into effect in 1918 and carried on into the 1920's the educational situation would not be what it is today.

During the years of so-called prosperity the Association was improving its work and extending it, perfecting *THE JOURNAL*, developing the departments, carrying on research, and particularly widening its contacts with the lay public. Had it not been for these widened contacts with the public and the close association formed with great civic and lay groups when times seemed fairly good, the collapse of the schools would have been even greater than it has been during the past few years.

In 1929 it was assumed that the crisis would be of short duration. But as the months and years rolled by, the profoundness of the change taking place in American life became more apparent.

Here was a new crisis graver even than the period of the World War. What should the Association do about it? Again the best leaders were called in for counsel and study. Again the Association and its great Department of Superintendence combined their forces in the Joint Commission on the Emergency in Education which, under the chairmanship of Dr. John K. Norton, has rallied the professional and lay groups of the nation and has guided their strategy in safeguarding and making plans for the future of the schools.

Policies of democratic leadership—In his administration of the Association, Secretary Crabtree has had some fundamental elements of policy to which he has consistently held:

First, *democracy in education*; the idea that educational policy should depend upon the rightness of ideas and upon established facts rather than upon sheer authority, and that in determining policies, every member of the profession should contribute.

Second, *teacher participation*; the idea that by working on their problems and having a share in determining policies teachers would enjoy a larger satisfaction in their service.

Third, *complete enrolment of the profession*; the belief that if the more far-sighted teachers, principals, and superintendents would attach importance to the matter of professional organization, all teachers would be so aroused and awakened that they would gladly give support to professional organization.

Fourth, *faith in interpretation*; the belief that in bringing about changes it

is better to depend upon goodwill, interpretation, and cooperation than to resort to force or unreasonable pressure.

Fifth, *the autonomy of the Association's departments*; the belief that each department should be in charge of its own affairs and should move forward as far as its own experience and leadership are able to carry it.

Sixth, *the autonomy of the states*; the belief that the state education association, like the state itself, has a sovereignty of its own and should be looked to for leadership in matters concerning education within the state.

Seventh, *the development of committees* to work on the Association's problems and represent the entire country.

Eighth, *the development of the headquarters staff as a service agency* responsible to the Representative Assembly and the profession as a whole.

A lifetime of prophetic leadership

—Mr. Crabtree has always had a deep interest in the classroom teacher. He is by nature a great commoner with a deep love of people and a clear understanding of their interests and needs. He has always been concerned with the efforts to improve the salaries and status of teachers and in his leadership of Association policy he has placed great emphasis on efforts in this direction. In the development of the headquarters staff, he has sought to exemplify those professional practices which the Association advocates for teachers everywhere, so that the headquarters stands today as one of the best examples in the country of good practice in the matter of salaries, retirement, and freedom of expression.

The personal qualities which have accounted for Mr. Crabtree's success are the typical virtues of the American pioneer. His daily habits are marked by simplicity, modesty, and patience. His flexibility of mind is greater even today than that of most young men. He has an immense capacity for friendship and a loyalty to the purposes and plans of the Association which he has always put above any personal wish of his own.

The Association as Mr. Crabtree leaves it is in fine financial condition. He passes on to his successor an organization ready to take up the new and even larger responsibilities of the years ahead. Mr. Crabtree leaves his work as secretary strong, hearty, and happy, with confidence in the Association, with faith in the ability of the man who is to succeed him, with readiness to be of service in any way that he can in his new relation to the Association.—Joy Elmer Morgan.

In Appreciation of Outstanding Service

JAMES WILLIAM CRABTREE has served well the teachers of America. To the office of secretary of the National Education Association he brought a rich experience gained as teacher in rural schools and state university, as principal and superintendent, as highschool inspector, and president of normal schools. His experience as pupil and teacher gave him intimate acquaintance with Ohio, Nebraska, and Wisconsin. He knew the heart of America. Under his leadership the Association has grown in power and prestige. Thru the recent difficult years he has guided it wisely. He retires with the gratitude of the teaching profession.—**Frank Pierrepont Graves**, commissioner of education, New York.

IBECAME acquainted with Mr. Crabtree sixteen years ago while serving the Red Cross here in Washington. The Association was then so small in number that its national offices were housed in two or three rooms. Now the dignified and spacious headquarters building which Mr. Crabtree conceived and executed together with his efficient staff of assistants is a living example of his vision of the possibilities of professional organization.—**John W. Studebaker**, U. S. Commissioner of Education.

MR. JAMES W. CRABTREE is a gentleman. Anyone who seeks to discover the source of his success as secretary of the National Education Association covering its great period of development, must begin with that element of his nature. In all his manifold relations to officers and members of the Association, this kindness, this old-fashioned courtesy, this "sweet reasonableness" constitutes the source of his remarkable efficiency. There was no straight-armed dictatorship, no exaltation of personal pride, no beating of a bass drum.—**Francis G. Blair**, state superintendent of instruction, Illinois; NEA past president, 1927.

THE PROFESSION OWES to Mr. Crabtree more than to anyone else the building of our great National Education Association. Teachers thruout the land recognize him as their friend. All who know him and his work for the profession recognize his devotion to the realization of our greatest American ideal—equality of

WHEREAS—After many years of faithful and fruitful service, Secretary J. W. Crabtree has passed the retirement age, be it therefore

RESOLVED—That the Board of Trustees of the National Education Association with great regret accept the resignation of Secretary J. W. Crabtree effective January 1, 1935, and that they individually and collectively express their appreciation of his splendid services and courageous leadership which have resulted in carrying the cause of education in the United States to undreamed-of heights. That the National Education Association is now the largest professional organization in the world is due in large part to the leadership of Secretary Crabtree.

BE IT FURTHER RESOLVED—That the Board of Trustees of the National Education Association extend to Secretary Crabtree our best wishes for the future and the hope that his invaluable advice and counsel will be available to the Association for many years to come.—Washington, D. C., November 10, 1934.

JOSEPH H. SAUNDERS, chairman
J. M. GWINN
EDGAR G. DOUDNA
A. L. WHITTENBERG
HENRY LESTER SMITH

opportunity thru education. He has consistently and fearlessly fought for the development and improvement of public education thruout the United States.—**George D. Strayer**, Teachers College, Columbia University; NEA past president, 1919.

THERE ARE very few names of our time that will stand out more brilliantly in education than that of Dr. J. W. Crabtree. With a background of distinguished service in the schools of Nebraska, he came to the secretaryship of the National Education Association, and in that office has rendered a service of national significance. His efforts in behalf of public education have borne fruit in every state of the Union. Indeed, it would be no exaggeration to say that there is no public school anywhere in America that has not in some measure had the benefit of his devoted service. Kind, sympathetic, with deep human understanding, he has been incapable of conceiving or harboring personal ill will toward any who might oppose his point of view, yet he has been

militant and aggressive whenever the fundamental principles of democratic education have been assailed. The teachers of America, whether members or not of the National Education Association, are in his debt.—**Payson Smith**, commissioner of education, Massachusetts.

IN THE RETIREMENT of Dr. J. W. Crabtree as secretary of the National Education Association, the nation loses from active participation in educational work one of its most outstanding educators and school executives. During a long and active life as instructor, college president, and for many years as secretary of the Association, Dr. Crabtree achieved enviable position in his chosen field and rendered service of inestimable value to the cause of education.—**Arthur Capper**, United States Senator from Kansas.

DANIEL WEBSTER said of Alexander Hamilton, "He touched the dead corpse of the public credit and it sprang into newness of life; he smote the rock of the national resources and abundant streams of revenue gushed forth." So Secretary Crabtree for the National Education Association. Further, thru his labors a staff in the beautiful headquarters building serves most effectively both the professional needs of education and the human needs of the members. As he steps from its leadership the Association stands secure in cooperative friendship with other great altruistic national organizations and high in the esteem of the public.—**Carroll G. Pearse**, NEA past president, 1912.

ON THE OCCASION of Mr. Crabtree's retirement as secretary of the National Education Association it is only simple justice to say that his splendid achievements in the advancement of a great profession place him among the outstanding leaders of his generation.—**William C. Bagley**, Teachers College, Columbia University.

[So many fine tributes in appreciation of Mr. Crabtree and his outstanding service to American education have come to THE JOURNAL that they would fill many pages. They come from every state in the Union and from every branch of the profession. Other tributes will be published in a later issue.]

Secretary Willard E. Givens

IN ELECTING the secretary—a duty with which it is charged in the charter—the Board of Trustees of the National Education Association has fulfilled the highest responsibilities of trusteeship and has met the best traditions of the educational service by selecting a man of outstanding ability on the sole basis of personal fitness to do a particular piece of work. Willard E. Givens comes into the new work at the prime of life. He has the good wishes of the entire profession. His election has been received with enthusiasm thruout the country. The classroom teachers feel that here is a man who can be counted on to work for democracy in the profession and for improved teacher status. The superintendents rejoice that they are to have the leadership of a man in whom they have confidence.

The following extract from a letter from Superintendent A. J. Stoddard of Providence, R. I. is typical: "We are all delighted with the choice of Mr. Givens as Mr. Crabtree's successor. Superintendent Givens was a member of the 1933 Yearbook Commission of which I was chairman and I came to appreciate his ability. I like him personally and respect him very highly from a professional standpoint. He is to assume a most important, if not *the* most important, position in our whole profession."

Dr. John K. Norton, chairman of the Joint Commission on the Emergency in Education, writes: "Willard E. Givens has served with outstanding distinction as classroom teacher and executive at every public-school level. His innate competence, broad experience, fine personality, and solid integrity will permit him to render a great service as leader of the National Education Association. He will lift professional organization to a new level of service and dignity. His appointment is the most important educational event of a decade."

The broad experience to which Dr. Norton refers covers an unusually important period in the history of education and of the nation. After graduation from Indiana University in 1913, Mr. Givens received a master's degree from



WILLARD E. GIVENS, who on January 1 succeeded J. W. Crabtree as secretary of the National Education Association.

Columbia University in political science in 1915 and a diploma from the Union Theological Seminary the following year. He had completed two years of work on his doctor's degree when the United States entered the World War.

During the war Mr. Givens was instructor in the officers training school at Mare Island, California. Transferred to Hawaii as director of educational work for the army and navy post, Mr. Givens remained in Honolulu at the close of the war as principal of a high school.

In 1921 he returned to Oakland as a junior highschool principal, but was recalled to Honolulu again in a year as principal of a private school and later became superintendent of public instruction of the Hawaiian Islands. In 1925 he returned to Oakland to the assistant superintendency of schools and in 1927 became superintendent of San Diego schools. One year there, and he returned again to Oakland as superintendent of schools.

During his six and a half years as superintendent of Oakland schools, Mr. Givens has been active in the civic life of the community—as chairman of the community chest; vicepresident of the YMCA; and a member of the board of directors of the Boy Scouts, Salvation Army, and Pacific Coast Protective Society.

Mr. Givens as president of the California State Teachers Association for three years and as chairman of the association's legislative committee, has led the teachers and laymen of the state in a successful campaign to maintain adequate support for the schools.

For two years Mr. Givens served as NEA state director from Hawaii—a significant fact when one recalls the unflinching loyalty of Hawaii's teachers, who have maintained a percentage of NEA membership much higher than any other state or territory—at times greater than the number of teachers in the schools. Mr. Givens has also served as NEA state director from California, as a member of the Association's Committee on Social-Economic Goals for America, and on other important committees.

Mr. Givens is coming to the secretaryship at a critical time in educational history. There are many problems ahead of professional organization. Great numbers of teachers have yet to be aroused to work on their problems and to make sacrifices on behalf of the common cause. The task of school finance is extremely difficult and is certain to continue so.

Secondary education is in process of rapid reorganization. Seven million young people between sixteen and twenty-five years of age are without schools or jobs. Adult education is a pressing need. Education for leisure and a new emphasis on character and personal development are to be worked out.

Over and beyond these problems lies the positive task of building up in America a new culture worthy of the national traditions and of the new resources which are now available.

The new secretary is well qualified by training, experience, and social outlook to give a leadership to the best forces in American life.—J. E. M.

An Evening with the Magazines

FROM A SCHOOLTEACHER'S NOTEBOOK—Mrs. Jeanie M. Frank, after thirty years of teaching, is wishing that she might have had “a little larger understanding” of her pupils. But her reminiscences in the December *American Magazine* reveal no lack of sympathetic insight into the human needs of both pupils and teachers. Here are two leaves from her notebook:

I had been going strong on moral values of good literature. To my class I cited a youth in California who had written me that my guidance in reading had meant much to him. There was dead silence. Then one impulsive youngster spoke up:

“If you mean Jack Adams, I wouldn’t say much about it, if I were you.”

“Why not?” I asked.

“Why, he’s in the penitentiary at San Quentin for embezzlement.”

I said nothing more to the class. But in my heart I was glad. True, teachers and parents and friends had failed to save Jack Adams. But, at least, I had given him good companions to share his solitude—books! There was some consolation for me. . . .

Another note . . . a returned pupil, a man now, successful, high in human affairs. He had forgotten most of Pericles, parsing, Euclid. From my classes he remembered only one thing, a chance remark, which had nothing to do with the lesson.

He told me that I had said, “Take stock of yourself as soon as you think you can with profit. Decide what you can do, then plan for it and go ahead.”

I do not remember having said it. He said it was the first important advice he had heard. . . . Everything a teacher says or does in the classroom is remembered—for good or ill—by some child. It is so important for a teacher to be conscious and deliberate. . . .

Mrs. Frank has come to believe that the schools emphasize school marks too much. On this theme she comments:

“Grades! How ridiculous to measure human beings by numbers. School grades do not necessarily indicate a child’s intelligence, originality, or adaptability. Thomas Edison’s marks almost put him in the dunce class.

“If I can teach my pupils that a grade is secondary to the satisfaction of curiosity, I shall feel that I have helped defeat a stupid tradition. . . . A child may fail in Latin. But if the Latin teacher understands human beings, the child may succeed in the Latin class while failing in Latin. . . .”

Integration in the Liberal College—The liberal-arts college, overrun with students, dazzled by university specialization, badgered by standardizing agencies, needs a new centralizing purpose, says Harry Woodburn Chase, chancellor of New York University. Writing in the November *American Mercury*, he proposes a new theme for the liberal-arts college curriculum:

“Economics, modern history, sociology, philosophy, basic ideas about the natural sciences, some knowledge of the fine arts, are today a far more necessary part of the equipment of the cultured layman than is the merely formal study of languages and mathematics. . . . The idea that liberal education should be a unity, based on some coherent philosophy of life, has become obscured. Once it was a unity, centered about the classics. It gave to a few a type of culture that marked them off as a class apart. Now it must unify itself again, not about the classical cultures, but about the problems of contemporary life.”

Blundering Toward Citizenship—“Why does the level of our citizenship rise so slowly?” asks Charles H. Seaver, in the December *Forum*. Mr. Seaver, once a teacher and now a writer of textbooks, says that education for citizenship should include “[1] information as to the background of citizenship—how our community life and social institutions have developed; [2] understanding of present realities in human relationships in which we function as citizens; and [3] cultivation of habits, attitudes, and ideals that will be socially useful in the world of tomorrow where the pupils’ citizenship will lie.”

The schools are required by the public to be very cautious in dealing with both the first and the second of these objectives. Historical backgrounds and present civic relationships must be subjected, in many communities, to traditional rather than realistic treatment.

“We shrink from the exposure of reality to our children. . . . We are disturbed if they are brought into too close touch with defects in our institutions or conflicts in our society.”

In dealing with the third aim, the “cultivation of habits, attitudes, and ideals that will be socially useful,” one school of thought “would mold the coming generation in the thought pattern of the classes that have long exercised political and social control. . . . Another group . . . would not be content with rooting out of the schools the type of indoctrination just described, but would substitute another type by teaching ‘the principles of a new social order.’ . . .

“A third school of thought . . . believes that we can—within the limits of the means and circumstances of instruction—give the coming generation knowledge of the elements, realities, forces, and ideas of the modern world; and that we can even lead it to the frontiers of current social thinking to examine the horizon. At the same time we can develop skill in acquiring, analyzing, and interpreting information, and in building up habits, attitudes, and general ideals suitable to a changing civilization, whatever may be the outcome of present trends.”

Every Tenth Pupil—Negro illiteracy has been lowered from 95 percent in 1865 to less than 20 in 1930, in spite of great difficulties which face the Negro schools. Edwin R. Embree, president of the Rosenwald Fund, reviews in the November *Survey Graphic* certain problems in Negro education.

“America as a whole spends an average of \$99 a year on every pupil enrolled in school; the South [which is poor compared to the rest of the nation] spends \$44.31 per white pupil and \$12.57 per Negro pupil. The Negro pupil receives in public support of his education about one-fourth that of the southern white child and less than one-eighth that of the average pupil in the nation as a whole. . . . As Booker T. Washington used to say, ‘It is too great a compliment to the Negro to suppose he can learn seven times as easily as his white neighbor.’”

—Hazel Davis, Educational Research Service, NEA.

Schools of Cloister and Castle



An initial from the Charlemagne Bible

SCHOOL boys and girls usually study about the decline of the Roman Empire, the invasions of the barbarians, and the dark days and years which followed these events. Have you ever wondered what happened to children and schools during those troubled times when "fighting was the chief industry"? Did the Roman schools remain unaltered during these centuries of conflict? Hardly, for education in any period tends to reflect surrounding conditions. In order to trace the development of schools thru the Middle Ages and the Renaissance, we must know what was happening all around them. As we saw in an earlier article, Rome had become a powerful protector of culture and education. But after many years the Roman Empire began to show signs of weakness and decay. Many factors have been mentioned as contributing to the decline of this great civilization—floods, famines, disease, the concentration of wealth, decline in agriculture, the inroads of the barbarians, and the dissatisfaction of many people with the Roman government. A wealthy aristocracy, cruel, ignorant, and superstitious, controlled the Empire; slaves were brought into Rome to do the hard work; mobs rioted and idled in the city streets. Often the common people were subjected to cruel and unjust treatment.

Among those who protested most vigorously against the injustices of the Roman government were the Christians. These people, believing all men equal in the sight of God, held that even a slave had rights which an emperor must respect. Such radical ideas astounded the rulers of Rome and brought about fearful persecutions of the Christians. But the justice of their demands drew to the Christians loyal supporters in great numbers. Finally the resistance of these humble people became a mighty force even for Roman Emperors to reckon with.

While these internal troubles were agitating Rome, the Germanic peoples on the border pressed their way south and west. As the process of decay advanced in the crumbling empire, they met with less and less resistance. Finally they captured Rome and became its rulers. This

we generally call the "fall" of the Roman Empire, but it is more nearly correct to say that it was a change in which "institutions and customs already existing were brought under the influence of a new ideal, not broken up to be made over again or replaced by new ones."

While exact dates cannot be given for the beginning or end of any historical epoch, it is convenient to speak of the Middle Ages as a period extending roughly a thousand years beyond the fall of the Roman Empire—say from the beginning of the fifth to the end of the fifteenth centuries A. D. But human development did not stand still for ten centuries, and so historians frequently divide the Middle Ages into several broad phases. The first half of the period is often spoken of as the Dark Ages because of the distinct slowing up of intellectual progress while conflicts and struggles for power resulted from lack of organized government. Then followed the Middle Ages proper, a period which marks the time when the Christian Church, at last victorious over her barbaric enemies, succeeded to the power which had once been the boast of old Rome, and established an empire of her own. Under the rule of the Church great universities and schools were founded. The later years of the Middle Ages were characterized by the growth of trading

centers, the extension of travel, and the first questionings of the supreme authority of the Church. In the field of learning there was a restlessness among students and a growing dissatisfaction with the dictates of the Church. Students sought for more learning among the ancient writings. All these activities paved the way for the Renaissance, the period of history when the pursuit of knowledge became the Great Adventure.

It will help us to understand the contributions to education of this thousand-year period as a whole if we think of it in terms of what was happening, not only to Rome, but to other nations at the same time. For the Middle Ages brought together many widely differing groups of people—unfortunately, usually in conflict. East fought with West and North with South; Christians fought with Saracens; Romans, with barbarians; and the barbarians waged eternal petty combat among their own tribes. Of course, each conflicting group was entirely convinced that its own way of life was the only right one and regarded all opposition as cause for battle. In this fierce contention the culture slowly accumulated by long ages of human experience was in grave danger of being lost entirely. Indeed, the learning which remained for future generations consisted of fragments salvaged from many terrific combats. But as years lengthened into centuries, some of the old antagonisms died out and each group found that it had been learning from its neighbors. Thus, knowledge which had developed in isolated groups slowly became the common possession of all. So while we think, generally, of the Middle Ages as a time of intolerance, ignorance, superstition, and suffering, we may remember that it was a time of assimilation and learning as well—a time when the knowledge, traditions, beliefs, and customs of Greek, Roman, Goth, and Saracen became interwoven into a great, colorful tapestry of human ways and human wisdom.

However, the time which elapsed between the collapse of Roman power and the established rule of the Church was a period of great confusion. It was long called the "Dark Ages" but this term does not mean that no progress or advancement in learning was made at this time. These unsettled, tempestuous years laid the foundation for future progress; but, as compared with the ages which preceded it and followed it, this period



By permission of the publishers, L.C. Page & Co., Boston

THIS little Saxon boy is learning to copy and illuminate manuscripts in an abbey school.

advanced more slowly than either. While a few brilliant thinkers extended the horizons of thought in new directions, the losses from the older established culture were immense.

After these many years of conflict and intolerance, there came a time when learning beyond the mere rudiments possessed by a few people seemed to have vanished from the continent of Europe. Trade and travel were neglected. Constructive exchanges of ideas decreased. Ignorance and credulity were common. One historian says, "The medieval mind was ready to believe anything and everything—especially if there were any kind of written evidence for it." The occasional daring traveler brought back with him tall tales, with which to regale his stay-at-home neighbors. Cosmos, a great traveler of about 550 A. D., wrote the *Christian Topography* in which he describes the Indian ox:

This wild ox is a large animal, and from it is got what is called toupha [i. e., a chowry or fly-flapper] with which commanders of armies decorate their horses and banners when taking the field. If his tail, it is said, catches in a tree, he does not seek to move it off, having a strong aversion from losing even a single hair of his tail. So the people of the place come out and cut off his tail, and then the beast, having lost it all makes his escape. Such is the nature of this animal.

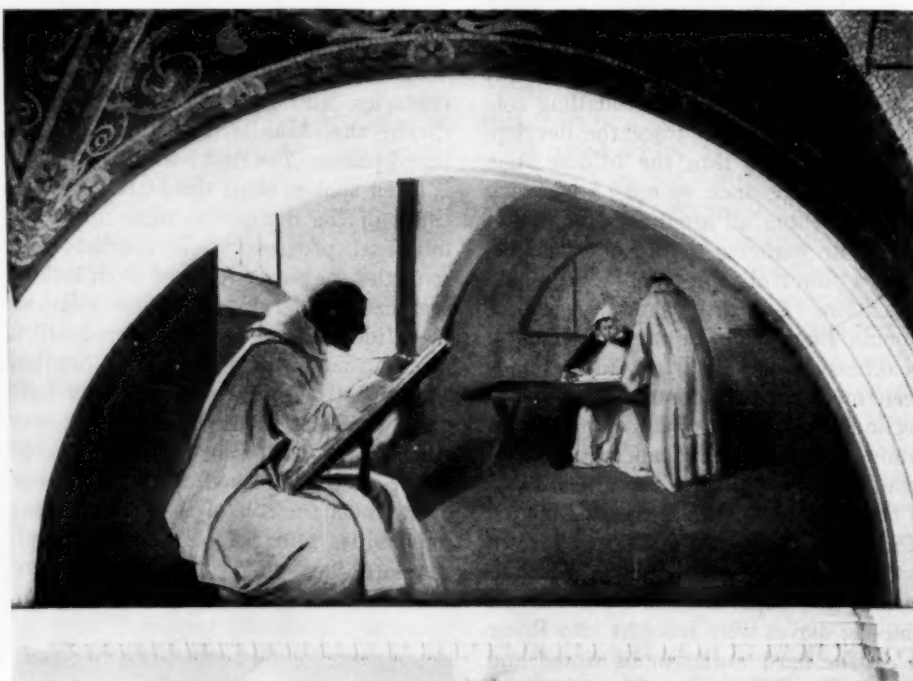
This sounds foolish or funny to us; it was not so intended. Stories even more fanciful than this were soberly accepted by most people.

About the time civilization seemed to reach its lowest ebb, there came a brief revival of learning under the reign of Charlemagne, King of the Franks. Altho this king was himself untutored, he saw that more knowledge was needed if his kingdom were to endure. He determined to find a scholar to restore learning to his people. There was a great scholar named Alcuin at York in the British Isles whom he hoped to persuade to come to his court at Aachen and take charge of the work of educating his people. Alcuin had charge of the library at York—an important post, for this library was considered a prodigious collection. It probably contained only a few hundred books, but it "embraced substantially the whole of whatever learning there was." Alcuin responded to the king's request. He came to the court of Charlemagne in 782 and stayed there fourteen years devoting himself faithfully to the advancement of learning. First, he established a school in the palace itself. Charlemagne and the queen were among the first to attend. It is said that Charlemagne never learned

to write, but he earnestly set about giving his people a chance to become educated. He made Alcuin his supervisor of education and sent him to reorganize the schools of the monasteries and cathedrals. He also issued in 786 a proclamation to the abbots in charge of church schools, urging them to improve the education of themselves and their people.

Alcuin revived the copying of manuscripts. In the *scriptorium* of a monastery, Alcuin would sit reading aloud while the unskilled monks copied his words. Their famous teacher patiently corrected their inaccurate and awkward work. So

dren, illustrate perfectly the fusion of knowledge and viewpoints. A number of the great leaders of the Church, such as St. Augustine and St. Jerome attended Roman schools in their youth. However, when the Church became stronger it established its own schools and soon came to control education over the greater part of Europe. The cathedrals and monasteries which dotted the land usually provided schools for the children of the neighborhood and the great universities such as those of Paris and Bologna were established. Teaching and the administration of education became an important



Courtesy of the Fine Arts Division, Library of Congress

BEFORE the printing press was invented, books were slowly copied by hand. The monks in this picture are helping to keep learning alive during a great intellectual "depression." This is one of a series of murals on the development of the book which are painted on the walls of the Library of Congress.

Alcuin strove for many years to preserve what remained of a culture that was all but lost. The good effect of his own and of Charlemagne's efforts remained for several generations, but finally Charlemagne's great kingdom was split into fragments and much of their work for the advancement of learning was swept away by the terrible wars of the tenth century.

The Medieval period [or Middle Ages proper] encompasses the time when the Christian Church finally won control of government in the West, and consequently of education. As with all groups which have had to fight for their beliefs, the Church clung to its own doctrines and set about spreading them abroad. Yet conditions in the Roman schools to which the early Christians sent their chil-

part of the duties of churchmen. ♦ ♦

These schools were widely separated from life outside the monastery and children were educated primarily for service to the Church. Many of the early Christians saw little use for life here on earth. Their chief purpose was to prepare for the life beyond. Since they regarded man as evil by nature this preparation involved suffering in order to "purify" him. Naturally, this idea was the source of many painful ordeals for both children and grown people. The rod was an important educational instrument. At one school all the boys were given a sound whipping just before the Christmas holidays. This little rhyme expresses the way one boy felt about his school:

I would my master were a hare
And all his bookes houndes were,

And I myself a jolly hunter,
To blow my horn I would not spare.

It is doubtful if even the most studious boy of that time found school very interesting. His lessons were largely confined to religious writings, practically all of which were in Latin. Science and art had a small, if any, place in this curriculum. Latin remained the language of Church and school. The native language was considered inferior and crude. Children did practically all their studying in Latin and older students were often punished if they spoke any other language while in school. Sometimes children

writings as they called the classics, and would burn manuscripts in heaps. So as time went on and books were destroyed faster than they were replaced, much of the learning of the past seemed to be disappearing from the earth, never again to be recovered. Since the spirit of the times was opposed to experimentation and inquiry as a means of learning, the schools and education remained at a low level as compared with modern ideals. A Latin grammar written in the fourth century by a teacher of St. Jerome was still in use in the schools, practically unchanged, one thousand years later.



Courtesy of the Fine Arts Division, Library of Congress

THE INVENTION of the printing press made it possible for many people to own books. This mural from the walls of the Library of Congress shows an early printer reading a proof which has just come from his simple press.

learned to read or sing in Latin without understanding a word.

Materials of learning were scarce. There were no printing presses and books were rare and costly. No child could think of having his own books, for books could be reproduced only by tedious hand copying. Monks copied many books and thus helped to preserve what knowledge there was. The copying was often beautifully done, with intricate designs and bright colors for the capital letters. The letter at the beginning of this article is taken from one of these old manuscripts. The monasteries were comparatively safe places for books in those days but sometimes invading armies would destroy the precious manuscripts, even within the sacred walls. Then, again, Christians themselves would sometimes decide to rid the world of the "heathen"

Girls had little schooling. If a girl could read well enough to perform her part in religious ceremonies, could spin and weave and was skilful at housework she was thought to know enough. Nevertheless many girls were educated as nuns in convents and became equal to the monks in learning.

However, somehow or other, many people, both men and women, learned to read and write their native language. Altho this type of education was apparently not formally recognized by the Church schools, we know that a knowledge of reading and writing, even in the Dark Ages, was widespread. King Alfred caused some important books to be translated into Anglo-Saxon, because, he said, it was "the language we all can understand." This shows that many people could read; furthermore, when the first

books were printed in England they were in the English language and were of a kind that would appeal to the average person. We have few records of the non-Church, vernacular schools; probably these common schools of the common tongue were so humble and so poorly supported that no records were kept of them.

During the turbulent times of the Medieval period people took refuge in castles and banded themselves together for protection under the feudal system. In many of these castles informal schools were provided for the children of the nobles. For the serfs and other commoners, no such training was provided. The boy who happened to be the son of a landowner, a gentleman, began his education as a page, then became a squire, and finally a knight. No doubt the training which led toward knighthood usually appealed to boy nature much more than that which led toward a monastic life. The young page often learned to read, write, and compose songs. He learned to ride a horse and to handle a sword. Religious instruction was not neglected and many of the knights later became devout crusaders. A quaint extract from "The Babees' Book" prepared by an old knight for the instruction of his young charges gives us some idea of what was considered important in such training:

Take no seat, but be ready to stand until you are bidden to sit down. Keep your hands and feet at rest Make obeisance to your lord always when you answer, otherwise stand as still as a stone until he speaks to you. Be ready without feigning to do your lord service and so you shall get a good name. Also fetch him to drink, to hold the light when it is time, and if you should ask a boon of God you can desire no better thing than to be well-mannered. . . . When ye have done [dinner], look then that ye rise up without laughter, or joking, or boisterous word and go to your lord's table and there stand and pass not from him until grace be said.

In the developments of the Later Middle Ages the knight and the crusade played an important part. The knight arose to protect the weak and drive out the evil-doer. He was important and glorious as an individual and he thus helped to restore respect for the individual as such. He represented a reaction from the system in which each man was only a passive unit of some larger organization of state. Furthermore, the knights who became Crusaders and traveled to distant lands helped to spread and unify knowledge.

The stories brought back by Crusaders and other travelers inspired students to voyage to the east to recover the lost knowledge of the ancient scholars. Monks

in their cells began to employ their time in the pursuit of learning. These "scholastics" developed great and important philosophic conceptions. One of these, Roger Bacon, stated some of the fundamental principles of scientific study. Another monk, Thomas Aquinas, wrote the *Summa Theologia*, a great summary of the knowledge of his own and previous ages. In his writings St. Thomas lays down the accepted viewpoint of the Church on social and economic questions. He taught that the rich and the powerful should have consideration for the poor and the unprotected, and that wealth was to be used wisely for the glory of God and the happiness of mankind. Every gain in knowledge inspired men to learn more. The movement culminated in that great dawn of human enlightenment, the Renaissance.

The effect of commercial interests on this movement toward modern civilization should not be neglected. Traders and merchants traveled to the East and thereby established a line of constant communication and intercourse. Not only did they bring back new accounts of the ways of life beyond the western world, but their trades made schools of a practical nature essential. Towns and cities grew up around industries and became centers of learning. It was necessary to learn something of reading, writing, accounting, and geography in order to have a part in the business life of the time. The voyages of the Polos, of Columbus, and of many other bold seamen were brought about by the desire to trade with other lands.

One of the most noted characteristics of the Later Middle Ages and the Renaissance was the revolt against the authority and teachings of the Church. A German monk, Martin Luther, is often considered the leader of this revolt, altho he was only one among many men who challenged Church authorities. After the invention of the printing press it became impossible for the Church to control the way in which people obtained knowledge or to dictate the particular kind of knowledge which they would be permitted to acquire. Previously the Church had been practically the sole teacher of the people and most of the teaching was by word of mouth. As time passed, people became discontented with the strict supervision over their thinking as well as their behavior and this discontent

CXXXVII.
The Kingdom and the Region.



Regnum & Regio.

Many Cities and Villages
make a Region
and a Kingdom.

The King or Prince re-
sideth in the chief City, 1.
the Noblemen, Lords,
and Earls dwell
in the Castles, 2.
that lie about it;
the Country People
dwell in Villages, 3.

Multæ Urbes & Pagi
faciunt Regionem
& Regnum.

Rex aut Princeps
sedet in Metropoli. 1.
Nobiles, Barones,
& Comites habitant
in Arcibus, 2.
circumjacentibus;
Rustici
in Pagis, 3.

Courtesy of Bardeen School Supplies, Inc.

PART of the first illustrated textbook for children, the
Orbis Pictus by Comenius.

grew into what is known as the Protestant Reformation—called Protestant because it represented a *protest* of the people against the absolute authority of the Church. Among other things, the Protestants demanded the right to read and interpret the Scriptures for themselves. The Church had heretofore been the sole interpreter of the Bible to the people. The Protestants, now that everyone could have his own Bible in printed form, wished to teach children to read, that they might have the privilege of interpreting the Bible according to their own judgment and conscience. The Protestants were deeply religious and they intensely desired that their children might at least be able to read so as to keep alive the various churches which they had founded. This was a long step toward popular education.

One Protestant viewpoint on education was set forth by a Moravian pastor named Comenius. His name ranks among the other great personalities of the period—Columbus, Petrarch, Shakespeare, Francis Bacon, Erasmus, and countless others who made this period comparable with the Golden Age of Greece. Comenius tried to bring into the schools the progressive spirit of the Renaissance. Most of his life he was forced to wander from place to place because of the religious wars. His home was destroyed, his wife

and children killed, and his books all burned. Yet in spite of grief and suffering he was able to write one of the most wonderful books on education of all time, *The Great Didactic*. The ideas in it are accepted as commonplace today, but then they were new and radical.

The progressive doctrines of Comenius seem even more remarkable when contrasted with the severe, formal, abstract schooling which has been described above. Comenius thought that the child should be educated for his own sake as well as for that of society. He taught that one should not always rely upon statements made by others but should observe for himself and draw his own conclusions. This was a real declaration of independence for students—an idea which was novel and shocking to most people at that time to a degree that we can hardly understand today. Comenius also believed that girls as well as boys should have the opportunity to go to school. He insisted that children should be allowed to study in their

own language, and that better methods of teaching Latin should be used. He thought that the schools should give a place to science and art and other useful and interesting subjects. He used pictures in his textbooks to show how learning could be made easier and more certain. And he proved himself a real friend to children by declaring that learning must be based on child nature and that children should be treated with kindness. In short, he wanted schools which would develop children into happy adults with strong bodies and well-educated minds.

Out of this great Renaissance period, from which so many splendid gifts have come to us, there can be found nothing finer than the ideals of this wise and gentle teacher:

May the guiding star and rudder of our *Great Didactic* be this, to search out and discover a rule in accordance with which the teachers teach less and the learners learn more; the schools contain less noise and confusion, less aversion and vapid employment; but more of enjoyment and of solid progress; the Christian state suffer less from an all-pervading gloom, from discord and derangement, but find more order, light, peace, and tranquillity.

It has been three hundred years since Comenius set this standard. We have been trying to reach it ever since.—This is the third in a series of articles by Charles A. Beard and William G. Carr, dealing with the history of the school.

An Experiment in Teaching Oral Reading

O. N. DARBY

Assistant Superintendent of Schools, Natchez, Mississippi

DURING the years between 1910 and 1925 the emphasis in the teaching of reading shifted from the oral to the silent type. This trend was so definite and so widespread that, as usual, the pendulum swung too far and we went to the extreme. More recently we have come to the realization that we have been neglecting oral reading. In many cases this neglect has taken the form of an insufficient percent of time in the weekly schedule; in other cases, and more frequently, it has taken the form of poor methods.

It is a relatively simple matter to readjust a schedule and give oral reading a fair amount of time in each grade; but the improvement of methods presents a more serious problem. This article will set forth in some detail a method of teaching oral reading which is not new but which, the writer believes after some experimentation, to be superior in many ways to the conventional procedure.

In order to understand the advantages which this method offers, it will be necessary to understand certain weaknesses in the teaching of oral reading as it is commonly done. First and foremost of these weaknesses is the lack of an audience situation.

The creation of the audience situation is the most important task in the teaching of oral reading and it is the most difficult. If the material being used in a given oral reading exercise comes from the textbook which is common to the class, the children are usually already familiar with the selection being read and they are not fundamentally interested in hearing it read again. Theoretically, the teacher should, by some facile stroke of the magic wand, create so much interest in *how* the selection is read rather than in the *content* of the selection that interest will be held and the audience situation created. If this could be done, the audience situation would at best be artificial and it is indeed a rare teacher who can create such an attitude, particularly with elementary-school children. We are told occasionally that children should bring to class for oral reading purposes selections



A PERFECT audience situation—kindergarten children listening to a story read by a first grader.

which they have chosen from newspapers, magazines, or library books. Here again the theory is sounder than it is practical. Most magazines are designed for grownups and the material contained in them is hardly suitable for oral reading practise with elementary-school children. The use of selections from library books is more practical but library facilities are frequently insufficient. In either case, the child is faced with the difficulty of finding appropriate and sufficiently short selections.

Another prevalent weakness when selections from a common textbook are being used, lies in the fact that teachers are prone to permit or demand that all children open their books and follow the reader word for word. Usually a teacher attempts to justify this practise on the ground that it holds attention and encourages criticism. As a matter of fact, it does hold a mechanical and therefore worthless sort of attention and it encourages petty criticism which is not helpful to the reader or to the class.

There is, however, a more pernicious element to this practise than may be apparent at first sight. The teacher's

desideratum in teaching silent reading is speed accompanied by comprehension; so long as comprehension does not decrease, the more speed the better. In order to increase speed it is necessary to increase the eye-span of the reader; he must learn to see a bigger "eye-full" at one time. As he learns this he increases his speed, for fewer eye-fixations are necessary. An excellent explanation of the psychology and physiology involved may be found in any one of several excellent books in this field.

On the other hand, the objective of oral reading is excellent expression. Obviously, oral reading must be done with less speed than that with which silent reading ought to be done. Thus, when the teacher permits or demands that children follow silently the oral reader in order to "keep the place," she is deliberately but unconsciously giving drill in the very thing she has striven to overcome during her silent reading period; that is, a short eye-span and a slow rate.

A third weakness more or less prevalent is the use of material not well suited to oral reading purposes. This point has already been touched upon in connection with the suggestion that magazine and newspaper articles be selected by the children and brought to class.

It is a rather difficult thing to find an adequate quantity of appropriate material in available form. If selections are taken from library books, the child may select a passage unsuited to oral reading unless a great deal of guidance is given; and if the texts are used, the field of choice is limited because of the small amount of appropriate oral reading material in the average school reader.

Bearing these weaknesses in mind, the writer, with the cooperation of an interested teacher, set about the problem of developing a better method. The material used consisted of pieces of cardboard about five by eight inches on each of which was pasted a portion of a cut-up story. The selections were chosen at will from various books and they were cut into appropriate sections. Care was of course exercised as to the adaptability of the material to oral reading

purposes. A key to the pronunciation of any difficult word on the card was placed at the bottom of the card and cards were numbered according to the selection and the order of the card in the selection. The number of cards necessary for any selection varied according to the length of the selection. Short poems were put on single cards, while some stories required eight or ten cards.

Below is a skeleton outline of the procedure followed in conducting an oral reading lesson with this material:

[1] The cards were distributed, one to each child. If there were extra cards, two were given to several of the abler children. If the number of cards in any selection was too small to go round, an additional short selection was used.

[2] Explanation was made to children that after a study period they would be called on to read, in order, according to the numbers on their cards, and the pronunciation keys at the bottoms were explained. This step was necessary only with the first lesson.

[3] The motive was set up. The teacher explained that any set of cards made a complete unit and that all must read well so that the class could follow the thought in each card. Some discussion took place as to what constituted good oral reading.

[4] Difficulties, such as the location of places, pronunciation of hard words, and the like, were cleared up.

[5] Time was allowed for a preparation period, the teacher rendering individual assistance wherever necessary.

[6] Oral reading was done.

[7] Discussion of the selection and the degree to which the class succeeded in practising the rules of good oral reading concluded the lesson.

Using the material described and the procedure outlined, the cooperating teacher conducted an oral reading lesson with a fourth-grade group. She reported excellent results. I observed the second lesson of this type and found more real effort being put forth in oral reading than I had ever seen before in a classroom. The children were intensely interested in the selection and they seemed gravely concerned about the quality of their reading. They did not read so very well but they tried hard. The effort they put forth in that one lesson seemed worth more than a dozen periods of prosaic oral reading.

This type of lesson was continued with the same group thruout the year as frequently as material could be pre-

pared and interest did not flag. Whether or not interest would have decreased if the method had been used exclusively is open to question.

The advantages claimed for this method of oral reading are:

[1] It automatically creates the ideal audience situation. Every child has something new to contribute to the class, something he has to read well so that the rest of the class may understand, and something which the class will literally force him into reading well.

[2] It makes it impossible for the listening pupil to open his book and follow the oral reader at a rate which is detrimental to his progress in speed in silent reading.

[3] It enables the teacher to suit the material to the individual child. For instance, the child who is unable to read poetry well may be given a card which has poetry on it.

[4] If the material placed on the card is selected with care, it insures the use of material well suited to oral reading purposes. The amount of suitable oral reading material contained in the average textbook is small.

[5] It fits in admirably with the modern work-type reader, which contains no appropriate silent reading material whatever. This type of reading text is becoming more and more popular.

[6] To a greater extent than is true of most methods, it fits in with the theory that oral and silent reading are two separate and distinct arts and must be taught as such. It provides material and technic peculiar to oral reading.

As is the case with any device or scheme, there are certain arguments to be made against this method. One is

that the preparation of the material is a slow and time-consuming process. This is a valid argument and it accounts for the fact that the writer has not utilized the method more than he has. Once prepared, however, the material lasts indefinitely; it may be used from year to year with but little depreciation.

Another argument against the method is based on the theory that a child, having an isolated card out of a group which makes up a story, would not be greatly interested in preparing it for oral reading; the material on the card itself would mean nothing to him. No such tendency was observed in actual practise. However, the experiment was limited in its scope and further trial may prove the validity of this argument.

It is my plan to broaden the field of the experiment another year. Material will be prepared for an entire fourth grade in one building and will be used consistently thruout the year. The fourth grade in another building will be used as a control group. A standard oral reading test will be given to the children involved in both groups at the beginning of the year and at the close of the year. Thus the value of the method will be more scientifically tested.

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My Pedagogic Creed

INASMUCH AS *this issue of THE JOURNAL marks the beginning of the movement to welcome seniors of teachers colleges and normal schools into the fellowship of the Association, it has seemed fitting to publish here this concise philosophy of American education in the hope that those who now come into the profession will cherish and study it. It is printed here as it appeared in THE JOURNAL for December 1929.*

ARTICLE ONE—What Education Is—
I Believe that—all education proceeds by the participation of the individual in the social consciousness of the race. This process begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions. Thru this unconscious education the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes an inheritor of the funded capital of civilization. The most formal and technical education in the world cannot safely depart from this general process. It can only organize it or differentiate it in some particular direction.

—the only true education comes thru the stimulation of the child's powers by the demands of the social situations in which he finds himself. Thru these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Thru the responses which others make to his own activities he comes to know what these mean in social terms. The value which they have is reflected back into them. For instance, thru the response which is made to the

child's instinctive babblings the child comes to know what those babblings mean; they are transformed into articulate language, and thus the child is introduced into the consolidated wealth of ideas and emotions which are now summed up in language.

—this educational process has two sides, one psychological and one sociological, and that neither can be subordinated to the other, or neglected, without evil results following. Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting-point for all education. Save as the efforts of the educator connect with some activity which the child is carrying on of his own initiative independent of the educator, education becomes reduced to a pressure from without. It may, indeed, give certain external results, but cannot truly be called educative. Without insight into the psychological structure and activities of the individual, the educative process will, therefore, be haphazard and arbitrary. If it chances to coincide with the child's activity it will get a leverage; if it does not, it will result in friction, or disintegration, or arrest of the child-nature.

—knowledge of social conditions, of the present state of civilization, is necessary in order properly to interpret the child's powers. The child has his own instincts and tendencies, but we do not know what these mean until we can translate them into their social equivalents. We must be able to carry them back into a social past and see them as the inheritance of previous race activities. We must also be able to project them into the future to see what their outcome and end will be. In the illustration just used, it is the ability to see in the child's babblings the promise and potency of a fu-

ture social intercourse and conversation which enables one to deal in the proper way with that instinct.

—the psychological and social sides are organically related, and that education cannot be regarded as a compromise between the two, or a superimposition of one upon the other. We are told that the psychological definition of education is barren and formal—that it gives us only the idea of a development of all the mental powers without giving us any idea of the use to which these powers are put. On the other hand, it is urged that the social definition of education, as getting adjusted to civilization, makes of it a forced and external process, and results in subordinating the freedom of the individual to a preconceived social and political status.

—each of these objections is true when urged against one side isolated from the other. In order to know what a power really is we must know what its end, use, or function is, and this we cannot know save as we conceive of the individual as active in social relationships. But, on the other hand, the only possible adjustment which we can give to the child under existing conditions is that which arises thru putting him in complete possession of all his powers. With the advent of democracy and modern industrial conditions, it is impossible to foretell definitely just what civilization will be twenty years from now. Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the exec-

M. G. CLARK of Sioux City was one of the finest men who ever gave his life to American education. In 1929 in connection with the 70th birthday of John Dewey he wrote about "My Pedagogic Creed": Somewhere back in 1898 I read "The Pedagogical Creed" of John Dewey then of the University of Chicago. I think I have reread that Creed two or three times a year every year since. It is to me the genesis of public-school education. The paragraph that first attracted my study runs as follows: I believe that the only true education comes thru the stimulation of the child's powers by the demands of the social situations in which he finds himself. Thru these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Thru the responses which others make to his own activities he comes to know what these mean in social terms.

utive forces be trained to act economically and efficiently. It is impossible to reach this sort of adjustment save as constant regard is had to the individual's own powers, tastes, and interests—that is, as education is continually converted into psychological terms.

In sum, I believe that the individual who is to be educated is a social individual, and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits. It must be controlled at every point by reference to these same considerations. These powers, interests, and habits must be continually interpreted—we must know what they mean. They must be translated into terms of their social equivalents—into terms of what they are capable of in the way of social service.

ARTICLE TWO—What the School Is—
I Believe that—the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.

—education, therefore, is a process of living and not a preparation for future living.

—the school must represent present life, life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.

—that education which does not occur thru forms of life, forms that are worth living for their own sake, is always a poor substitute for the genuine reality, and tends to cramp and to deaden.

—the school, as an institution, should simplify existing social life; should reduce it, as it were, to an embryonic form. Existing life is so complex that the

child cannot be brought into contact with it without either confusion or distraction; he is either overwhelmed by the multiplicity of activities which are going on, so that he loses his own power of orderly reaction, or he is so stimulated by these various activities that his powers are prematurely called into play and he becomes either unduly specialized or else disintegrated.

—as such simplified social life, the school life should grow gradually out of the home life; that it should take up and continue the activities with which the child is already familiar in the home. —it should exhibit these activities to the child, and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of playing his own part in relation to them.

—this is a psychological necessity, because it is the only way of securing continuity in the child's growth, the only way of giving a background of past experience to the new ideas given in school. —it is also a social necessity because the home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of the values bound up in his home life.

—much of present education fails because it neglects this fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do these things for the sake of something else he is to do; they are mere preparations. As a result they do not become a part of the life experience of the child and so are not truly educative.

—the moral education centers upon this conception of the school as a mode of social life, that the best and deepest moral training is precisely that which one gets thru having to enter into proper

relation with others in a unity of work and thought. The present educational systems, so far as they destroy or neglect this unity, render it difficult or impossible to get any genuine, regular moral training.

—the child should be stimulated and controlled in his work thru the life of the community.

—under existing conditions far too much of the stimulus and control proceeds from the teacher, because of neglect of the idea of the school as a form of social life.

—the teacher's place and work in the school is to be interpreted from this same basis. The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences.

—the discipline of the school should proceed from the life of the school as a whole and not directly from the teacher.

—the teacher's business is simply to determine, on the basis of larger experience and ripper wisdom, how the discipline of life shall come to the child.

—all questions of the grading of the child and his promotion should be determined by reference to the same standard. Examinations are of use only so far as they test the child's fitness for social life and reveal the place in which he can be of the most service and where he can receive the most help.

ARTICLE THREE—The Subjectmatter of Education—I Believe that—the social life of the child is the basis of concentration, or correlation, in all his training or growth. The social life gives the unconscious unity and the background of all his efforts and of all his attainments.

—the subjectmatter of the school curriculum should mark a gradual differentiation out of the primitive unconscious unity of social life.

—we violate the child's nature and render difficult the best ethical results by

PREFACE—The isolation of the teacher is a thing of the past. The processes of education have come to be recognized as fundamental and vital in any attempt to improve human conditions and elevate society. The missionary and social reformer have long been looking to education for counsel and aid in their most difficult undertakings. They have viewed with interest and pleasure the broadening of pedagogy so as to make it include not only experimental physiology and child-study, but the problems of motor training, physical culture, hygiene, and the treatment of defectives and delinquents of every class. The schoolmaster, always conservative, has not found it easy to enter this large field; for he has often failed to realize how rich and fruitful the result of such researches are; but remarkable progress has been made, and a changed attitude on the part of educators is the result. Another phase of the educational movement is the conviction that the school is a social institution, that its aims are social, and that its management, discipline, and method of instruction should be dominated by this idea.—Samuel T. Dutton, then superintendent of schools, Brookline, Massachusetts, in the preface of a pamphlet containing "My Pedagogic Creed," 1897.

introducing the child too abruptly to a number of special studies, of reading, writing, geography, etc., out of relation to this social life.

—the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities.

—education cannot be unified in the study of science, or so-called nature study, because apart from human activity, nature itself is not a unity; nature in itself is a number of diverse objects in space and time, and to attempt to make it the center of work by itself is to introduce a principle of radiation rather than one of concentration.

—literature is the reflex expression and interpretation of social experience; that hence it must follow upon and not precede such experience. It, therefore, cannot be made the basis, altho it may be made the summary of unification.

—once more that history is of educative value in so far as it presents phases of social life and growth. It must be controlled by reference to social life. When taken simply as history it is thrown into the distant past and becomes dead and inert. Taken as the record of man's social life and progress it becomes full of meaning. I believe, however, that it cannot be so taken excepting as the child is also introduced directly into social life.

—the primary basis of education is in the child's powers at work along the same general constructive lines as those which have brought civilization into being.

—the only way to make the child conscious of his social heritage is to enable him to perform those fundamental types of activity which make civilization what it is.

—in the so-called expressive or constructive activities as the center of correlation.

—this gives the standard for the place of cooking, sewing, manual training, etc., in the school.

—they are not special studies which are to be introduced over and above a lot of others in the way of relaxation or relief, or as additional accomplishments. I believe rather that they represent, as types, fundamental forms of social ac-

tivity; and that it is possible and desirable that the child's introduction into the more formal subjects of the curriculum be thru the medium of these constructive activities.

—the study of science is educational in so far as it brings out the materials and processes which make social life what it is.

—one of the greatest difficulties in the present teaching of science is that the material is presented in purely objective form, or is treated as a new peculiar kind of experience which the child can add to that which he has already had. In reality, science is of value because it gives the ability to interpret and control the experience already had. It should be introduced, not as so much new subject-matter, but as showing the factors already involved in previous experience and as furnishing tools by which that experience can be more easily and effectively regulated.

—at present we lose much of the value of literature and language studies because of our elimination of the social element. Language is almost always treated in the books of pedagogy simply as the expression of thought. It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument. Language is the device for communication; it is the tool thru which one individual comes to share the ideas and feelings of others. When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end.

—there is, therefore, no succession of studies in the ideal school curriculum. If education is life, all life has, from the outset, a scientific aspect, an aspect of art and culture, and an aspect of communication. It cannot, therefore, be true that the proper studies for one grade are mere reading and writing, and that at a later grade, reading, or literature, or science, may be introduced. The progress is not in the succession of studies, but in the development of new attitudes towards, and new interests in, experience.

—education must be conceived as a continuing reconstruction of experience;

that the process and the goal of education are one and the same thing.

—to set up any end outside of education, as furnishing its goal and standard, is to deprive the educational process of much of its meaning, and tends to make us rely upon false and external stimuli in dealing with the child.

ARTICLE FOUR—The Nature of Method—*I Believe that*—the question

of method is ultimately reducible to the question of the order of development of the child's powers and interests. The law for presenting and treating material is the law implicit within the child's own nature. Because this is so I believe the following statements are of supreme importance as determining the spirit in which education is carried on.

—the active side precedes the passive in the development of the child-nature; that expression comes before conscious impression; that the muscular development precedes the sensory; that movements come before conscious sensations; I believe that consciousness is essentially motor or impulsive; that conscious states tend to project themselves in action.

—the neglect of this principle is the cause of a large part of the waste of time and strength in school work. The child is thrown into a passive, receptive, or absorbing attitude. The conditions are such that he is not permitted to follow the law of his nature; the result is friction and waste.

—ideas [intellectual and rational processes] also result from action and devolve for the sake of the better control of action. What we term reason is primarily the law of order or effective action. To attempt to develop the reasoning powers, the powers of judgment, without reference to the selection and arrangement of means in action, is the fundamental fallacy in our present methods of dealing with this matter. As a result we present the child with arbitrary symbols. Symbols are a necessity in mental development, but they have their place as tools for economizing effort; presented by themselves they are a mass of meaningless and arbitrary ideas imposed from without.

I SING the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.—Henry van Dyke.

—the image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it.

—if nine-tenths of the energy at present directed towards making the child learn certain things were spent in seeing to it that the child was forming proper images, the work of instruction would be indefinitely facilitated.

—much of the time and attention now given to the preparation and presentation of lessons might be more wisely and profitably expended in training the child's power of imagery and in seeing to it that he was continually forming definite vivid and growing images of the various subjects with which he comes in contact in his experience.

—interests are the signs and symptoms of growing power. I believe that they represent dawning capacities. Accordingly the constant and careful observation of interests is of the utmost importance for the educator.

—these interests are to be observed as showing the state of development which the child has reached.

—they prophesy the stage upon which he is about to enter.

—only thru the continual and sympathetic observation of childhood's interests can the adult enter into the child's life and see what it is ready for, and upon what material it could work most readily and fruitfully.

—these interests are neither to be humored nor repressed. To repress interest is to substitute the adult for the child, and so to weaken intellectual curiosity and alertness, to suppress initiative, and to deaden interest. To humor the interests is to substitute the transient for the permanent. The interest is always the sign of some power below; the important thing is to discover this power. To humor the interest is to fail to penetrate below the surface, and its sure result is to substitute caprice and whim for genuine interest.

—the emotions are the reflex of actions.
—to endeavor to stimulate or arouse the emotions apart from their corresponding activities is to introduce an unhealthy and morbid state of mind.

—if we can only secure right habits of action and thought, with reference to the good, the true, and the beautiful, the emotions will for the most part take care of themselves.

—next to deadness and dullness, formalism and routine, our education is threat-

ened with no greater evil than sentimentalism.

—this sentimentalism is the necessary

THE TEACHER is a prophet. He lays the foundations of tomorrow. The teacher is an artist. He works with the precious clay of unfolding personality. The teacher is a friend. His heart responds to the faith and devotion of his students. The teacher is a citizen. He is selected and licensed for the improvement of society. The teacher is an interpreter. Out of his maturer and wider life he seeks to guide the young. The teacher is a builder. He works with the higher and finer values of civilization. The teacher is a culture-bearer. He leads the way toward worthier tastes, saner attitudes, more gracious manners, higher intelligence. The teacher is a planner. He sees the young lives before him as a part of a great system which shall grow stronger in the light of truth. The teacher is a pioneer. He is always attempting the impossible and winning out. The teacher is a reformer. He seeks to remove the handicaps that weaken and destroy life. The teacher is a believer. He has abiding faith in the improbability of the race.—Joy Elmer Morgan.

result of the attempt to divorce feeling from action.

ARTICLE FIVE—The School and Social Progress—I Believe that—
education is the fundamental method of social progress and reform.

—all reforms which rest simply upon the enactment of law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile.

—education is a regulation of the process of coming to share in the social consciousness; and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction.

—this conception has due regard for both the individualistic and socialistic ideals. It is duly individual because it recognizes the formation of a certain character as the only genuine basis of right living. It is socialistic because it recognizes that this right character is not to be formed by merely individual precept, example, or exhortation, but rather by the influence of a certain form of institutional or community life upon the individual, and that the social organism thru the school, as its organ, may determine ethical results.

—in the ideal school we have the reconciliation of the individualistic and the institutional ideals.

—the community's duty to education is, therefore, its paramount moral duty. By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard and chance way. But thru education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.

—when society once recognizes the possibilities in this direction, and the obligations which these possibilities impose, it is impossible to conceive of the resources of time, attention, and money which will be put at the disposal of the educator.

—it is the business of everyone interested in education to insist upon the school as the primary and most effective interest of social progress and reform in order that society may be awakened to realize what the school stands for, and arouse to the necessity of endowing the educator with sufficient equipment properly to perform his task.

—education thus conceived marks the most perfect and intimate union of science and art conceivable in human experience.

—the art of thus giving shape to human powers and adapting them to social service is the supreme art; one calling into its service the best of artists; that no insight, sympathy, tact, executive power, is too great for such service.

—with the growth of psychological service, giving added insight into individual structure and laws of growth; and with growth of social science, adding to our knowledge of the right organization of individuals, all scientific resources can be utilized for the purposes of education.

—when science and art thus join hands the most commanding motive for human action will be reached, the most genuine springs of human conduct aroused, and the best service that human nature is capable of guaranteed.

—the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life.

—every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.

—in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God.

—**John Dewey**, honorary president of the National Education Association.

All Together

EUGENIE J. BROWN

Classroom Teacher, Cleveland, Ohio

FIFTEEN years ago when teacher associations were springing up everywhere, conservatives in education "viewed with alarm" all such activities. The years have shown that the teacher groups have accomplished much for the good of the whole profession.

The varied activities of the teacher groups thruout the country have converted practically every superintendent to the idea that the finest support he can have is that of well-informed, strongly organized teachers. At the Detroit convention of the National Education Association, several years ago, a superintendent was heard to say that whereas he used to think that teacher organizations had horns he had now decided that they have wings.

It was really the administrators who woke up the teachers years ago when they kept saying [with too much uncomfortable truth] that teachers were uninformed outside of the classroom. Semicompulsory summer courses aroused dormant brain power and started it to work in various fields of activity. The Cleveland Teachers Federation was only typical of a hundred others thruout the country when its standards committee brought in the best public lecturers in various fields and its welfare committee made organized collections among the teachers to feed the undernourished children. Other groups thruout the country were organizing inexpensive summer travel, giving small communities valuable chautauquas, and doing myriad things.

The crash of 1929 came, and lucky the school system which had a well-organized teachers association ready to study salary schedules of teachers in comparison with other professions; ready to put fact-finding committees to work to ferret out the enemies of public schools; and contact committees, which with the help of the National Education Association, could discover and develop relationships with friendly groups.

Right now it seems that public education is facing one of two extremes—either the best days it has ever had because the people will realize the dangers of losing it or the worst days because the educators one and all cannot pull together in working with the public.

As teacher organizations and their leaders have gained prestige in the nation's communities, administrators have in some instances disliked sharing their own place of supreme leadership. Together teachers and administrators can mount the heights of community leadership which the pioneer educators obtained in early America. Superintendents will gain greater prestige than ever before for heading up a democratic system of education. The wise administrator will rejoice that he has chosen teachers whose talents and training have made them leaders. Fear or mistrust on the part of either teachers or administrators will cripple any cooperative activity.

Recently the statement was made that executives are in their positions because of demonstrated leadership. A group of teachers took issue on that, saying that in a large, efficiently operating city system, this might easily be true but in many systems being an executive merely meant being a successful politician and not necessarily an educational leader at all. One may expect that as attacks continue to be made on schools the artificial educators will not stand the test while the real ones will prove themselves more and more. Certainly unless all educators, administrators and teachers alike, help one another in attaining higher goals our public schools will not be able to combat the attacks upon them and will make good targets for the forces which seek to destroy them.

It seems apt to give some examples of accomplishments secured when the leaders were working together. Last summer the president of an elementary teacher organization from a state on the western coast told with much feeling how her superintendent suggested that she instead of himself be made state director of the National Education Association, because he felt she would get more teacher memberships with his support than he as director could get. One could easily prophesy gains in membership for the Association in that state in spite of the depression.

At the Minneapolis meeting in 1933, the president of the Department of Elementary Principals put one of the teach-

ers of her own building, who was president of the local teacher organization, on the departmental program to tell what the teachers expect of a principal.

The executive is wise who calls the leaders elected by the teachers and asks their advice before he initiates a new policy. His appreciation of their counsel often guarantees that a new battle is half won.

Last summer lavish praise was heard of a certain Chicago teacher who had made real gains in the unequal battle of the educators in that city. Many sought her out and asked how she could give the time and effort her accomplishments must have required in addition to a full teaching schedule. Her answer left no doubt that half the credit belonged to her principal. For many years whenever occasion arose to require extra time from this teacher, her principal told her that, if a substitute did not arrive at once, he and the other teachers would be proud to take her classes while she used her special talents on behalf of them all. To the principal's thoughtfulness a very large share of that teacher's unusual accomplishments was due.

On the train going to our state association meeting, an elementary teacher proudly confided how her principal had announced at a teachers meeting, "One of our number has not only made good on an active committee of the local association but she has also been elected with your help to represent us on the state ticket. Aren't we proud of her?" This kind of tact on the part of the principal would determine the attitude of the entire faculty toward that teacher and what a spur it was to that young teacher as she faced a hard convention and gave up part of her Christmas vacation. Her story was not tinged with braggadocio but only with human appreciation.

At the Cleveland meeting of the National Education Association, a teacher was asked how her candidacy for election as president of the state association had resulted. She said, "I decided not to run because I felt that during this crisis the president must be an executive who can leave his work more easily than a teacher. My superintendent assured me that I could get off whenever I wished

but I honestly thought I should wait until later." How unselfish of that teacher. No one could accuse her of grabbing at honors. Her superintendent who visited classroom headquarters with her last summer had told that her election was sure but she decided that the greatest good to the greatest number required her to step aside. If her executive had opposed her, her group might have fought for her election. As it was, she voluntarily stepped aside.

Last winter a southern superintendent decided that the president of their local teachers association had done such a fine job of holding the teachers together over four trying years that he managed a campaign which resulted in her election to the presidency of the state association. Then he got permission of his board to hire a substitute for her whenever she felt it necessary to be absent. "How can you get a board to furnish substitutes in these hard times?" he was asked.

"Our board is convinced that whenever teachers can attend meetings which will furnish inspiration it is economy to encourage their going. Over sixty of the teachers are, at my request, excused two days this week to attend a regional meeting on special education." Surely this is an example of cooperation between superintendents and teachers.

Two years ago a field trip was made

by an officer of the classroom teachers department of the National Education Association. She had understood from the teachers organization which called her to the city, that the school administration was hostile to teachers associations. To her surprise both superintendent and board were present at the address and were very friendly to her message on the value of cooperation. The superintendent told her that one of her superiors, unknown to her, had written to him that her local organization had never been anything but very helpful and he hoped the administrators would be present to hear a friendly greeting. Thus, an administrator had not only helped one of his teachers but opened the way for friendly understanding among a whole staff in another city. A teacher's gratitude for that kind of an administrator would assure him of future cooperation. One is always grateful to work in a system where a teacher is encouraged both to think and to do.

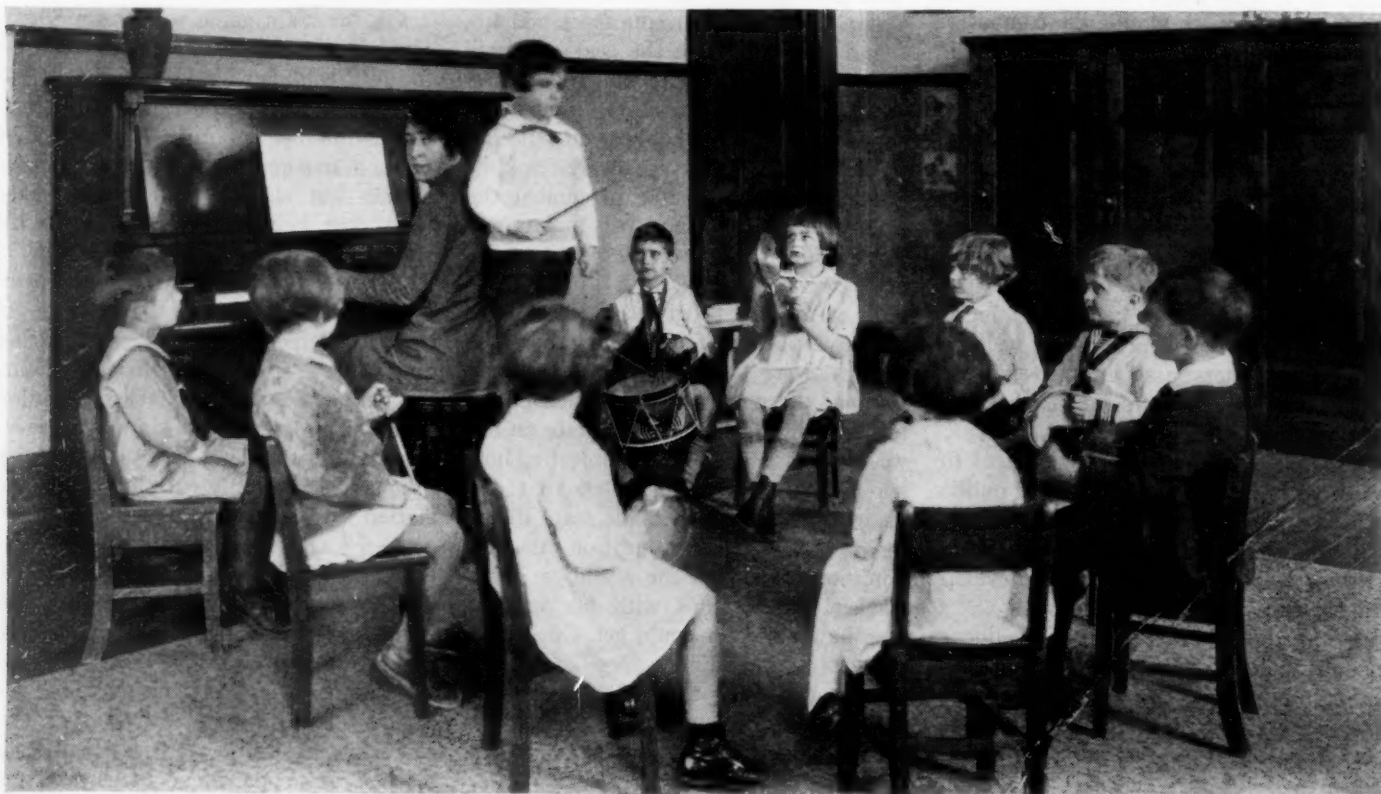
Most teachers so carefully avoid being sycophants that often they do not thank executives when they stand up for salary schedules, work day and night in order that school levies may pass, or use their superior personal training to help all in trying tangles with the public. More and more we must deal with the public. Together, educators may and can keep the public informed about the

schools. Divided, there is no hope. ♦

Certainly in this day of forums, which the depression has brought in its wake, in a forum of educators each teacher could seek discussion of any new idea hatched by the thinking all have been doing. Valuable solutions of our dilemma might be worked out in such forums while erratic notions would tend to be hushed up among ourselves. We hear so often now about the necessity for an informed public. How better could educators encourage it than by group sharing among themselves? Certainly we do not wish to lose the value of all the study to which we have been awakened.

Anyone who sat in the Progressive Education convention in February 1934 and heard so much about the new order depending on the initiative of the classroom teachers could not help but wonder if everyone there was willing to truly encourage such initiative.

At the classroom teachers luncheon during a recent meeting of the Department of Superintendence, a superintendent seemed to voice an attitude which all must soon achieve when he said, "I like teachers not only to do things but to *know* that they can do them. And above all I like all educators to give credit where it is due and not be afraid to appreciate one another's good works." With that kind of appreciation cannot all educators forge ahead?



All together!

The High School and Unemployed Youth

THE SENIOR CLASS of Central high school met early in the school year to plan for the 1935 celebration of the Tercentenary of Secondary Education.

"It seems to me the best way to celebrate the founding of the high school three hundred years ago would be to help the graduates of those high schools who can't find jobs right now," said one member of the class.

"Not only that," added another, "but there are lots of young people in this community who should be attending Central right now, who haven't graduated and who haven't jobs either."

At the adviser's suggestion, the senior class decided to make, as its contribution to the Tercentenary, a special study of the problems of the unemployed youth.

In approaching the problem the class decided to deal with two separate phases of it; and to set down questions as a beginning for study:

First, the young people of highschool age who are not enroled in high school:

What proportion of the young people of highschool age are not enroled in Central high school?

How many of the young people not enroled are unemployed?

How many of the young people not enroled are following no systematic plan for study and selfimprovement?

What could the school do to extend its services to these young people?

Second, the graduates of the high school who have not found employment:

How many graduates of the last five years are not attending college and are not employed?

What new employment opportunities could the community provide?

What is Central high school doing to serve the postgraduate?

Youth without work—The class found that roughly half the young people

ACALL TO COMMUNITY LEADERS—The National Education Association has indorsed the plan of the Office of Education to create a Continuing Commission on Youth Problems. But in the meantime millions of young people are trying in vain to make a place for themselves. This is a problem for each community. Young people who leave home today run the risk of being unable even to find relief. What is your community doing to make a place for youth? The Association would appreciate hearing from progressive communities throughout the nation. The failure to give youth its chance is the most serious problem facing the school people and the citizens of America today.—*Henry Lester Smith.*

of highschool age were enroled. Very few of those not attending school had jobs.

After surveying the Central high-school graduates of the last five years, the class found that over half of them had nothing to do. Thus there was a large group of young people for whom the community had provided neither schools nor jobs.

A composite picture of unemployed youth was drawn up: A small number have temporary work in CCC camps or on public-works projects. A much larger number of young people are listed by local employment bureaus as "looking for work." Others have become part of America's band of youthful vagrants wandering aimlessly back and forth across the continent in an endless circle of starvation and despair. At the bottom of the scale a few are listed as delinquents in prisons or reformatories.

The unemployed youth who remains in the community, whether he be boy or girl, brings little thought or plan into the spending of his day. If a boy, he confesses to much hanging around the corner with his friends; if a girl, she turns to housework or to aimless staying at home to fill her time.

After talking with many of these unemployed young people, the senior class members reported that nearly all of them longed to return to school or to go on with some kind of work.

What can the school do?—The large group of young people who wanted to return to school was the first problem discussed at the senior class meeting.

The class felt that financial aid should be provided for those who wished to return to high school to graduate. The plans of the federal government to aid college students thru the FERA were discussed. It was recommended that the state and community adopt a similar plan to help young people attend high school, either by loan funds, scholarships, or by paying the students a small sum to help the teachers in clerical work or in other ways.

The class felt that it was far less expensive in the long run for the community to encourage highschool graduates to return to school for extra courses than to permit them to run the streets.

"The college that I plan to attend," said a member of the class, "offers extension courses in each community for those who can't afford to attend. They are called Study Centers. For example there is a freshman class of girls fifty miles away from the campus who by living at home are able to get a year of college at small cost. The teachers come down from the college. Why can't our high school plan some kind of extension service?"

"Perhaps the unemployed graduates

THE TERCENTENARY of Secondary Education finds millions of young people out of school and out of work. Youth stands waiting at the gates—ready, willing, eager. Shall it be denied its opportunity? Dare it be denied its opportunity? Just as the acorn lodged in a rock crevasse rends the mountain in twain with the force of its growth, so the growth power of oncoming millions of young men and women cannot be resisted. Youth will have its day. From millions of young people a bitter question rises: "No schools. No jobs. What shall we do?" America must find an answer to this question. During the Tercentenary year let each high school devote a major share of its attention to a study of the unemployed youth of its community and to the discovery of ways by which the high school may extend its services to them.—*Joy Elmer Morgan.*

could coach those who aren't able to attend school," suggested another senior.

What can the community do?—"I think this is a problem for the whole community," remarked the principal of Central high school, who had been listening in with interest at several meetings. "While the high school can do much to help these young people, its work needs to be supplemented by community education."

"Do you mean in the schools?" inquired the class president.

"Yes, in school and in every other available space. May I give an illustration of what I have in mind? I know of a community of a thousand people near here that has been hard hit. The farmers have had no crops for two or three years. Distress and hardship are visible on every hand.

"And yet that community has done something which I would like to see our town imitate. Knowing that there would be many highschool students out of work, the board of education employed a teacher especially for these unemployed youngsters.

"The room set aside for classes soon overflowed and spread out into the community. The teacher began to draw in volunteer workers to teach these young people and the class became a place for the exchange of services and skills. A special exhibit was held one month to which everyone in the community brought flowers, rugs, bed quilts, handwork, and art for display.

"The community is planning to have township sings, a dramatic club, and a reading club. The preacher is conducting a forum on current problems. A businessman who understands nature has offered to take several groups out on nature study trips.

"Thus everybody in the community has a new feeling of purpose and of responsibility for the young people who are no longer completely 'out in the cold.'"

"If Central high school started something like that, who would do the work?" asked the practical-minded class treasurer.

"Community education should draw upon the community leaders—the local minister, doctors, lawyers—in fact everyone who has a genuine interest in his community should be as much concerned in these matters, as the teacher. We can rely upon the volunteer service of every group in our community if we can get the program underway."

Can the community provide jobs?

—The class committee on New Jobs for Unemployed Youth reported that in several communities the young people themselves were taking the initiative in developing recreational programs, handicrafts centers, Leisure Time Schools, and other cooperative enterprises.

"One man with whom I talked," reported the chairman of the New Jobs committee, "said that in 1975 only one-quarter or one-eighth of all the men and women who have jobs will be making things.

"He said that we will have to use the surplus workers in expanding community services, such as teaching, health and welfare work, directing playgrounds, in recreation centers, libraries, and other activities for which there is certainly need around this high school alone."

"Now we're getting somewhere," rejoined the principal emphatically. "The provision of new jobs for young people has got to be a community project. We will have to work out projects similar to those conducted by the CCC camps—jobs which will pay low wages and thus will not compete with the adult workers of the community."

Another member of the committee on New Jobs interviewed the director of federal emergency relief in the community who emphasized the many new opportunities for young people in governmental services, launched as a result of President Roosevelt's desire to increase the security of the people.

For example, the government is now conducting the following activities which involve millions of people and require a large staff of workers:

[1] in relief work which gives daily aid to over 16,000,000 persons; [2] in working out old-age, health, and unemployment insurance; [3] in the insurance of bank deposits covering over 5,000,000 accounts; [4] in negotiating personally with millions of farmers in crop control; [5] in housing plans which include loans on 500,000 pieces of property involving over 1,000,000 individuals.

"One thing we found out for sure," the chairman of the New Jobs committee said decisively, "and that is that all these new activities require special training. The director told us that out of the three million employees of local, state, and federal governments, 2,500,000 are highschool graduates.

"He said that the U. S. Civil Service Commissioner recently told highschool teachers to encourage the best 10 percent of their students to prepare for work in the civil service."

What can the nation do?—The class committee on National Action reported that thinking people all over the nation were discussing the problem of unemployed youth. The chairman mentioned the plan of the United States Office of Education to create a Continuing Commission on Youth Problems—a plan indorsed by the National Education Association.

He also reported that the National Student Federation and other young people's groups are urging the U. S. Department of the Interior to establish a Federal Youth Service. The Federation recommended that the work of the government in the interests of young people thru the CCC and transient camps, and the FERA projects for students, be devoted to a constructive program over a long period of time. There are seven million persons in the United States between sixteen and twenty-five who are neither in school nor gainfully employed, the Federation estimated.

The committee on World Action reported that Italy, Russia, Germany, Japan—all have intensive policies and programs for their young people.

Taking community action—After the senior class had considered the reports of its committees, it was proposed that a community-wide meeting on youth problems be sponsored by the high school as a part of the Tercentenary celebration.

Parents and citizens of the community were invited to attend. The members of the senior class presented their findings. Leaders of the community were called upon for suggestions.

An outgrowth of this meeting was the appointment of a Community Council on Unemployed Youth composed of representatives of every agency of the community—labor, recreation, religion, business and professional clubs, parent-teacher groups, and members from the highschool faculty and student body.

The Council will in turn be subdivided into committees on the various aspects of the youth problem. It is working on the following three assumptions: First, that every young person in the community shall stay in school until he can find and keep a job; second, that the community must provide for all young people under twenty-one years of age who are not in school in noncompetitive employment of the CCC type; and third, that the school itself shall be the center for directing the guidance of young people.—Eleanor Craven.

The Journal's Annual Roll Call

THIS is the thirteenth year THE JOURNAL has gathered reports from states, territories, and the District of Columbia, summarizing the educational situation. Letters were sent to three persons in each state—the state superintendent of education, the NEA state director, and the secretary of the state education association. From the statements contained in the answering letters, the following facts have been compiled. Some statements are more representative than others, as only one reply was received from a number of states. No report was received from Colorado, Florida, New Hampshire, New Jersey, New Mexico, and Virginia. Conditions in the country are so diverse and are changing so rapidly that this report should be studied in connection with other material on the crisis in education. Much material has been issued by the National Education Association and the U. S. Office of Education. Members of the Joint Commission, particularly, are helping to keep JOURNAL readers familiar with conditions in various parts of the country. [Where new state superintendents have been elected, both the old and the new names are listed in the box to the right. The new names are listed beneath the 1934 occupants.]

Alabama—Alabama has in operation an effective plan of adult education, financed principally by the FERA. For the current year the majority of schools anticipate only half-year terms unless federal relief funds are provided. The Alabama Education Association and the state PTA are urging forward-looking legislation; a five-point program of educational recovery will be presented to the 1935 legislature. The governor-elect is definitely committed to restoring a seven-month minimum school term and the rural-school building and library funds.

Public sentiment is favorable to public education.

Alaska—The Territory has never had a program of adult education; it has, however, for a number of years conducted classes in citizenship for adult aliens. The Territory's financial condition is good, and schools will be able to continue without additional federal funds.

Arizona—All educational forces are combined in an effort to secure an increase in state financial support of schools and the substitution of other sources of revenue to relieve the general property tax. Educational service for unemployed adults and highschool graduates is being cared for thru federal emergency programs in both day and night classes. Of 204 teachers registered as unemployed, 180 are now at work. A new course of study for elementary and high

schools is being worked out. Education in Arizona is suffering thru larger classes, increased teacher load, and reduced salaries. No schools, however, have been compelled to close.

Arkansas—Four supervisors and approximately seven hundred teachers are giving instruction to about 25,000 unemployed adults in vocational, academic, and other subjects. For unemployed highschool students, extension courses are being conducted thru the University of Arkansas; students may complete a considerable amount of their college work without the expense of resident attendance. The State Board is planning to present a three-point program to the legislature. The program, worked out in cooperation with all the state's educational groups, includes: greater state support for public schools; a fair and workable program for refinancing school indebtedness; and adequate supervision of schools.

California—All public schools have remained open. Effects of financial retrenchments made during the past few years are now being relieved—restoration of salary cuts, reduction in class size, and reestablishment of discontinued services. Transfer of county school taxes to state has stabilized school support. The junior college program provides courses for unemployed highschool graduates. Regular night school classes and the special classes which have been set up for unemployed teachers have taken care of unemployed students. At the last

session of the legislature attempts were made to curtail the adult educational program but were defeated by the California Teachers Association and other interested groups.

Connecticut—The adult education movement has received a great stimulus from the emergency educational program thru surveys of adult education and recreation needs, the establishment of five colleges for highschool graduates denied college opportunities largely by the depression, and the development of community education and youth councils. The number of adults participating in public education programs more than doubled in 1933-34.

The governor and a majority of the members-elect of the state legislature are pledged to: The maintenance of schools and colleges on a plane of the highest efficiency; equal oppor-

STATE	SUPT. OR COM.	NEA DIRECTOR	STATE SECRETARY
Ala.	A. F. Harman J. A. Keller	J. D. Williams	Frank L. Grove
Alaska	Anthony E. Karnes	C. H. Bowman	
Ariz.	H. E. Hendrix	J. W. Clarkson	Harold W. Smith
Ark.	W. E. Phipps	W. E. Phipps	J. W. Kuykendall
Calif.	Vierling Kersey	J. Russell Croad	Roy W. Cloud
Canal Zone	Ben M. Williams		
Colo.	Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Ernest W. Butterfield	Helen T. Collins	Francis E. Harrington
Del.	H. V. Holloway	H. V. Holloway	Margaret Slaughter
D. C.	Frank W. Ballou	Edith L. Grosvenor	Joseph L. Kochka
Fla.	W. S. Cawthon	James S. Rickards	James S. Rickards
Ga.	M. D. Collins	M. D. Collins	Kyle T. Alfriend
Hawaii	Will C. Crawford	Oren E. Long	John W. Garrett
	Oren E. Long		
Idaho	W. D. Vincent	Raymond H. Snyder	John I. Hillman
	John W. Condie		
Ill.	Francis G. Blair	J. W. Thalman	Robert C. Moore
	J. A. Wieland		
Ind.	George C. Cole	Charles O. Williams	Charles O. Williams
	Floyd I. McMurray		
Iowa	Agnes Samuelson	Fred D. Cram	Charles F. Pye
Kans.	W. T. Markham	F. L. Schlagle	F. L. Pinet
Ky.	James H. Richmond	W. S. Taylor	W. P. King
La.	T. H. Harris	P. H. Griffith	G. O. Houston
Me.	Bertram E. Packard	W. B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook	William Burdick	Walter H. Davis
Mass.	Payson Smith	Annie C. Woodward	Hugh Nixon
Mich.	Paul F. Voelker	E. T. Cameron	E. T. Cameron
Minn.	E. M. Phillips	Harry L. Wahlstrand	C. G. Schulz
	John G. Rockwell		
Miss.	W. F. Bond	H. V. Cooper	Walter N. Taylor
Mo.	Charles A. Lee	Thomas J. Walker	E. M. Carter
	Lloyd W. King		
Mont.	Elizabeth Ireland	Martin P. Moe	Martin P. Moe
Nebr.	Charles W. Taylor	George F. Knipporth	Charles A. Bowers
Nevada	Walter W. Anderson	Maude Frazier	Bernice Griffith
	Chauncey W. Smith		
N. H.	James N. Pringle	Lyle Wilson Ewing	John W. Condon
N. J.	Charles H. Elliott	Raymond B. Gurley	Solomon C. Strong
N. M.	Mrs. Georgia L. Lusk	Vernon O. Tolle	Vernon O. Tolle
N. Y.	Frank P. Graves	H. Claude Hardy	Arvie Eldred
N. C.	Clyde A. Erwin	T. W. Andrews	Julie B. Warren
N. D.	A. E. Thompson	L. A. White	M. E. McCurdy
Ohio	B. O. Skinner	William A. Evans	Frank E. Reynolds
Okla.	John Vaughan	M. E. Hurst	C. M. Howell
Ore.	C. A. Howard	Birdine Merrill	E. F. Carleton
Pa.	James N. Rule	J. Herbert Kelley	J. Herbert Kelley
P. I.	Luther B. Bewley	Camilo Osias	
P. R.	Jose Padin	F. Rodriguez-Lopez	Antonio Sarriera
R. I.	Walter E. Ranger	Charles Carroll	James F. Rockett
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	I. D. Weeks	S. B. Nissen	N. E. Steele
Tenn.	Walter D. Cocking	S. L. Ragsdale	W. A. Bass
Texas	L. A. Woods	Rush M. Caldwell	R. T. Ellis
Utah	Charles H. Skidmore	James T. Worlton	B. A. Fowler
Vermont	Francis L. Bailey	Caroline S. Woodruff	Marion C. Parkhurst
V. I.	George H. Ivins	George H. Ivins	
Va.	Sidney B. Hall	Mrs. Edith B. Joynes	C. J. Heatwole
Wash.	N. D. Showalter	S. E. Fleming	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	J. H. Hickman
Wis.	John Callahan	Blanche M. McCarthy	O. H. Pienzke
Wyo.	Mrs. K. A. Morton	H. H. Moyer	H. H. Moyer
	Jack R. Gage		

tunities for all the children of Connecticut; assumption by the state of a larger share in the total cost of public education; return of the teachers' retirement system to its former reserve basis.

For the past year and a half there have been no further reductions in school budgets or in teachers' salaries. Approximately half the towns have started restoring salary cuts; thirty-five towns report having restored some of the school services which were curtailed during the depression. Approximately 95 percent of the teachers voted at the November 6 election.

Delaware—Out of a total population of 238,000, the adult education program of Delaware enrolled last year 6218 persons. Many highschool graduates returned to high school to continue their education. Plans for extending junior highschool facilities to Negro children were approved. All schools were kept open at least 180 days; all teachers were paid on time; teachers' salaries were reduced.

District of Columbia—Attendance at evening classes has increased 18 percent. Wide interest in community center activities indicates that about 50 percent more persons are taking advantage of these opportunities for wise use of leisure time. Emergency adult education, supported by FERA funds, has been meeting a variety of academic and vocational needs.

Georgia—The general assembly will meet in January, and indications point to the enactment of constructive school measures. More support for schools from the state is needed. Practically the only opportunity for the employment of highschool graduates is with the FERA program. An illiteracy crusade is being conducted. One of the most significant educational events is the laymen's educational movement. Nine district conventions have been held, at which from 500 to 1000 citizens attended.

Idaho—Summer schools for unemployed women were provided last summer. The last legislature passed an equalization law which provides for a minimum program of \$1080 per elementary classroom unit and \$1440 per high-school classroom unit. The money is provided by a three-mill district levy, to which the state and county add an amount sufficient to provide the minimum program. This provides exact equalization within counties, but another \$2,000,000 is required for equalization between counties.

Illinois—Adult education is sponsored thru classes in English, Americanization, sewing, and cooking. Destructive educational legislation has been successfully combatted and constructive legislation is being pushed for the coming legislative session.

Indiana—Indiana has a broad program of educational services to unemployed adults. There is practically statewide supervision in the following special fields: nursery schools, literacy, general adult education, parent education, recreation, college aid, vocational rehabilitation, and vocational education. It is expected that from 50,000 to 60,000 people will be enrolled in all types of educational activities from literacy to the college level. An effort is being made to make available to the rural people of the state a definite program of adult education.

Iowa—No child has been denied school facilities because of closed schools. Thru the enactment of a new certificate law the qualifications of teachers are being guided so that train-

ing will be better related to service. Interest is being mobilized in the methods of supporting education. Colleges are cooperating with the department of public instruction in establishing an emergency program for the education of unemployed youth. A system of uniform financial accounting forms is being introduced in school districts. Even in the face of the drought, there is a fairly general increase of wages for teachers. The most significant thing in adult education continues to be the public forum which is being conducted in Des Moines. The Iowa State Teachers Association is in the first year of its reformed type of management; it is in good condition.

Kansas—The drought has retarded recovery, but conditions are somewhat improved over a year ago. However, at present schools are supported wholly by the taxes levied locally in each school district. There is much need for equalization of school opportunities provided for by a state school equalization fund. A bill correcting this problem is to be presented to the state legislature this winter by the state teachers association. An aggressive campaign for better school support, backed by 18,000 teachers, is being carried on.

Kentucky—More progress has been made in educational planning the last two years than ever before in the same length of time. The 1932 general assembly created an educational commission to study needs and to plan future educational development. The report, presented to the 1934 general assembly, was accepted in full and a forward-looking school code was passed. Kentucky, with a body of modern school laws and an increased state school fund, has new hope and enthusiasm for the future.

The state is carrying on several types of adult education in connection with FERA. Approximately 800 teachers, otherwise unemployed, are engaged in this service.

Louisiana—The passage of constitutional amendments transferring the major burden of school support from the parish to the state, creating a state public-school fund of ten million dollars, and making the parish unit complete as to finance, administration, and supervision constitutes the most significant school legislation passed in Louisiana in recent years. In cooperation with the federal government, most of the parishes have been organized to give employment to unemployed teachers and instruction to thousands of adults.

Maine—All schools are being maintained for the statutory length of school year, altho low salaries prevail in many communities. A survey of public education by a commission appointed by the governor has just been completed. Its recommendations will be embodied in bills to be presented to the legislature. The adult education program is progressing. Five thousand were enrolled in emergency education classes last year.

Maryland—Because of excellent distribution of state school funds, a progressive program has been maintained. Four-year course has been inaugurated for all county students training for elementary-school teaching positions. College courses for unemployed highschool graduates in Baltimore and postgraduate highschool courses in several counties have been made possible by federal funds.

Massachusetts—Gradual recovery is evidenced by larger school budgets, restoration of

salaries, and lessened attacks. A tenure law was passed, giving teachers much stronger protection in their positions. All hostile legislation failed to pass the legislature. Nearly 4000 unemployed highschool graduates have returned to school. Approximately 31,000 adults have taken advantage of the courses offered thru the division of university extension.

Michigan—In a number of districts salaries of teachers have been slightly increased. All schools opened this fall. The Michigan Educational Planning Commission—made up largely of laymen whose attitudes are representative of public sentiment—is united in the determination that the children and people of Michigan shall have the maximum educational opportunities. The Commission is concerning itself with the emergency situation and is planning for a permanent progressive program of education for the future. The FERA program for adult education is providing freshmen colleges, adult education classes, and nursery schools. The legislative program of the educational groups is threefold: to secure \$25,000,000 state aid for the public schools in addition to the primary school interest fund and local taxes; to secure a reorganization of the state school system or greater economy and efficiency; and to promote greater efficiency of instruction.

Minnesota—A study conducted by a recognized authority to find new sources of school and other public revenues, thereby relieving overburdened property, has been a chief aim of the past year. The program will be offered to the legislature, in support of better taxing systems and methods and more equitable and permanent support of schools. There are between 500 and 600 teachers in adult education working under the FERA. Stress is laid upon cultural, recreational, and civic information courses, with the hope that adult education may be a potent force in social reconstruction and planning. There are about 2500 students taking advantage of the FERA college student relief.

Mississippi—Last year 2600 adults were taught to read and write; this was one-fourth of the total number of adult illiterates taught last year in the nation. Thousands of adults are enrolled in the new program of adult education being provided by the government. Last year the public-school system was prevented from breaking by timely aid from the federal government. The tax rate for schools has been lowered in only one county.

Missouri—The educational situation is improving. The downward trend in salaries has given place to an upward trend. In a few instances, salaries have been restored to the pre-depression level. There were fewer short school terms the last two years than ever before. The normal length of school term was maintained in practically all the school districts in the face of many difficulties. This was accomplished only by the hearty cooperation of teachers, superintendents, parent-teacher associations, and other agencies interested in the welfare of the schools.

Montana—Plans are being made for the reorganization of the 2300 administrative district units into approximately 235 units. Whether this can be done depends on the action that the legislature will take in the coming session in January. An adult education program is being carried on by the FERA. The long-time program sponsored by the Montana Education

Association is progressing satisfactorily. The educational situation is slowly improving.

Nebraska—All children of school age have public educational privileges offered them; but federal aid will be necessary to keep the schools open. During the past year forty-four new school buildings have been erected. Fourteen emergency nursery schools are in operation. The work for adults is progressing with the organization of classes in English, literacy, citizenship, and worker's education. The Study Center for young adults is worthy of special attention. Unconstitutionality of legislation harmful to education has helped the schools. Enrolments in junior and senior high schools and in higher institutions have increased about 10 percent. The state association has organized an educational planning commission to coordinate all educational activity.

Nevada—Many high schools are enrolling unemployed or partially employed adults in regular highschool classes. Since Nevada is essentially a mining state, the state vocational department conducts a six-weeks class for prospectors in each of the larger high schools once each year. A trained instructor travels about the state, carrying necessary equipment and supplies for these classes.

New York—Extensive educational programs for unemployed adults are being sponsored, including several emergency colleges. At a special session of the legislature last summer the full amount of state aid in accordance with the Friedsam Act was voted. Local communities will receive help from the state, varying according to the wealth of each community. The greatest need at the present time is to develop a program of scientific taxation which will relieve real estate. However, the educational situation in New York is encouraging.

North Carolina—During the past year the foundation of a sound school system—so far as administrative setup and recognition of the state's obligation for a minimum opportunity is concerned—was laid. All schools were run eight months, but teachers were paid on a meagre salary basis.

North Dakota—The drought has created special difficulties for schools because loss of income caused inability to pay taxes. Schools last year depended on federal aid to keep open for a normal term. Several thousand adults were given training thru the FERA, thus giving work to 190 unemployed teachers. Parent-teacher associations flourish; professional spirit runs high; school enrolments are large.

Ohio—The schools are in financial distress due to a tax limitation amendment and will probably close unless provision is made by the legislature for the levying of new taxes.

In October 1709 unemployed teachers were employed in teaching 61,524 adults. The work offered to unemployed highschool graduates includes emergency work on the junior college level, general adult education, and recreational activities.

Oklahoma—An aroused public opinion—evidenced by the press, by public speeches, and by the declaration of the incoming administration—is demanding of the legislature proper support of education. Classroom teachers have awakened to their responsibility in promoting school legislation. By aid of the federal government, schools had full terms last year.

Oregon—Since the inauguration of the emergency adult education program, Oregon is aroused to the value of a permanent program

in adult education. The state teachers association has appointed a committee to survey the possibilities of enlarging the scope of a permanent adult education program. A twenty-mill limitation amendment, which would have "sounded the death knell to education," was defeated in the November election. The total amount paid for teachers' salaries during 1934-35 will slightly exceed that paid in 1933-34.

Pennsylvania—A ten-year educational planning program includes every phase of education. Groups of laymen as well as educational workers are perfecting plans for the complete restoration of the state program of education and for the prevention of reenactment of emergency legislation by the 1935 legislature. The program of adult education includes emphasis on new types of vocational courses and the establishment of a cooperative program with the state emergency relief administration, covering all phases of emergency education and reaching every county in the commonwealth.

Puerto Rico—A program of adult education is being carried out, but it is the child of school age who constitutes the educational problem. Out of a school population of approximately 600,000 children, less than 250,000 are enrolled in school, half of them on half time.

Rhode Island—With no schools closed and no term shortened, the schools are on their way forward, with new school buildings, bigger enrolment, more teachers, and better salaries. Many unemployed teachers have been employed to conduct Americanization classes and adult classes.

South Carolina—This state was one of the first to organize adult training under the federal emergency act because the department of adult education in the state department of education was working well before that time and was ready to take up the larger field of activities. All schools were operated last year. The legislature granted an increase of 10 percent in salary for the current session. In many cases the school term will be longer.

South Dakota—In the midst of the severest drought and the most complete crop failure which South Dakota has ever known, her citizens are determined to provide for their children the best possible educational opportunities and will attempt to secure the enactment of educational measures in 1935 to insure this opportunity. Thru the federal government's program for unemployed teachers, there has been a great increase in adult education. Federal aid is needed for the schools.

Tennessee—Tennessee is promoting an adult education program and a nursery-school program. Special attention is being given to illiteracy. A far-reaching program for public education in the state has been formulated by the Tennessee Educational Commission, and the legislature this coming session will be asked to make it effective. Two significant proposals for the improvement of the schools are: to raise the minimum requirements for beginning teachers; and for the state to play a larger part in financing the public schools.

Texas—In the November elections, a proposed amendment to the constitution was defeated. If the amendment had passed, the schools, highways, and other functions of government would have suffered greatly. The adult education program provides employment for unemployed teachers, and instruction for unemployed highschool graduates and adults. Approximately seventy-five schools did not open

at the beginning of the fall term because of lack of funds. Almost a thousand other schools will have to close with a short term unless federal aid is provided.

Utah—An adult education program is being carried forward. Parent-teacher associations, civic, social, and business organizations are supporting the program enthusiastically. At highschool centers, college credit courses are offered free to financially embarrassed high-school graduates.

Nineteen of the forty school districts received federal aid last year. Approximately double the amount of federal funds received last year will be required this year if the schools are to maintain a normal term.

Vermont—The state educational commission appointed by the governor is to report its findings to the legislature in January; this should result in a decidedly forward movement in education in Vermont. A council on adult education has been formed; many adult education and nursery school classes are being held thruout the state. There are almost no teachers unemployed who are properly qualified and certificated.

Virgin Islands—Unemployed adults are enrolled in classes of the evening school. A diversified program, including courses in canning and preserving, basketry, needlework, woodworking, rope plaiting, cooking, music, commercial law, history, arithmetic, Spanish, English, painting, and citizenship, is offered.

Washington—No schools have yet closed [Nov. 27, 1934] but new tax limit initiative legislation makes situation critical. Educational forces, professional and lay, are closely allied. This state has a rather extensive adult program, with an enrolment of about 40,000. Under the "students' work program" approximately 1500 highschool graduates have been sent to college.

West Virginia—Every elementary and high school in the state was kept open for a nine-months term. The legislature restored elementary teachers' salaries to their high-point level; highschool salaries have made a comeback in many counties. The reorganization of schools effected in 1933 under the county unit and new basis of distribution of state aid established itself and assumed the form of permanency. The primary objective of emergency education is the removal of illiteracy from the state.

Wisconsin—The general sentiment toward schools and teachers is much improved. Finances, however, continue to be a baffling problem. Schools which were at the point of closing kept open by grants from state emergency board. High schools, especially, need financial assistance. The limitation of the debt service has been practically reached and the delinquent tax situation is not improving rapidly. The usual agencies for unemployed highschool graduates—return to high school, vocational schools, and Wisconsin College of the Air—are functioning with renewed vigor.

Wyoming—The Wyoming Education Association has a program to present to the state legislature in January. This program—to increase the size of districts to a county unit plan outside of large towns—would help equalize educational opportunities. Plans are also being made for new sources of revenue for the state to levy and distribute. Adults and unemployed highschool graduates are receiving training, the latter thru the extension correspondence courses from the University of Wyoming and the Emergency Adult Relief Administration.

Home Visiting: The Why of It

THE STATEMENT below is from a message to all teachers in the University Hill School, Boulder, Colorado, from the principal, F. A. Boggess.

THE MATTER of home visiting is one which is occupying quite a little of our thought just now. And very properly so for when our educational system is in the jeopardy which it is today, it behooves every teacher to be eager to seize every opportunity to help the situation.

This year I wish to give the plan of home visiting a schoolwide trial—one in which every teacher has some part.

Wherever possible these visits should touch on some of the larger aspects of the school work and education and not deal merely with failing grades or unsatisfactory effort of an individual. Two items from the University of Nebraska score card express this idea. "In my visits to the homes of parents I tactfully explain why certain things are being done or are planned at the school." "When a patron or parent visits my room I courteously and intelligently acquaint him or her with one or more of the aspects of our educational program." If this were always done, or done whenever an opportunity presented itself or could be made without visibly forcing it, the parents would understand what we are trying to do better than they now do.

It seems quite certain that we assume that the parents know many things clearly and definitely about our school for the very simple, and seemingly entirely adequate, reason that they have children in the school. As a matter of fact in many instances, they know nothing of these things or have a hazy and imperfect knowledge of them. We find in many cases children are uncommunicative at home about the important things which are done at school and this condition increases as the children grow older. Hence in the junior high school parents are especially likely to be ignorant of many of the efforts we make in behalf of their children and the purpose back of them.

Take so simple an illustration as the school creed. It would probably be a perfectly safe guess that 25 percent of our patrons do not know there is such a thing in existence and another 50 percent do not have any sort of conception of the broad fundamental principles which we try to have it teach. If they know we

have a photography and dramatic club they probably think of them as means of entertaining our youth and do not grasp at all the broad principle of training for a profitable use of leisure time which lies back of these organizations. So too they may fail to grasp the real educational foundation on which our assembly schedules are built, or the purpose of the all-school programs, or of our reading for honors. Instances might be multiplied to show that there is a vast fund of information known by the teacher which is not clearly known by the parents.

How shall this information be transmitted to the parents?

One answers, "Thru PTA meetings." A good answer if it would work but some parents do not come. At the last meeting less than sixty parents were present from 350 homes. What is to be done about those who do not attend?

Another says, "Send bulletins into the homes and tell our story to the parents in that way." A good suggestion, for the bulletins can and do help. But even the ones who make the suggestion know the limitations of this method. They know that people do not read accurately, that they will not read carefully articles of sufficient length to really convey a complete picture of the purpose back of a school project, and that a half knowledge is often worse than no knowledge.

Still another answer is, "Inform the children and let them be the messengers to the home." Applaud this answer and hope it will be used to the limit. There are great possibilities in its helpfulness. Yet I feel sure when all these methods have been used as skilfully and intensively as possible, there will still be big vacant spaces which can only be filled by word of mouth from the teachers.

I have worked out a series of eight topics in connection with our school work which it would be well for the public to more clearly understand. Under each topic I have placed a number of subheadings which seem suggestive of some

of the things which might enter the discussion of the main topics. This is prepared with the hope that it may make a little more concrete and definite the idea back of home visiting.

[1] *What we try to do in solving leisure-time problems for pupils*—Hobby days and hobbies, homework projects, outside reading, clubs, organized sports.

[2] *Efforts to teach appreciation of the good and the beautiful*—Art, music [glee club, orchestra], poetry memorizing and programs, good reading, photography club, and dramatic club.

[3] *Efforts to keep children safe and well*—Phone at once if child is absent, school nurse, no-accident campaign, safety teaching, pupil and teacher supervision on playgrounds, lower-grade children directed and escorted safely across street, and milk drinking.

[4] *Efforts to train children in good citizenship and leadership*—Assembly programs, homeroom periods on Thursday in junior high school, morning homeroom periods in elementary school, school creed, memorial tree rededication, Christmas program, and other programs, "No privileges without responsibilities," "School is a place for business," advisory council, and fire team.

[5] *Effort to do thoro school work*—Supervised study where special help is offered, coaching period after school, conferences with parents when children receive low marks, special devices to make work interesting, drills and reviews, and adapting work to the individual pupil.

[6] *Efforts to keep corps progressive and uptodate*—Reading substantial books, reading educational and other magazines, attending teachers conventions, lectures, and the like, weekly teachers meetings which are meant to be inspirational and lead to better work, participating in civic affairs, pursuing educational experiments, doing creative work in writing and construction.

[7] *Maintaining a unified purpose and professional spirit*—All-school projects like Christmas program, faculty meetings, and discussions where general policies are announced; common course of study; common objectives in citizenship training; reading and discussing challenging books.

[8] *Cooperating with the home*—Home calls, inviting parents to confer at school, telephone calls, letters, school bulletins, and PTA meetings.



Among Association Departments

THERE ARE two phases of the Association's work equally significant and important to the best development of the schools. One concerns the work of the Association as a whole, its purpose, unity, philosophy, program of action, activities, and the work of its committees and conventions. This belongs to the whole profession. No matter what his special work, every member of the profession should have a share in it and an interest in it.

The other phase of the Association's work concerns the special groups which work on some particular phase of American education and which in the Association are represented by the departmental organizations.

The development of departments may well be one of the important phases of the Association's growth in the years ahead. *THE JOURNAL* is eager to do what it can to encourage this development and to help members of the Association to keep in touch with the departments in which they are most interested.

A letter was recently sent to the president of each department, asking for information about plans and activities. Much of the following material is taken from the replies received. As other letters come in, they will be given attention in *THE JOURNAL*.

Department of Elementary School Principals—One of the most prophetic activities of any of the Association departments is the appointment this year, by the Department of Elementary School Principals and the Department of Teachers Colleges, of a cooperative committee on professional ethics. This committee of eighteen—nine from each Department—is studying the whole problem of professional ethics with a view to preparing a syllabus for a course on this subject which could be offered in teacher-educating institutions. This significant cooperation points the way to a time when principals and teachers colleges will work together constantly to bridge the gap that has so long separated the institutions which train teachers and the institutions which use their services.

One day of the Atlantic City convention—Wednesday, February 27, 1935—has been designated by President Oberholtzer of the Department of Superintendence as "Principals' and Supervisors'

Day." The Department of Elementary School Principals has prepared a particularly interesting program for that day.

The yearly publications of the Department consist of five bulletins, four of which are called *The National Elementary Principal*, and the fifth is a yearbook. The 1934 yearbook is entitled *Aids to Teaching in the Elementary School*.

Department of Kindergarten Primary Education—This department is being reorganized. Better understanding of the Department, greater achievements, and larger membership are the goals of the new membership and professional committee. In each state this committee is headed by an outstanding teacher, who acts as chairman for the state.

Department of Business Education—The Department is cooperating with President Smith in carrying out his "Program of Action for 1934-35." [See October 1934 *JOURNAL*, p 159.] Cooperation is also urged with other professional groups and with the specialist in Commercial Education in the Office of Education.

The greatest problem of this department is the adjustment of the curriculum in business education to the current economic and social conditions. A well directed guidance program for business education is to be promoted. One of the objectives for this year is to provide a classroom service whereby teachers may exchange ideas and offer methods of improvement.

The Department publishes *The National Business Education Quarterly*.

Department of Lip Reading—Late in September the Department inaugurated a membership drive; by the middle of November, thirty-one new members had been secured for this department, eight of whom are new NEA members.

This department's ever-pressing problem is to keep before educators the hearing difficulties of our great mass of school children.

The publicity committee has recently started issuing a bimonthly publication to help members and to keep them informed of the Department's activities.

Department of Secondary Education—By and large, the aim of the De-

partment is to interest highschool teachers to make a careful study of their aims and methods with a view to vitalizing the work of secondary schools.

Four committees are actively at work on: citizenship training in the secondary schools; promoting international understanding at the secondary-school level; integration of highschool studies; the motion picture problem as it concerns secondary schools.

The official bulletin of this department is *Secondary Education*, published five times a year.

Department of Rural Education—The committee on philosophy and aims of rural education will give its report at the Atlantic City convention. The convention program will be devoted to problems involved in redirecting rural education in terms of child needs.

The 1934 yearbook of the Department was entitled *Economical Enrichment of the Small Secondary School Curriculum*, and the following one will be devoted to rural teacher-training.

Department of Secondary School Principals—In commemoration of the founding of the first American high school, this department is sponsoring the Tercentenary of Secondary Education. The observance began during American Education Week 1934 and will run thru June 1935. [See December 1934 *JOURNAL*, pages 249-50; this *JOURNAL*, p 19-20, 30.] At the February meeting, in addition to a general session of its own, the Department will hold joint sessions with these departments: Supervisors and Directors of Instructors, Superintendence, Secondary Education.

A bulletin and a yearbook are issued by this department.

Department of Superintendence—This department has appointed a committee to work on its reorganization.

The Department of Superintendence has taken an active interest in the work of the Joint Commission on the Emergency in Education, has helped to enlarge its program, and has encouraged it to carry on its effective work.

The Department has initiated a national radio program, adapting this program for use in every locality with a broadcasting center. Chairmen for each state and territory have been appointed.

Each member receives the *Official Re-*

port of the winter meeting, *Research Bulletins*, and the yearbook. The 1934 yearbook was entitled *Critical Problems in School Administration*.

The indications are that the Atlantic City program will draw an unusually large group. National leaders dealing with the varied aspects of social and economic life have been invited to appear. In addition, the Department has organized itself into a series of institutes and study groups for the purpose of preparing definite studies to be presented at the convention. The questions dealt with are of national importance in public education. [For further information about the program see p 30.]

Department of Teachers Colleges [the American Association of Teachers Colleges]—One of the most outstanding activities of the Department this year is the work of the cooperative committee on professional ethics, mentioned under

the Department of Elementary School Principals.

In line with the Department's continued emphasis on better teaching is the work of the committee on accrediting, which is carefully checking the quality of instruction in all teachers colleges.

Among the themes to be discussed at the Atlantic City meeting are: The current economic status of the teachers college; what the library and the laboratory are to the student in his academic work, the training school should be in his professional work; the teachers college faces the future; the measure of a college is the character of teaching it has to offer; the teacher of the new age must be an educated individual.

This department issues a yearbook.

Department of Science Instruction—A survey is being made of schools in all the western states that offer a twelve-year program in science. Teachers

from many of these schools will appear on the programs of the Denver convention. The general theme will be "A continuous program in science for the elementary school, the junior and senior high schools."

Department of Visual Instruction

—The program for the winter meeting will deal with administrative problems and research studies in visual education. The summer meeting is planned for the classroom teachers; methodology and technics will be stressed and demonstrated.

This department has recommended that each state require a visual-sensory course before a certificate to teach in the public schools is granted; Pennsylvania is the first state to make such a requirement.

The Educational Screen, a commercial publication, is supplied to members of this department each year.

The Imperative Mood for Teachers

IT is imperative for teachers to realize that they are in a sense the sole guardians of American ideals, traditions, and aspirations. We have an inheritance to foster, maintain, and protect: namely the inheritance of the American principle of self-government, as opposed to dictatorship or communism. In short, it is the inheritance of democracy itself. Teachers of our public schools should understand that it is not only their privilege, but their great responsibility, to pass on undimmed the torch of American liberty and of intelligent democracy.

It is imperative for teachers to realize that they are really American citizens first and teachers afterwards. After all, the purpose of our schools is to train for good citizenship. That is the basic responsibility of the profession. Teachers are not teachers at all if they themselves are not good citizens in every sense of the word. Every teacher should vote at every election in order that it may be said of him that he practises what he preaches. Teachers should be so conspicuous on election day that the parents of the school children may understand that teachers as a class not only know the significance of citizenship, but appreciate it as well. If teachers will set a worthy example of good citizenship, the public will eventually honor them for it.

It is imperative for teachers to be at all times friends of youth. No teacher can expect the goodwill of our future citizens if he is in the least unfriendly to the young people who are now in our schools. In a few years time a number of our present highschool students will be serving on boards of education and holding other prominent public service positions. Their attitude toward the nature, the need, the purpose, and the importance of public education in this country will be determined very largely by the impressions which are now being made upon them as students.

It is imperative for teachers to be well-informed concerning public education. The science teacher of the senior high school, for instance, should be thoroly familiar with the kindergarten. What is the function of a kindergarten? Does it have a place in our program of citizenship training in this country? Let the science teacher answer that intelligently. He should understand all of the phases of elementary education so well that he is, in a sense, an authority. The teacher of English in the secondary field should be fully acquainted with the procedures followed in the educational program on a lower level. That is more

important than to criticize everlastingly the poor preparation of the pupils coming to him for further instruction!

It is imperative for teachers to be good interpreters of our public schools, especially in these times. Who is there who is in a position to do this job better than teachers themselves? Who is supposed to know more about our schools? Do we as teachers honestly believe in public education? If so, we will not hesitate to give a reason for "the faith that is within us."

It is imperative for teachers to be proud of the profession and to stand by it. The time has come for teachers to realize that there is no other profession that can approach the teaching profession in importance. The future of the country is in their hands. The magnificent record of self-control during the trying days of the depression is a silent tribute to the consecrated service of countless teachers of America. Teachers, let us add dignity to our work by uniting in a devoted fashion to common ideals. Let us stand as a unit in our local communities, in our state, and in our nation. Membership in our professional organizations is a small price to pay for a badge of honor!—H. Claude Hardy, New York State NEA director, and superintendent of schools, White Plains, New York.

Query: How much do I get out of NEA?
Answer: How much do you put into it?

The Teacher's Part in Social Reform

SAMUEL ENGLE BURR

Superintendent of Schools, New Castle, Delaware

RECENTLY a young highschool teacher asked me a perplexing question. No doubt the same question is bothering many other teachers in all parts of our country today. A discussion of it may be of value not only to my young friend, but to other teachers as well.

"What am I as a teacher to do about the present economic and social situation?" was the question in general. The young man presented many minor parts or sub-questions, as, for example:—

"Is it true that we could live in an economy of plenty in the United States today, if we were to use our present potential productive powers to their full extent? Could everyone have the equivalent of at least a \$5000 income if we were to operate on an economy of plenty [Prestonia Mann Martin—*Prohibiting Poverty*. The Rollins Press, Winter Park, Florida, 1932.]? Would there be jobs for all our able-bodied men if we were to produce to the limit, and could this be brought about with only a four-hour day and a five-day week?

Is it true that the present national administration is pushing an economic program which is not unified but which has in it certain mutually antagonistic elements? Is this program doomed to unalterable failure which will leave us soon no different than it found us on March 4, 1933, except for billions of dollars of new public debts?

"Is it true that Mr. Gerard's sixty-four American oligarchs do control our destinies? Is it useless to strive against them? Are they determined that poverty and ignorance shall be the lot of most people while only a few may have riches and power? Are they continuing to add to their own resources now while the masses are made to suffer from the 'depression'?

"Is it true that the oligarchs distrust the teachers? Do they fear that the teachers will try to follow the advice of George S. Counts [George S. Counts,—*Dare the School Build a New Social Order?* John Day Co., New York, 1932], and that they will attempt to lead the people to a new and better social order?

"Is it true that the failure to provide adequate federal and state moneys to pay teachers and to keep schools open is a part of a cleverly concocted and cleverly

concealed scheme of the rulers to 'put the teachers in their place,' and to insure the continuation of the old capitalistic system with its insane rivalries, tariff walls, profit motive, economic scarcity, and growing armaments?

"Is it true that teachers must continue to support the political, social, economic, and moral *status quo* or else lose their jobs? How far can they go in exposing to school children the sordid and seamy side of today's living conditions and in contrasting these facts with the rather patent possibilities and potentialities afforded by our present power age?"

Such sub-questions might be continued on for many more paragraphs, but enough has been written to indicate the nature of the young teacher's dilemma.

It is exceedingly difficult to prove objectively that statements about the preceding questions are true or false or more nearly one than the other. Perhaps if all the facts were obtainable, it would be easy to assume a definite position. The truth is, however, that we as teachers and also the public in general lack a definite knowledge of many pertinent facts. Because of this, the truth or falsity of the preceding statements is debatable to a greater degree than should be the case.

Radicals such as Harold Rugg [Harold Rugg,—*The Great Technology*. The John Day Co., New York, 1933], tell us that we are on the threshold of a new era of great promise. All we need to do is open the door by building a new social and economic framework in place of the old.

Conservatives, such as many "rugged individualists" who supported Hoover in the 1932 election, believe that we are probing uncharted and perilous seas already, under the leadership of the "brain trust" and the others who make up the Roosevelt administration.

To many teachers within the writer's acquaintance it has seemed that the weight of fact, of logic, and of reason rests with the radicals, or at least with the progressives, certainly not with the conservatives. These teachers have hardly dared to express themselves, for they have not been sure of their ground; they have hesitated to speak of the social situation at all; and they have feared for their jobs. True, they are creatures of the

present capitalistic social state; and the present economic system [based upon scarcity, competition, and the profit motive] does pay them for their work. As professional workers and as good American citizens, however, they are entitled to the right of free speech and of free political belief without fear of reprisal from those in power who do not happen to agree with their opinions.

Even tho some teachers may be political radicals, most of them are likely to be quite conservative in many respects. Practically all of them make a sincere attempt to be good citizens, as they understand citizenship and its duties in the United States today. As citizens, they are entitled to hold either radical or conservative views, without being persecuted for either.

Faced with a puzzling problem, a dearth of positive information, and a wide variety of opinions, there seems to be only one sensible solution for the teacher who would be a good citizen of the present social order while desiring certain fundamental economic and social changes.

Such a teacher must present to his pupils as fair a picture as he can of the present social, economic, and moral framework which exists today. This will include all the facts that are available, and the teacher must learn how to get more facts:

Facts about industry—its methods, its objectives, its management, its motives, its profits, its social effects, the industrial revolutions of the past, the possibility of a new industrial revolution today.

Facts about government—the NRA, the AAA, the PWA, and so on, democracy, fascism, communism, visible government and invisible government, nationalism, war.

Facts about wealth—its distribution, its sources, its values, its uses, its abuses, its media.

Facts about society—its stratification; its mores; its conventions; its relationships to religion, industry, government, wealth, and power; its increasing populations; race hatreds; national misunderstandings.

Facts about morals—the origin and development of moral codes, changing

moral standards, proper bases for evaluating conduct as moral or immoral.

Facts about education—its history, its objectives, its methods, its difficulties, its financing, its perversions by those who are in control and wish to remain there.

These and other facts, concerning both the present and the past, should be found and presented as a part of the social science program of any American public secondary school—or the pupils may be encouraged to search them out for themselves.

While the facts are being secured, they can be discussed freely, and the highschool pupils can enter into this discussion. It would be desirable and helpful to organize similar discussion groups on a voluntary basis among the adults in the community also. In fact, the program proposed for the schools may cause serious difficulties unless a corresponding program is provided for adults.

My advice would be that these discussion groups in school and out of school should not expect to arrive at group conclusions—that each individual in them should be given full freedom to draw his or her own conclusions. The groups would attempt to do eight things:—

[1] To define the *status quo* by practical methods.

[2] To understand how the present conditions have come about.

[3] To distinguish points of value and of weakness in the present economic and social order.

[4] To understand how the various radicals would like to change the *status quo*.

[5] To understand how the various conservatives would like to change the *status quo*.

[6] To understand and to evaluate the methods proposed for securing changes in the social, economic, moral, and political framework.

[7] To evaluate the proposed changes.

[8] To allow each individual to form an independent personal opinion concerning the controversial matters under consideration.

In other words, the school should be a place where facts are presented as fully as possible in the light of the established order, but where all sorts of projected changes in that order may be discussed

rationally and impersonally. The pupils should not be taught what to think about the present situation or about proposed changes in it. They should be furnished all the tools for thinking [facts, opinions, existing plans, and proposed panaceas] and then be granted freedom to come to conclusions for themselves. . . . The schools must be maintained at public expense as our front line in defense of freedom and liberty for the masses of the American people. Working under such an ideal, the teacher cannot serve as an agent of propaganda for any specific revision or retention of the general economic, social, political, or moral framework of our people. . . .

I feel that this proposal of mine is revolutionary. In the past our public schools have not been operated as fact-finding and thought-provoking agencies. They have been operated for the purpose of indoctrinating the new generation with the idea that good citizenship is synonymous with adherence to the *status quo*.—*Journal of Education*, Sept. 17, 1934.

Are You Getting Your Money's Worth?

Whether you buy a pair of shoes, or a car, whether you pay your telephone or electric bill, or buy an admission ticket to a game, show, or concert, you do not regret the expense provided you receive what you consider your money's worth.

Many people seem to have a different attitude toward taxes. Have you ever stopped to find out what you really receive for your taxes?

During the present fiscal year the owner of a typical home assessed at \$4,000—and he represents by far the largest number in this city—pays for all city services \$96.36. Of this total \$21.10 goes for the public schools. Reduced to a monthly figure the owner of the average Detroit home pays \$1.76 per month for the education of his children, whether they attend the kindergarten or the high schools.

While in times like the present \$1.76 per month may be considered quite a goodly amount, how does it compare with other services for which Mr. Average Home Owner pays?

The average lowest-priced
monthly telephone service
in Detroit costs \$3.25



The average monthly
gas bill for homes
costs \$3.17



The average monthly
electric bill for homes
amounts to \$2.82



Compare these figures with your
average monthly educational
bill for all your children . . . \$1.76



Are You Getting Your Money's Worth?

Detroit Public Schools

Prepare for distribution a similar page based upon the cost of these services in your community.

The New Jersey Award

THE NEW JERSEY State Teachers Association inaugurated this year the custom of presenting an annual award for distinguished service to education. The medal was presented to Alexander J. Glennie, principal of the Miller School, Newark, by Governor A. Harry Moore, at the annual convention banquet of the state association.

In his address, Governor [now Senator-elect] Moore said:

LIKE every thinking citizen I have always had an active interest in public education. Such educational equipment as I had at the beginning of my work I got from the schools of my native city. I was obliged to leave school as a boy. I worked by day to make my necessary contribution to the family budget and went to school at night. Thruout my whole public service I have had contacts with our public schools and teachers.

I have always loved children and have been interested in their welfare. While nothing that I have done would warrant it, I am sure, in Jersey City they have named a school for crippled children in my honor and when I am tired and a little discouraged, I like to go quietly into that school and talk with the children whose frail bodies prevent them from taking their full part in the play and activities of normal children but whose faces are bright, and I gather from them new inspiration. . . .

That this is one of the testing times of democracy and our free institutions is a commonly accepted fact. . . . Democracy does not stand still. It will grow in strength and power or it will collapse and disappear. And the bulwarks of our free institutions of government and of society must be found in the knowledge and intelligence of the people. . . .

Your meetings this year, at this time, are of great significance. If you counsel wisely, plan courageously, and renew your energy and devotion by coming together in this way you will continue to hold the line for education. . . .

We must renew and enrich and preserve the things of the spirit, as well as the things of our material existence, if we are to come thru the trying experiences of these years of need with the traditions and institutions of freedom preserved in their integrity as we received them from the founding fathers. The measure in which we shall succeed

is going to be the measure in which we meet our common problems of common education. The present generation must



Alexander J. Glennie

not forget its responsibility to the next, and the state cannot afford to forget its responsibility for educational leadership in this state of ours. It is your task, in spite of all the discouragements and added burdens that have come to you, to formulate the needs of our educational system to meet the changing conditions of a changing world. It is your task to find the best solutions to these problems that are troubling fathers and mothers, taxpayers and all of us. . . . Yours is the inspiring task and the heavy burden. The legions of youth must look to the teachers for knowledge, for the formation of character, for the shaping of their ideals, for preparation for life. There is no nobler task.

It is a fine thing for this association to have established this practise of presenting a distinguished service award to one of your number. I hope that this custom you are initiating today will grow and that as the years pass, this award of distinguished service in education will become the first badge of honor in the whole body of our citizenship.

Your committee of award has selected for this high honor a man whose life has been given to the education of youth. Teaching has not been with him a profession; it has been a passion. He is rounding out forty-five years of educational service in this state and New York.

For twenty-eight years he has served in the public-school system of Newark as a principal

and teacher. For the past five years he has been supervisor of evening schools and adult education. He has served in practically every official capacity in the teacher organizations in his own city and he has served the interests of teachers in state and nation. He had a determining part in the establishing of the Teachers' Pension and Annuity Fund of this state. He has served on the legislative committees of your organizations for years, and as chairman of the welfare committee of this association he was largely responsible for the school survey by the commission which I appointed something like a year ago.

His is a shining record of service to the thousands of youth who have come under his care. He is Alexander John Glennie. In presenting this award for distinguished service, Dr. Glennie, I congratulate you with all my heart. . . .

When Horace Mann gave up his law practise to devote himself to education, he said he had taken posterity as his client. You, Dr. Glennie, have taken, indeed, posterity for your client. And the fact that you have been selected from the thirty thousand teachers of the state for this award is eloquent testimony of the quality of your professional service. You have influenced for good the lives and thought and conduct of thousands. Your regard has not come in wealth or in public acclaim but in that satisfying knowledge that you have rendered helpful service in shaping the lives and thoughts of children.

When I think of the experiences which you must have had, of the discouragement, the seeming failures of your pupils, your patience and devotion, there comes into my mind a story which I read many years ago:

The school had been dismissed. The tired teacher sat at her desk to rest a while, and looked out upon the empty seats. She bent her head over her desk. The noise and bustle of the day had gone; quiet reigned; and she fell in thought. Suddenly the room was no longer empty. The chairs and desks were filled with her pupils. But they were not the boys and girls who had just left in the joy of school let out. They were pupils of other years—grandmothers, doctors, lawyers, teachers, farmers, clerks, and failures, gray-haired and with the marks of years upon their faces. As a distant bell sounded, they vanished, leaving behind them the admonition, "Remember, 'tis us you teach!"

Aye, Dr. Glennie, you have remembered in all these years that have gone that it is the future citizens you teach. You have labored well. For your part in shaping the character of the citizens of your community and state, we honor ourselves in honoring you.

The Atlantic City Program

February 23-28, 1935

THE MARCH OF TIME! April 13, 1635. The freemen of Boston, Massachusetts, pass an order that

"Philemon Pormont shall be entreated to become schoolmaster for the teaching and nurturing of the children with us," and thus is organized in the Boston Latin school the first secondary school in America.

Time marches on! 1751. Benjamin Franklin founds the Philadelphia Academy; includes the English school and the mathematical school along with the Latin school in the new institution.

Time marches on! 1821. The first American high school in the United States is established in Boston, Massachusetts. Is called the "English High School," a Scotch name suggested from a description of the high school at Edinburgh, Scotland.

Time marches on! 1872. In the case of *Stuart vs. Kalamazoo*, Chief Justice Cooley of the Michigan Supreme Court rules that public high schools may be supported by taxation. Secondary education from this precedent becomes recognized as a function of the state.

Time marches on! 1932. United States Office of Education surveys the nation's high schools. The most comprehensive study ever made of what is being done educationally for America's young people. Basis of facts laid for rapid progress at the high school level.

Time marches on! Nov. 20, 1934. There are now 26,000 high schools enrolling 6,000,000 pupils. President Franklin D. Roosevelt releases thru the NEA a proclamation calling upon the young people of the nation to celebrate the 300th birthday of the American high school.

Time marches on! Nov. 25, 1934. President E. E. Oberholtzer announces

that the high school tercentenary celebration will be an important feature of the 65th annual convention of the De-

in which members of the yearbook commission will participate in what promises to be an exciting high-spot of the conven-

tion. Members will have an opportunity to appreciate, from firsthand observation, the conflict of ideas which accompanies the preparation of a single volume by a group of ten authors. Such demonstration will be of particular interest this year because of the controversial nature of the yearbook topics, such as: "Changing Ethical Standards," "Technological Changes Ahead," "Individualistic versus Collective Social Planning," "What Lies Ahead in Government," and "The Relationship of the Teaching Profession to Social Policy."

Convention delegates will have an opportunity to take active part in convention deliberations, Monday and Wednesday afternoons which will be devoted to forum-discussion groups.

Study-discussion groups will be held on Tuesday afternoon when the convention will divide into twenty-five or thirty sections organized on the basis of questions raised in the general forum-discussion groups on Monday.

The convention will open with a vesper service Sunday afternoon, held in the beautiful ballroom of the Atlantic City auditorium so close to the sea-side that the music of the ocean may mingle with the tones of one of the most perfect pipe organs in the world. President G. Bromley Oxnam of DePauw University will make the vesper service address.

Wednesday, February 27, will be Principals' and Supervisors' Day.

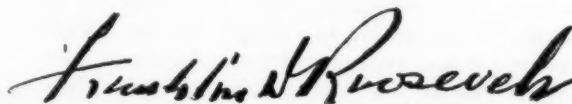
Convention visitors will be greatly pleased with the convenient arrangement and artistic display of the exhibits in the Atlantic City auditorium.

THE WHITE HOUSE WASHINGTON

AMERICAN HIGH SCHOOL ANNIVERSARY

The year 1935 ushers in an important anniversary in the life of the American people. Three hundred years ago the first American high school -- the Boston Latin School -- was founded. It was established in 1635 only fifteen short years after the landing of the Pilgrims. From a small beginning with one instructor and a handful of students has grown the splendid service now provided for more than 6,000,000 young Americans by 26,000 public and private high schools. These schools are developing the most precious resource of our nation, the latent intelligence of our young people. It is worth noting that social progress in the United States is following swiftly on the heels of the remarkable expansion of educational opportunity at the high school level.

I hope that the young people of every high school in the United States will celebrate this three hundredth anniversary. I hope they will celebrate it in a manner which will bring vividly before parents and fellow townsmen the significance, the contribution and the goals of their schools.



November 20, 1934.

partment of Superintendence which will be held in Atlantic City, Feb. 23-28, 1935. . . .

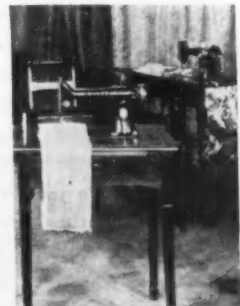
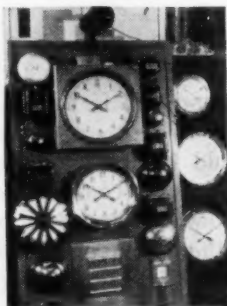
The highschool Tercentenary feature at the Atlantic City convention will be presented jointly by the Department of Superintendence and the Department of Secondary School Principals. Charles H. Judd, Thomas H. Briggs, Sidney B. Hall, and George F. Zook will be the principal speakers on the program devoted to this celebration.

The 1935 yearbook—*Education for New Social and Economic Relationships* will be the subject of a panel-discussion

The Superintendents in Convention



DO YOU REMEMBER the National High School Orchestra assembled by Joseph E. Maddy, professor of music, University of Michigan, and directed by Walter Damrosch, world-famous conductor, at the last Atlantic City Convention of the Department of Superintendence, February 22-27, 1930? Dr. Damrosch was presented with the American Education Award of the Associated Exhibitors of the National Education Association at the Cleveland Convention in 1934.



THE OPPORTUNITY which delegates have to select school equipment, books, and supplies at a great educational fair where the choice products in all lines are available for close inspection and comparison, is one of the most valuable features of the annual convention. Commercial exhibit space at Atlantic City leads the world in size and excellence of appointment.



NO ASSEMBLY HALL in the world equals in its convention facilities the Atlantic City auditorium where the Department of Superintendence will hold its 65th annual meeting, February 23-28, 1935.

The Joint Commission Crosses the Continent

HERBERT S. WEET

Member of the Joint Commission on the Emergency in Education

A RECENT series of Western conferences under the auspices of the Joint Commission on the Emergency in Education started with a combined conference and meeting of the Commission in Chicago on October 27 and 28. The conferences were then extended to Minneapolis, Cheyenne, Ogden, Portland, Oakland, Los Angeles, and Austin. In all, twenty-six states were represented at these conference centers.

To get a picture of what the Commission tried to get, and to give, thru this series, suppose we start with one of the early conferences. A consultant representing the parent-teacher associations reported that the school in her particular district was closed. Why? Because the teacher was too ill to go on with the work for the present. But why not engage another? Then came the story. There were no funds. During the whole of last year this teacher had taught with no salary and with no promise of a salary. The families of the district had boarded her and supplied the bare necessities of living. Worn-out and ill because of the strain, she was now recuperating to take up the work again as soon as possible.

What was the cause of this condition? Certainly it was not extravagant expenditures by school authorities. Neither was it primarily faulty methods of state taxation and state aid distribution for schools. The condition was due fundamentally to a lack of wealth. One can read statistical facts of the effects of depression and drought upon schools and all other life interests, but to *feel* these effects, even as a bystander, one needs to get the facts face to face as we did get them thru these conferences.

It is out of facts gathered in this way in states ranging from poverty to comparative plenty that the Commission has in part gathered its information concerning the extent to which this depression has hit the schools. In this way, furthermore, has been secured knowledge of the best that experience has to offer for sound methods of financing education which make the best use of such wealth as the state and the community might possess. One result has been the *School Finance Charter* [See THE JOURNAL for October 1933, p194] published over a year ago

by the Commission. It lays the foundation for reconstruction in school finance.

But such statements are of scant help just now to communities and states where the sources of adequate school support are lacking. And the wealth was lacking in so many of these areas. Is it surprising that such areas find little comfort in seeing federal aid for schools as an incident to federal relief, much as they appreciate the help that even this meagre support for schools has been? Is it surprising that, seeing the vast material construction program of the federal government, they wonder when that government will give some attention to the kind of spiritual relief and recovery that is linked with the education of boys and girls? What the Commission could give and did give was the assurance that their pleas for consideration by the federal government, as expressed in the spontaneous resolutions which they prepared and adopted, would be used by the Commission to secure that consideration.

Now let us turn our attention to another conference center. Consultants from one state reported that a third of the financial support for schools comes from the state itself, which has available forms of taxation not open to the local community. The same state reports that for many years now the small and inefficient school districts have been done away with, and that in their place stand forty school districts covering the entire state. Hit by the depression? Yes, but not unduly out of proportion to other interests of the state. Faulty state aid methods of distribution existed—but plans for remedy, based upon facts and judgments reached after careful deliberation, were all prepared to receive the attention of the legislature at its coming session. Side by side in this same conference, consultants from an adjoining state reported that the schools of their state were still depending upon the local property tax for 97½ percent of school support. The weaknesses and defects of such a plan of supporting schools and other governmental services had been brought out by these depression years as never before. Plans for remedy were intelligently formulated and courageously pressed.

To ascertain the faulty practises in

regard to all phases of financing education and to formulate a charter of sound principles for the future, have been the tasks of the Commission as regards finance. Somewhat less than a year ago the Commission was asked by the two bodies under whose authority it is working to apply the same procedures to the educational program. What faulty practises and unsound theories in the light of changed conditions has this inventory-taking period brought to light in the educational program itself? School services have been curtailed, and in many cases parts of the school program have been eliminated entirely. If funds were available tomorrow, would these services be restored exactly as they formerly stood, or has our experience pointed the way to other and better ways of doing things? What longterm planning for educational reconstruction is under way?

In every conference the Commission found these subjects under consideration. Comparatively little has been done, however, up to the present time. This is not surprising, for emergency days are not over, and the struggle to balance the budget and keep the schools open, even for a part of the school year and on a minimum program, has largely absorbed the time and energy of these states.

Even here, however, noteworthy lessons were learned by the Commission. Everywhere the importance of planning was uppermost in the minds of the school people. In some states the State Planning Board fostered and financed by the federal government had included educational planning within its work, had set apart a fair share of all available funds for this educational planning, had placed the planning in the hands of a special committee composed of both school and lay interests, and were consequently moving toward very significant ends. In some respects the most inspiring lesson of all was that an occasional state was found where school administrators and the entire teaching body itself were already moving ahead for improving school service thru revisions of the curriculum and improved teacher training. School improvement is under way in a manner that must mean encouragement.

Master Builders of Our Profession

PERHAPS no group of teachers stands out as an example of what organization may do as the teachers of Los Angeles. If you taught school in that city, you would of necessity be an active member of and pay dues to at least three local city educational organizations and would be a member of the Southern California Teachers Association and the California Teachers Association and the National Education Association. Your annual dues to these six organizations would cost you \$15 per year. In addition, you would contribute your share to an organization that has for its purpose advertising California, particularly Los Angeles County. You, who attend our national conventions, well know that Los Angeles teachers probably fared better during this depression than the teachers of any other large city.—*Indiana Teacher.*

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on December 1 was 5280. All the teachers of Hawaii joined in giving an NEA life membership to their former superintendent of public instruction, Will C. Crawford.

The following life members have been reported since the list was published in the December JOURNAL.

DISTRICT OF COLUMBIA—Walter E. Myer.
FLORIDA—Mrs. Vera Pearson.
HAWAII—Florence Avison.
IDAHO—Emmons N. Williams.
INDIANA—Merle J. Abbott, Harry Davidson, E. B. Hargrave.
KANSAS—M. F. Stark.
MARYLAND—Henry Lease.
MASSACHUSETTS—Leo Francis Hennessey.
MICHIGAN—H. Earle Correvont.
NORTH DAKOTA—Olin E. Combellick.
OHIO—Russell O. Demster, O. E. Hill, J. E. Way, James C. Wilson.
PENNSYLVANIA—Raymond W. Coldren, Mrs. Mary Junkin Cowley, Anna G. Seaman.
SOUTH CAROLINA—William H. Grayson.
TEXAS—W. P. Fulton, Marion Murray.
UTAH—Mark C. Lloyd.
VIRGINIA—James Morris Skeen.
WASHINGTON—Robert Carl Becken.
WEST VIRGINIA—Walter A. Wood, Melissa Zeiler.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their one hundred percent enrolment in the National Education Association for ten years or more. These schools have reported since the list was published in the December JOURNAL.

Seventeen Years

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

Sixteen Years

COLORADO—*Denver*, Perry.
IOWA—*Sioux City*, Hopkins.
MISSOURI—*Sedalia*, Horace Mann.

Fifteen Years

CALIFORNIA—*Long Beach*, John C. Fremont; *Piedmont*, Piedmont Public Schools, Egbert W. Beach, Frank C. Havens, High, Wildwood.
ILLINOIS—*Decatur*, Roach; *Moline*, Lincoln, Willard; *Rock Island*, Washington Junior High.
MASSACHUSETTS—*Brookline*, Cabot, Pierce.
NEW JERSEY—*Bridgeton*, Vine Street.
OHIO—*Marietta*, Marion, Norwood.

Fourteen Years

ARIZONA—*Tucson*, Drachman, Dunbar Junior High and Elementary, Miles, Ochoa, Roosevelt.
CALIFORNIA—*South Pasadena*, Marengo Avenue.
COLORADO—*La Junta*, La Junta Public Schools, Boys Club, Columbian, Junior High, La Junta Gardens, Lincoln, North La Junta, Park, Senior High.



EMMA BROOKES, president of the Department of Elementary School Principals of the NEA, and principal, Miles-Cranwood Schools, Cleveland.

ILLINOIS—*Elgin*, Columbia; *Maywood*, Lincoln, Washington; *Moline*, Logan; *Waukegan*, Waukegan Township High.
IOWA—*Sioux City*, Floyd.
LOUISIANA—*Grand Cane*, High.
MAINE—*Portland*, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peaks Island, Saunders Street, Shailer, Rosa E. True.
MASSACHUSETTS—*Brookline*, Edward Devotion, John D. Runkle.
OHIO—*Sciencetown*, Sciencetown Public Schools, Buckeye, Coitsville Center, Geography Hall, Warren Richy, Sciencetown Grade, Sciencetown High, Sciencetown Junior High, Thorn Hill, Thorn Hill Avenue, John White.
VIRGINIA—*Lynchburg*, Floyd, White Rock.

Thirteen Years

ARIZONA—*Tucson*, Mansfield Junior High, Mission View, Pascua, Roskrige Elementary, Roskrige Junior High, Senior High, University Heights.
CALIFORNIA—*Bakersfield*, McKinley.
CONNECTICUT—*East Hartford*, Meadow, Union.
ILLINOIS—*Decatur*, Oglesby; *Elgin*, Franklin, Garfield, Lowrie; *Moline*, Central Junior High, John Deere Junior High, Garfield, Grennell.
INDIANA—*Terre Haute*, McLean Junior High.
IOWA—*Sioux City*, Bryant, Cooper, Crescent Park, Emerson, Franklin, Hunt, Lowell, McKinley, Washington.
MASSACHUSETTS—*Beverly*, Farms.
MICHIGAN—*Mount Clemens*, Mount Clemens Public Schools, Andrew T. Donaldson, Clemens, Dickinson, Grant, High, Lincoln, Alexander Macomb, Woodrow Wilson.
NEW JERSEY—*New Brunswick*, Lord Stirling.
OHIO—*Bellefontaine*, Bellefontaine Public Schools, Central, Mary Fulton, High, Hubbard, Lincoln, McBeth, North, Special Teachers and Supervisors; *Oberlin*, Oberlin Public Schools, Centennial, High, Pleasant Street, Prospect Street; *Wooster*, Bowman Street.
OKLAHOMA—*Muskogee*, Muskogee Public Schools, Central High, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier.
VIRGINIA—*Lynchburg*, Frank Roane.
WISCONSIN—*Kenosha*, Lincoln Junior High.
WYOMING—*Casper*, Lincoln.

Twelve Years

ARIZONA—*Jerome*, Jerome Public Schools, Administration Building, Clark Street, High, Building "C."
CALIFORNIA—*San Jose*, Gardner, Hawthorne.
DELAWARE—*Wilmington*, Public Number 13.
ILLINOIS—*Decatur*, Roosevelt Junior High; *Dundee*, Dundee; *Elgin*, Grant; *Maywood*, Irving; *Moline*, Ericsson, Irving, McKinley, Roosevelt, Senior High.
INDIANA—*Fort Wayne*, Jefferson, Washington.
IOWA—*Sioux City*, Riverview, Whittier.
MAINE—*Caribou*, High; *Portland*, Morrill, Oakdale, Vaughan Street.
MASSACHUSETTS—*Beverly*, Brown.
MICHIGAN—*Grand Rapids*, Madison.
MISSOURI—*Kansas City*, Milton Moore.
NEW JERSEY—*Hammonton*, Magnolia.
NEW MEXICO—*Roswell*, Washington Avenue.
NEW YORK—*Binghamton*, Thomas Jefferson Number 8, Laurel Avenue Number 10, Florence Nightingale Number 4, Woodrow Wilson Number 16.
OHIO—*Wooster*, Beall Avenue; *Zanesville*, Zanesville Public Schools, Grover Cleveland Junior High, Garfield, Grant, Hancock Junior High, Jackson, Lash Senior High, Lincoln, Madison, McIntire, Monroe, Munson, Norval Park, Pioneer, Roosevelt Junior High, Sheridan, Westview, Wilson.
PENNSYLVANIA—*Pittsburgh*, Friendship.
SOUTH DAKOTA—*Mitchell*, Eugene Field, Longfellow.
VIRGINIA—*Lynchburg*, Biggers.

Eleven Years

ARIZONA—*Flagstaff*, High.
CALIFORNIA—*San Jose*, Grant.
COLORADO—*Denver*, Barnum, Bromwell, Ebert, Fairmont, Globeville, Montclair, Steele, Thatcher, Twenty-fourth Street, Wyatt, Wyman; *Englewood*, Hawthorne.
DELAWARE—*Wilmington*, Public Number 5, Public Number 22.
IDAHO—*Idaho Falls*, Eagle Rock, Eastside, Riverside; *Pocatello*, Jefferson.
ILLINOIS—*Dundee*, Dundee-Carpentersville Public Schools, Community High, Dundee; *Elgin*, Elgin Public Schools, Columbia, Franklin, Garfield, Grant, High, Lincoln, Lord, Lowrie, McKinley, Sheridan, Washington, Wing; *Elmhurst*, Lincoln, Roosevelt; *Jacksonville*, Franklin, Jefferson, Lafayette, David Prince Junior High, Washington; *Moline*, Moline Public Schools, William Carr, Central Junior High, John Deere Junior High, Ericsson, Garfield, Grant, Grennell, Irving, Lincoln, Logan, Manual Arts, McKinley, Roosevelt, Senior High, Willard; *Naperville*, Naperville Public Schools, Ellsworth, High, Naper, Special Teachers and Supervisors; *Rock Island*, Edison, Grant, Hawthorne, Irving.
INDIANA—*Fort Wayne*, Forest Park, Hamilton, Lakeside; *Michigan City*, Benjamin Harrison.
MAINE—*Portland*, Libby, Lincoln Junior High, McLellan, North, Presumpscot, Riverton, Roosevelt, Sherman Street Kindergarten, Walker Manual Training, West, Willard.
MASSACHUSETTS—*Belmont*, W. L. Cheney; *Beverly*, Prospect; *Melrose*, Roosevelt, Whittier.
MICHIGAN—*Adrian*, Jefferson, Lincoln, Old McKinley Primary; *Grand Haven*, Grand Haven Public Schools, Central, Ferry, Junior High, Senior High.
NEBRASKA—*Omaha*, Jackson.
NEW HAMPSHIRE—*Claremont*, Terrace.
NEW JERSEY—*Hackensack*, First Street Number 5; *Rutherford*, Sylvan; *Summit*, Roosevelt; *Trenton*, Girard.
NEW YORK—*Binghamton*, Columbus Number 5, Thomas Edison Number 3, Lincoln Number 6, Longfellow Number 13, Washington Number 1; *Yonkers*, Public Number 14.
OHIO—*Columbus*, Medary Avenue; *Findlay*, Glenwood Junior High; *Logan County*, Logan County Public Schools, Belle Center Village, Bokescreek Rural, De Graff Village, Harrison Rural, Huntsville Village, Iron City Rural, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Rushereck Village, Stokes Rural, Washington Rural, West Liberty Village, Zane Rural, Zanesfield Rural; *Youngstown*, Jefferson.
PENNSYLVANIA—*Lehigh*, Lehigh Public Schools, First Ward, High, Third Ward; *Mahanoy City*, Mahanoy City Public Schools, Junior High, Mahanoy Street, Pine Street, Senior High, Spruce Street, Twelfth Street; *Mahanoy Township*, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Junior High, Mahanoy City Senior High, Maple Hill, Park Place, Robinsons, Suffolk, Washington, Wiggins, Yatesville; *Munhall*, Munhall Public Schools, Andrew Street, Ravine Street, Senior High, Twelfth Avenue.
RHODE ISLAND—*Jamestown*, Jamestown Public Schools, Carr, Thomas H. Clarke.
VERMONT—*Brattleboro*, Canal Street.
VIRGINIA—*Lynchburg*, Miller Park, Ruffner, John W. Wyatt.
WYOMING—*Casper*, McKinley; *Sheridan*, Central.

Ten Years

ALABAMA—Birmingham, Avondale.
ARIZONA—Gilbert, Gilbert Public Schools; Winslow, Winslow Public Schools, Junior-Senior High, Lincoln, Southside, Washington.
CALIFORNIA—Los Angeles, Dahlia Heights; San Jose, Woodrow Wilson Junior High.
COLORADO—Denver, Alameda, Cole Junior High.
IDAHO—Idaho Falls, Idaho Falls Public Schools, Central, Eagle Rock, Eastside, Emerson Elementary, Emerson Primary, Junior High, Senior High, Riverside.
ILLINOIS—Evanston, Dewey, Orrington, Willard; Rock Island, Franklin Junior High, Lincoln Junior High.
INDIANA—Fort Wayne, Harmar, McCulloch.
KENTUCKY—Louisville, McFerran.
MAINE—Portland, Allen, Staples, Summit Street.
MASSACHUSETTS—Beverly, Cove; Gloucester, Hovey; Lynn, Coburn Street; Malden, Judson; West Springfield, Mittlemeier.
MICHIGAN—Adrian, Garfield, Junior High.

MINNESOTA—Minneapolis, Grover Cleveland.
MISSOURI—Kansas City, Central Junior High, Sanford B. Ladd; University City, Flynn Park.
NEW JERSEY—Bridgeton, South Avenue; Camden, J. S. Read; Maywood, Maywood Public Schools; North Plainfield, Somerset.
NEW YORK—Binghamton, Binghamton Public Schools, Central High, Columbus Number 5, Calvin Coolidge Number 12, Continuation Number 2, Daniel Dickinson Number 9, Director's Office, East Junior High, Thomas Edison Number 3, Eldredge Park, Franklin Number 7, Hamilton Number 15, Health Education, Jarvis Street Number 14, Thomas Jefferson Number 8, Laurel Avenue Number 10, Lincoln Number 6, Longfellow Number 13, Florence Nightingale Number 4, Open Air Number 7, Open Air Number 9, Roosevelt Number 11, Washington Number 1, West Junior High, Woodrow Wilson Number 16; Kenmore, Washington Elementary; Schenectady, S. B. Howe.
OHIO—Ashtabula, Park Junior High; Cleveland, Landon; Lima, Lowell; Logan, Junior High; Marietta, Washington.

OREGON—North Bend, Central, Roosevelt, West side.
PENNSYLVANIA—Berks County, Boyertown Borough, Caernarvon Township, District Township, Colebrookdale [Douglass Township], Pine Forge [Douglass Township], Heidelberg Township, Jefferson Township, Maiden Creek Township, North Heidelberg Township, Oley Township, Spring Township, Strausstown Borough, Topton Borough, Upper Merion Township, Wyomissing Hills Borough; Carbon County, Packerton Independent Junior High; Wayne, Primary; York, York Public Schools, Burrows, Central, Continuation, Franklin, Garfield, Hartley, Aquilla Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hannah Penn Annex, Hannah Penn Junior High, William Penn Annex, William Penn Senior High, Pine Street, Princess Street, Ridge Avenue, Betsy Ross, Smallwood, Stevens, Wilson.
TEXAS—Dallas, North Dallas High; Houston, Woodrow Wilson.
WISCONSIN—Madison, Hawthorne.

Builders of Our Profession

BE A JOINER—It has become the established custom in some of the city systems of our district to pay all fees—local, district, state, and national—thru the local teachers associations. Your secretary has decided preference for that method. It simplifies the collection and builds the profession. Join the professional group by holding 100 percent membership in these associations.—Central Wisconsin Teachers Association.

Completed Enrolments

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

Nine Years

ARIZONA—Tucson, Tucson Public Schools, Elizabeth Borton, Davidson, Davis, Drachman, Dunbar Junior High and Elementary, Sam Hughes, Mansfield Junior High, Menlo Park, Miles, Mission View, Ochoa, Pascua, Roosevelt, Roskrige Elementary, Roskrige Junior High, Safford Junior High, Senior High, University Heights.
CALIFORNIA—Los Angeles, Clifford Street; Modesto, Washington.
COLORADO—Denver, Asbury, Byers Junior High, South High, University Park; Frederick, Frederick.
DISTRICT OF COLUMBIA—Washington, Randle-Highlands-Orr.
ILLINOIS—Decatur, Dennis, Mary W. French, Garfield, E. A. Gastman, Johns Hill Junior High, Oakland, Riverside, Ullrich, Warren; East St. Louis, Jefferson; Elmhurst, Hawthorne; Maywood, Garfield.
INDIANA—Fort Wayne, Hanna, Nebraska, Rudisill.
KANSAS—Hutchinson, Lincoln; Norton, Norton Public Schools.
MAINE—Portland, Thomas B. Reed.
MINNESOTA—St. Paul, Riverside.
NEBRASKA—Omaha, Lincoln.
NEW JERSEY—Bridgeton, Monroe Street; Carney's Point, John J. Pershing; Dunellen, Lincoln, Whittier; Hightstown, Grammar; Northfield, Mill Road; Ventnor, Oxford Avenue.
NEW YORK—Rye, Union Free Grammar Number 3.
OHIO—Ashtabula, Division Street; Bowling Green, Church Street, Ridge Street, South; Columbus, West Broad; Lakewood, Hayes; Logan, East, Senior High, West; Mansfield, Newman; Marietta, Junior-Senior High; Warren, Laird Avenue.
PENNSYLVANIA—Bradock, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; Clairton, Clairton Public Schools, Fifth Street Grade, Fifth Street Junior High, Miller Avenue, Senior High, Shaw Avenue, Short Street, Walnut Avenue Grade, Walnut Avenue Junior High; Delaware County, Franklin [Chester Township]; Perry Wright [Chester Township]; Wayne, Grammar.
TEXAS—Houston, Park Place.
UTAH—Salt Lake City, Garfield.
WISCONSIN—Kenosha, Columbus, Jefferson; Madison, Emerson.

Eight Years

ARIZONA—Clemenceau, Clemenceau Public Schools.
CALIFORNIA—Alameda, Mastick, Washington; Anaheim, La Palma; Pomona, Washington.

COLORADO—Arvada, High; Canon City, Harrison; Denver, Adams Street, Baker Junior High, Bryant Webster, Evans, Grant Junior High, Stedman, Teller.
FLORIDA—Daytona Beach, Lenox Avenue.
GEORGIA—Atlanta, Georgia Avenue.
ILLINOIS—Decatur, Centennial Junior High, H. B. Durfee, Grant, Lincoln, Pugh, Washington.
INDIANA—Fort Wayne, Franklin; Indianapolis, Lucretia Mott Number 3.
MAINE—Camden, Elm Street; Portland, Long Island.
MASSACHUSETTS—Brookline, Driscoll; Everett, Hancock; Melrose, Ripley.
MISSOURI—Kansas City, William A. Knotts, McCoy.
NEBRASKA—Grand Island, Dodge; Omaha, Mason.
NEW JERSEY—Northfield, Northfield Public Schools, Mill Road, Mount Vernon Avenue, Somerset.
NEW MEXICO—Van Houten, Van Houten.
NEW YORK—Kenmore, Lincoln Elementary.
OHIO—Alliance, Alliance Public Schools, Franklin Number 2, High, Mahoning Number 7, North Lincoln Number 10, North Park Number 1, Park and Broadway Number 5, Part-time Continuation, Riverside Number 11, Seneca Number 3, South Freedom Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; Ashtabula, West Avenue Grade, West Junior High; Canton, Washington; Lockland, Lockland Public Schools, Elementary, High, Special High and Elementary, Wayne; Marietta, Harmar, Willard; Piqua, Bennett Elementary, Bennett Junior High, Spring Street, Staunton, Wilder Elementary, Wilder Junior High.
PENNSYLVANIA—Bradford, Fourth Ward; Dormont, Pittsburgh, Hillsdale Avenue, Kelton Avenue.
UTAH—Davis District, Centerville, Clearfield, Davis High, Farmington, Kaysville, South Junior High, Syracuse; Wasatch County, Wasatch County Public Schools, Charleston, Daniel, Heber, Central, Midway, North Heber, Soldier Summit, Wallsburg, Wasatch Junior High, Wasatch High.
WISCONSIN—Shorewood, Wilwaukee, Shorewood Public Schools, Atwater, High, Lake Bluff.
WYOMING—Casper, Roosevelt; Sheridan, Coffeen Avenue.

Seven Years

ALABAMA—Birmingham, Martin.
ARIZONA—Casa Grande, Union High.
CALIFORNIA—Hayward, Tennyson; San Francisco, San Miguel; San Jose, Hester, M. R. Trace Elementary.
COLORADO—Denver, Cheltenham, Colfax, Sherman, Smiley Junior High.
ILLINOIS—Decatur, Decatur Public Schools, Centennial Junior High, Dennis, H. B. Durfee, Mary W. French, Garfield, E. A. Gastman, Grant, Johns Hill Junior High, Lincoln, Oakland, Oglesby, Pugh, Riverside, Roosevelt Junior High, Senior High, Ullrich, Warren, Washington; Evanston, Foster; Rock Island, Frances Willard.
INDIANA—Indianapolis, Frances Willard.
KANSAS—Merriam, Shawnee-Mission High; Wichita, Carleton, Kellogg, Lowell, Park, Skinner, Washington.
MAINE—Portland, Pearl Street.
MICHIGAN—Detroit, McKerrrow; Flint, W. C. Durant.
MISSOURI—Kansas City, J. C. Nichols.
NEW JERSEY—Bradley Beach, Grammar; Camden, Yorkship; Montclair, George Inness Junior High.
OHIO—East Cleveland, Rozelle; Piqua, Piqua Public Schools, Bennett Elementary, Bennett Junior High, Favorite Hill, North Street, Senior High, South Street, Special Teachers and Supervisors, Spring Street, Staunton, Wilder Elementary, Wilder Junior High.
PENNSYLVANIA—Dauphin County, Hummelstown Borough.
VIRGINIA—Newport News, Bankhead Magruder, George Washington, Woodrow Wilson.

Six Years

ARIZONA—Phoenix, Madison.
CALIFORNIA—Alameda, Versailles.
COLORADO—Denver, Beach Court, McKinley, Dora M. Moore, Smedley, Swansea; Gunnison, Gunnison Public Schools, Gunnison County High, Junior High, Pine Street.
DELAWARE—Eastern New Castle County, Commodore MacDonough Number 53, Edgemore Number 93, Minquada Number 47, Odessa Number 61, Rose Hill Number 47; Elsmere, Oak Grove; Wilmington, Public Number 29.
GEORGIA—Atlanta, Atlanta Opportunity, Capital View.
HAWAII—Lihue, Kauai, Kauai High.
ILLINOIS—Bellwood, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; Elmhurst, Elmhurst Public Schools, Hawthorne, Lincoln, Old Field, Roosevelt, Washington; Harvey, Harvey Public Schools, Bryant, Holmes, Lowell-Longfellow, Whittier; Lombard, Lombard Public Schools, William Hammerschmidt, Lincoln; Maywood, Roosevelt.
INDIANA—Indianapolis, Thomas D. Gregg Number 15; Pendleton, Pendleton Public Schools, High, West.
KANSAS—Wichita, College Hill, Lincoln, Sunny-side, Waco, Woodland.
MAINE—Portland, Open Window.
MICHIGAN—Detroit, Clippert; Lansing, West Junior High.
MINNESOTA—Minneapolis, Garfield.
NEBRASKA—Omaha, Train.
NEW HAMPSHIRE—Winchester, Thayer High.
NEW JERSEY—Bridgeton, Bank Street; Camden, Cassidy; Dunellen, Dunellen Public Schools, Lincoln, Roosevelt Junior High, Whittier.
NEW MEXICO—Albuquerque, John Marshall.
NEW YORK—Mount Vernon, Nathan Hale.
OHIO—Cleveland, Buhner; Clinton County, Clinton County Public Schools, Adams Township, Blanchester, Chester Township, Clarksville-Vernon, Cuba, Jefferson Township, Liberty Township, Martinsville, Mount Pleasant, New Antioch, New Vienna, Reseville, Sabina, Wayne Township; Columbus, Everett Junior High, Garfield, Open Air; Kent, Central, Depeyster, South; Marietta, Marietta Public Schools, Fairview Heights, Harmar, Junior-Senior High, Marion, Norwood, Terberg, Washington, Willard; Wooster, Walnut Street.
PENNSYLVANIA—Munhall, Franklin, Homestead Park, Nineteen Avenue; Northampton, Northampton Public School, Central, Franklin, Junior High, Senior High, Washington, George Wolf.
VIRGINIA—Newport News, Thomas Jefferson, Walter Reed.

Five Years

ALASKA—Nome, Nome Public Schools.
ARIZONA—Tucson, Carrillo, Safford Elementary.
CALIFORNIA—Alameda, Sadler; Encinitas, Encinitas Elementary; Livermore, Elementary; Stockton, Jackson.
COLORADO—Denver, Ashley, Fairview, Garden Place, Garfield, Lawrence Street.
DELAWARE—Eastern New Castle County, Alfred I. duPont Number 7, Delaware City Grade Number 52, Eden Number 101.
GEORGIA—Atlanta, Moreland.
ILLINOIS—Du Page County, Puffer, District Number 69; Elmhurst, New Field; Evanston, Miller; Glen Ellyn, Glen Ellyn Public Schools, Forest Glen, Benjamin Franklin, Hawthorne, Junior High, Main Street; Rock Island, Denkmann.
INDIANA—Indianapolis, Public Number 64, Public Number 71, Public Number 86.
KANSAS—Wichita, Fairmount.
MASSACHUSETTS—Beverly, Ryal Side; Lexington, Adams; North Andover, Union; Southwick, Consolidated; Springfield, White Street; Waltham, Thomas Hill.

MICHIGAN—*Flint*, Roosevelt; *St. Clair*, St. Clair Public Schools.
MISSISSIPPI—*Drew*, Drew Public Schools.
MISSOURI—*Webster*, Webster Public Schools.
NEBRASKA—*Grand Island*, Lincoln.
NEW JERSEY—*Morris Township*, Alfred Vail Junior High and Elementary.
NEW YORK—*Calicoon*, High; *Cornwall*, High; *Johnson City*, Theodore Roosevelt.
NORTH DAKOTA—*Fargo*, Roosevelt Junior High; *Park River*, Agricultural and Training.
OHIO—*Chillicothe*, Central, Southern, Western; *Findlay*, Liberty Township; *Sandusky*, County, Green Springs; *Worthington*, Worthington Public Schools, Grade, High, Special Teachers and Supervisors.
OKLAHOMA—*Oklahoma City*, Stand Watie; *Tulsa*, Emerson.
OREGON—*Rainier*, Grade.
PENNSYLVANIA—*Ambridge*, First Ward; *Berwick*, Fairview, Fourteenth Street; *Carlson*, Beaver Meadow Borough, Bowmanstown Borough, Halifax Borough; *Philadelphia*, Pennypacker; *Summit Hill*, Summit Hill Public Schools, Philip Ginter Junior High, Grade, Senior High; *York*, Arch Street.
VIRGINIA—*Hopewell*, Du Pont, Highland Park; *Newport News*, John W. Daniel, Stonewall Jackson.
WYOMING—*Midwest*, High.

Four Years

ALASKA—*Cordova*, Cordova Public Schools.
ARIZONA—*Gila Bend*, Gila Bend Public Schools; *Hayden*, High; *Tucson*, Government Heights; *Winslow*, Special Teachers and Supervisors.
CALIFORNIA—*Hawthorne*, Williams Street; *San Jose*, Horace Mann.
COLORADO—*Canon City*, Madison; *Denver*, Ashland, Boulevard, Columbine, W. H. Eagleton, Edison Elementary, Elyria, Rosedale.
ILLINOIS—*Du Page County*, Itasca, District Number 10, Public, District Number 7; *Edwardsville*, Edwardsville Public Schools, Columbus, Junior High, Lincoln, Senior High; *Elgin*, Special Teachers and Supervisors; *Litchfield*, Madison Park; *Moline*, Special Teachers and Supervisors.
INDIANA—*Crawfordsville*, Crawfordsville Public Schools, Horace Mann, Mills, Senior-Junior High, Tuttle, Willson.
KANSAS—*Hutchinson*, Central, Grandview; *Topeka*, Gage.
MAINE—*Brewer*, Brewer Public Schools, Dirigo, Excelsior, High, Kingsbury, North Brewer, Page, Sargent, South Brewer, Whittings Hill; *Portland*, Bethel Kindergarten, Perry.
MARYLAND—*Baltimore*, Howard Park Number 218.
MASSACHUSETTS—*North Andover*, Bradstreet; *North Attleboro*, Towne Street; *Wellesley Hills*, Seldon L. Brown; *Williamstown*, Williamstown Public Schools, Broad Brook, High, Walter G. Mitchell, South Center.
MICHIGAN—*Flint*, Washington.
MISSOURI—*Kansas City*, Jackson Opportunity, John K. Stark, Mark Twain, Woodland.
NEBRASKA—*Grand Island*, Wasmer; *Omaha*, Pickard.
NEW JERSEY—*Camden*, Liberty; *Highland Park*, Franklin Junior High, Lafayette; *Summit*, Jefferson.
NEW MEXICO—*Albuquerque*, Third Ward.
NEW YORK—*Irondequoit*, Seneca; *Kenmore*, Special Teachers and Supervisors; *Lake George*, Lake George Union; *Solvay*, Prospect.
OHIO—*Alliance*, Parkway Number 13, Special Teachers and Supervisors; *Canton*, Belle H. Stone; *Columbus*, Douglas; *Dayton*, Fort McKinley; *Garfield Heights*, Garfield, Park Knoll; *Lake County*, Merrick Hutchinson, Mentor Avenue, North Mentor; *North Baltimore*, North Baltimore Public Schools, Grade, Junior High, Senior High; *Zanesville*, McKinley, Special Teachers.
PENNSYLVANIA—*Ambridge*, Harmony, Liberty, Anthony Wayne; *Benton*, Joint; *Berks County*, Bern Township, Centre Township; *Berwick*, Berwick Public Schools, Chestnut Street, Fairview, Ferris Heights, Fourteenth Street, Orange Street, Orchard Street, Third Street; *Ford City*, Ford City Public Schools; *York*, Phineas Davis Junior High, Duke Street, Theodore Roosevelt, Edgar Fahs Smith Junior High.
SOUTH CAROLINA—*Goldville*, Joanna.
VIRGINIA—*Hot Springs*, Valley High; *Newport News*, Special Teachers and Supervisors; *Norfolk*, Villa Heights; *Norfolk County*, Coleman Place; *Richmond*, Chimborazo.
WASHINGTON—*Spokane County*, West Valley High.
WISCONSIN—*Kenosha*, Grant.

Three Years

ARIZONA—*Casa Grande*, Grammar; *Eloy*, Grammar.
CALIFORNIA—*Anaheim*, Horace Mann; *San Gabriel*, Potrero Heights; *San Jose*, Herbert Hoover Junior High, Longfellow; *Sunnyvale*, Elementary.
COLORADO—*Denver*, Albion, Central, Critten, Franklin, Ironton, Milton, Mitchell, Reynolds, Valverde; *Sopris*, Lincoln.
DELAWARE—*Wilmington*, Public Number 27.
ILLINOIS—*Bellwood*, Wilson; *Decatur*, Special Teachers and Supervisors, Woodrow Wilson Junior High; *Elgin*, Edward H. Abbott; *Freeport*, East Side; *Lake Bluff*, Lake Bluff; *Lebanon*, Lebanon Public Schools, Community High, Grade; *Rock Island*, Rock Island Public Schools, Audubon, Denkmann, Edison, Eugene Field, Franklin Junior High, Grant, Hawthorne, Irving, Lincoln, Longfellow, Horace Mann, Senior High, Washington Junior High, Frances Willard; *Springfield*, Enos.
INDIANA—*Fort Wayne*, Hoagland, James H. Smart, Louis C. Ward; *Gary*, East Pulaski; *Indianapolis*, Public Number 61.
MAINE—*Portland*, Cliff Island.
MASSACHUSETTS—*Holden*, Chaffins; *Rutland*, High.
MICHIGAN—*Flint*, Hazelton.
MISSOURI—*Boonville*, Elementary; *Kansas City*, Border Star, Norman; *Springfield*, Boyd.
MONTANA—*Lewistown*, Lincoln.
NEW HAMPSHIRE—*Derry Village*, Pinkerton Academy.
NEW JERSEY—*Dover*, Mine Hill Township; *Leonia*, Elementary; *Maplewood*, Jefferson; *Palmyra*, Spring Garden Street; *Westfield*, Benjamin Franklin, Grant.
NEW YORK—*Johnstown*, Irving Street, Warren Street; *Mechanicville*, Public Number 2; *Oneonta*, Mitchell Street; *Rome*, Columbus, East Rome.
OHIO—*Chillicothe*, Eastern, Mt. Logan; *Cleveland*, Walton; *Columbus*, John Burroughs, Michigan Avenue; *Lake County*, Mentor High, Mentor Special, Nursery; *Salem*, Columbia; *Wooster*, Pittsburgh Avenue.
PENNSYLVANIA—*Lansdowne*, Lansdowne Public Schools; *Milton*, Central; *Montgomery County*, Narberth District, Upper Pottsgrove Township; *Munhall*, Woodlawn Avenue; *Pittsburgh*, Fulton; *Tyrone*, Tyrone Public Schools, Adams, Junior-Senior High, Logan, Washington; *Whitehall Township*, Whitehall Township District Public Schools, Cementon, Egypt, Fullerton, Hokendauqua, West Catasauqua, West Coplay, Whitehall High, Whitehall Junior High.
VIRGINIA—*Portsmouth*, Truxton.
WEST VIRGINIA—*McDowell County*, Big Creek District, Baldwin.
WISCONSIN—*Milwaukee*, Mary Hill, Vieau; *Wauwatosa*, Hawthorne Junior High.

ALABAMA—*Birmingham*, Cunningham, Seventeenth Avenue.
ARIZONA—*Florence*, Elementary; *Globe*, Globe Public Schools, Central, Hill Street, Junior-Senior High; *Miami*, Bullion Plaza, Lower Miami Public Schools.
CALIFORNIA—*Alameda*, Longfellow; *Alhambra*, Central; *Riverside*, Palm; *San Jose*, Continuation.
COLORADO—*Aurora*, Community; *Canon City*, Garfield; *Denver*, Berkeley, Aaron Gove Junior High, Lincoln, Washington Park; *Englewood*, Junior-Senior High; *Golden*, Golden Public Schools, Golden Hill, North, South Junior High; *Greely*, Central Platoon.
CONNECTICUT—*Bristol*, Clarence A. Bingham.
DELAWARE—*Delmar*, Delmar; *Wilmington*, S. G. Elbert.
FLORIDA—*Brandon*, Valrico; *Dade County*, Highland Park, Redland Elementary, Redland High, West Little River; *Daytona Beach*, Volusia Avenue; *Pensacola*, J. B. Lockey.
GEORGIA—*Atlanta*, William Street; *Macon*, Fort Hawkins.
ILLINOIS—*Aurora*, Brady, Oak Park; *Libertyville*, Libertyville Township High; *Naperville*, Granger; *Petersburg*, First Ward, Third Ward; *Rockford*, Brown; *St. Clair County*, Public, District Number 190.
INDIANA—*East Chicago*, Garfield; *Elwood*, Edgewood; *Indianapolis*, Public Number 68.
KANSAS—*Wichita*, Finn, Irving, Longfellow, Robinson Intermediate, Willard.
KENTUCKY—*Lexington*, Arlington, Morton Junior High.
LOUISIANA—*Longstreet*, Bethel.
MAINE—*Dexter*, Cedar Street; *Portland*, Cummings, Jackson, Leland, Monument Street, Riverside, Ungraded Rooms, Woolson.
MASSACHUSETTS—*Beverly*, Centerville, McKay; *Braintree*, Penniman; *Brookline*, Sewall; *Dalton*, High; *Malden*, Belmont, Converse; *Waltham*, Nahon Hardy; *Wellesley*, North; *Wellesley Hills*, Fiske; *Worcester*, Adams Square.
MICHIGAN—*River Rouge*, Ann Visger.
MISSISSIPPI—*Greenville*, Starling; *Vicksburg*, Vicksburg Public Schools, Carr Central High, Speed Street.
MISSOURI—*Boonville*, Boonville Public Schools, Elementary, Junior High, Senior High; *Kansas City*, Madison, Frances Willard; *Kirkwood*, W. W. Keyser; *Nevada*, Nevada Public Schools, Benton, Blair, Bryan, Franklin, Jefferson, Junior-Senior High; *University City*, Daniel Boone, Nathaniel Hawthorne.
NEBRASKA—*Grand Island*, Platt; *Omaha*, Washington.
NEW HAMPSHIRE—*Ashuelot*, Ashuelot.
NEW JERSEY—*Bloomfield*, Fairview; *Camden*, W. F. Powell; *Glen Rock*, Richard E. Byrd, Public Number 1; *Irvington*, Coit Street; *Madison*, Central Avenue; *Manasquan*, Manasquan Public Schools, Grade, High; *Palmyra*, Cinnaminson Avenue; *Pitman*, Summit Avenue; *Tenafly*, Browning; *Trenton*, Hamilton.
NEW YORK—*Corning*, Public Number 1; *Geneva*, Prospect Avenue; *Hillburn*, Union Free; *Kenmore*, Sheridan Annex; *Mechanicville*, Junior High, Public Number 1, Public Number 3; *Olean*, Public Number 11; *Wellsville*, Martin Street, Washington; *West Nyack*, Clarkstown Number 7; *Yonkers*, Public Number 4.
OHIO—*Akron*, Bettes, Harris, Henry, Hotchkiss, Andrew Jackson, Lawndale, Seiberling; *Ashtabula*, Ashtabula Harbor Public Schools, Harbor High, Jackson, Washington; *Bucyrus*, Holmes-Liberty Ru-

ral; *Canton*, Henry S. Belden; *Chillicothe*, Chillicothe, Public Schools, Central, Eastern, High, Mount Logan, Southern, Western, West Fifth Street; *Columbus*, Pilgrim Junior High, West Mound Street Elementary; *Delphos*, Franklin, Jefferson; *Garfield Heights*, Garfield Heights Public Schools, Garfield, Maple Leaf, Park Knoll, Roosevelt, Senior High; *Lake County*, Mentor Village, Wickliffe Village District; *Logan*, Logan Public Schools, Central, East, Junior High, Senior High, West; *Ohio City*, Ohio City-Liberty District; *Van Wert County*, Jennings Centralized, York Township; *Wooster*, Wooster Public Schools, Beall Avenue, Bowman Street, Junior High, Pittsburgh Avenue, Senior High, Walnut Street; *Wyoming*, Wyoming.
OREGON—*Oregon City*, Barclay, Eastham Elementary, Mt. Pleasant, Senior High.
PENNSYLVANIA—*Johnstown*, Park Avenue; *Lemoine*, Lemoine Public Schools; *Mechanicsburg*, Mechanicsburg Public Schools, Arch Street, Junior High, Senior High, Simpson Street; *Philadelphia*, Allen; *Pittsburgh*, Glenwood, Larimer.
SOUTH DAKOTA—*Mitchell*, Mitchell Public Schools, Central, Junior High, Litchfield, Senior High, Whittier; *Sioux Falls*, Bancroft.
TENNESSEE—*Knoxville*, Flenniken, McCampbell.
UTAH—*Jaab District*, Jaab District Public Schools, Juab High, Levan, Mona District, Nephi Central, Nephi Junior High.
VERMONT—*Burlington*, Ira Allen.
VIRGINIA—*Bath County*, Mitchelltown; *Lynchburg*, Thomas C. Miller; *Richmond*, Nathaniel Bacon.
WASHINGTON—*Spokane*, Havermale Junior High.
WISCONSIN—*Kenosha*, McKinley Junior High; *Sheboygan*, Sheridan.
WYOMING—*Laramie*, High, Whiting.

Current Year

ALABAMA—*Birmingham*, Minor; *Coffee Springs*, Coffee Springs; *Stevenson*, High.
ALASKA—*Sitka*, Territorial.
ARIZONA—*Inspiration*, Benjamin Franklin; *Mesa*, Mesa, Public Schools, Franklin Elementary, Franklin Junior High, Irving, Lincoln, Washington, Webster; *Patagonia*, Lochiel, District Number 9; *Phoenix*, Murphy, District Number 21; *Somerton*, Grammar; *Tucson*, Mary J. Platt.
CALIFORNIA—*Alameda*, Haight, Lincoln; *Buena Park*, Buena Park; *Cardiff*, Cardiff; *Half Moon Bay*, Grammar; *Pomona*, Garey; *San Francisco*, Irving M. Scott; *San Mateo*, Borel, Peninsula Avenue; *San Mateo County*, Jefferson Union High; *Santa Cruz*, Laurel Street; *South Pasadena*, South Pasadena Junior High; *South San Francisco*, Grand Avenue; *Stanford University*, School of Education.
COLORADO—*Akron*, Akron Grade; *Canon City*, Senior High, Wilson; *Cheyenne Wells*, Cheyenne County High; *Denver*, Alcott, Elmwood, Emerson, Gilpin, Mapleton, Park Hill, Whittier; *Eagle*, High.
CONNECTICUT—*Old Saybrook*, Consolidated.
DISTRICT OF COLUMBIA—*Washington*, Pierce.
FLORIDA—*Clearwater*, Belleair; *Dade County*, Opa Locka; *Indianapolis*, Warfield; *Mulberry*, Mulberry Public Schools; *Tampa*, V. M. Ybor.
GEORGIA—*Atlanta*, Joel Chandler Harris, Kirkwood.
IDAHO—*Pocatello*, Whittier.
ILLINOIS—*Alton*, Rufus Easton; *Aurora*, Beaupre, Center, G. N. Dieterich, Junior High; *Champaign*, Champaign High; *East Alton*, Lincoln; *Edwardsville*, Leclair; *Freeport*, Freeport Public Schools, East Side, Senior High; *Mendota*, Mendota Public Schools, Blackstone, Lincoln, Township High; *Rockford*, Kent; *Venice*, Venice Public Schools.
INDIANA—*Bloomington*, Fairview; *Evansville*, Highland [Center Township]; *Indianapolis*, Ben Davis High, Public Number 6, Public Number 16, Public Number 31, Public Number 45, Public Number 91; *La Grange*, Brushy Prairie; *Stroh*, Graded; *Wannamaker*, New Bethel.
IOWA—*Sioux City*, Bancroft, Grant, Irving, Woodrow Wilson Junior High.
KANSAS—*Alden*, Alden Public Schools; *Hutchinson*, Fourth Avenue; *Kansas City*, Westwood View; *Manhattan*, Woodrow Wilson; *Towanda*, Grade; *Wichita*, Samuel Adams, Alcott, Allison Intermediate, Central, Douglass, Dunbar, East High, Emerson, Eugene Field, Franklin, Gardiner, Hamilton Intermediate, Harry Street, A. A. Hyde, Ingalls, Linwood, L'Ouverture, Horace Mann Intermediate, Martinson, Meridan, McCormick, Riverside, Roosevelt Intermediate, Stanley, Webster.
MAINE—*Rockland*, McLain; *Saco*, Moody.
MARYLAND—*Bladensburg*, Elementary; *Frederick*, Washington Street; *Frederick County*, Knoxville Elementary; *Severna Park*, Severna Park.
MASSACHUSETTS—*Arlington*, Parmenter; *Cumington*, Junior High; *Gloucester*, Point Primary; *Marblehead*, Sewall, Story; *Melrose*, D. W. Gooch; *Norfolk*, City Mills; *Swampscott*, Stanley; *Wellesley*, John D. Hardy, Hunnewell; *West Springfield*, Park Avenue Portable; *Winchester*, Mystic.
MICHIGAN—*Adrian*, New McKinley; *Bay City*, Sherman, Trombley, Wenona; *Detroit*, Bellevue, Berry, Monnier, Moore Elementary; *Flint*, Civic Park, Kearsley Street; *River Rouge*, Dunn; *Saginaw*, Crary-Lincoln, Sweet.
MINNESOTA—*Minneapolis*, Franklin Junior High, Howe, Lake Harriet, Madison.
MISSISSIPPI—*Cleveland*, Consolidated; *Oxford*, University High.
MISSOURI—*Kansas City*, James, Kensington, Linwood, Westport High; *Maplewood*, West Richmond; *St. Louis*, Chouteau.
MONTANA—*Lewistown*, Highland Park, Junior High. [Continued in Notes and Announcements]

NOTES and ANNOUNCEMENTS

Advice for the New Year—Here is the basis of the advice I am always giving to young people—to make the most of such chances as they have to see aged people intimately, to coax them to talk of life, and to take the impression that life has given them. And the other practical rule belongs with this, which directs us to seek every day the society of some one whom we know to be a superior. To start squarely in an accomplishment, or only a hobby, which turns our affection to some thing or some power higher than yourself, is another application of the same principle. . . . In truth, you will always find that, as men or women do fairly and steadily place their affection on things above them, their own lives enlarge, they tread under feet temptation, they know more the joy of living, and real success waits upon their endeavors.—Edward E. Hale.

To the seniors in teachers colleges, who with this issue of THE JOURNAL become members of the National Education Association, the officers extend hearty greetings and best wishes. May this important step mark for you the beginning of a new and enlarged appreciation of the significance of teaching. May it help you to understand better the opportunities which will be yours in the profession to which you have dedicated your life.

Important notice—Those who wish to submit proposals for resolutions, or modifications of the platform of the NEA for the 1935 convention at Denver, are urged to send these as early as possible to the chairman, George T. Avery, Administration Building, Colorado Agricultural College, Fort Collins, Colorado.

The President of the New York State Teachers Association for 1934-35, Miss Mabel E. Simpson of Rochester, is the first woman to be elected to that position in New York.

A Short Essay on Friendliness—Your greatest task as a teacher is to see to it that your pupils like you. If you succeed in this, the way is open to your being a successful teacher. If you fail in this, you are a teaching failure.

The first morning each face will be turned toward yours, ready for a smile, eager for recognition, mutely begging

for friendly sympathy. If you are wise, you will meet each of those requests with a considerate, tho mayhap, silent, greeting and the pupils' day will have begun well. But they will go into each



MRS. MARY JUNKIN COWLEY, member of the Pittsburgh board of education since its organization in 1911; active for thirty-four years in recreational work—was recently presented by her associates, upon her retirement from active playground work, with a life membership in the National Education Association.

new classroom with the same hope on their faces. So the first stone in the shaft of friendliness is a friendly greeting.

The second stone is: Let them talk to you. It matters not what they say. It will be interesting to them. They will have a wonderful time and they will think that you are a wonderful being.

The third stone is: Let them bring you their problems. They will do this if you have set the first two blocks. Here you can do much good.

The fourth stone is: Go out of your way to do things for them as individuals. Ask them to walk with you. Ask them to go here and go there. Ask them to do things for you. Occasionally present gifts as a reward for merit. This will repay huge dividends.

The fifth stone is: Be sincere. You cannot hoodwink pupils. They know. If you are insincere, you can hold a job,

but you cannot do any teaching other than the bare teaching of subjectmatter. And that is begging guilt when we call it "half-teaching."

If you fail the pupils in friendliness, if you fail to respond to their welcome, if you turn their eagerness aside, they will continue to hope for a long time, but deep down inside them there will be a questioning, a disappointment, a bruised faith. Do not fail this trust.—R. M. Altman, in the *Washington Education Journal* for October 1934.

Freedom for teachers—During the recent meeting of school teachers in Omaha some fear was expressed lest the pedagogues become infected with the virus of communism. The fear grew out of the fact that Stuart Chase (good heavens—a communist!) was invited to address this professional gathering. In the first place Mr. Chase is not a communist. . . . But if he were the reddest Leninist in America we wonder why Nebraska school teachers shouldn't be trusted to hear him expound his views. These are men and women of mature years, of good and in many cases superior education, probably much above the average in the matter of judgment and discretion. They are much more likely to be guided by intellect than by emotion. And they know pretty well what their duties and obligations as educators are. The freedom of hearing we take to be a corollary of the freedom of speech. If that must be denied to so intellectually superior a group as our school teachers, we are certainly in a bad way. . . . The fact that their salaries are paid from the public funds is no excuse for putting a political muzzle upon their meetings.—*Omaha World Herald*.

The State Department of Public Instruction of Pennsylvania announces that the depression has reduced the number of women teachers and increased the number of men teachers.

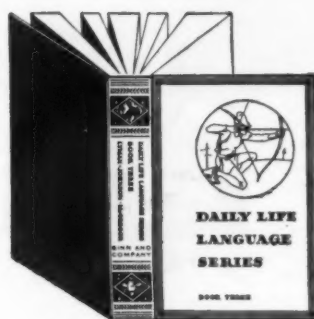
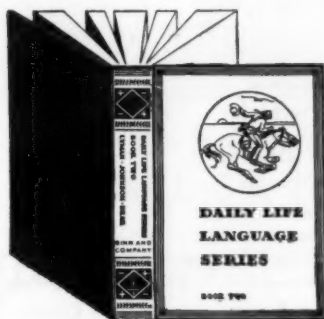
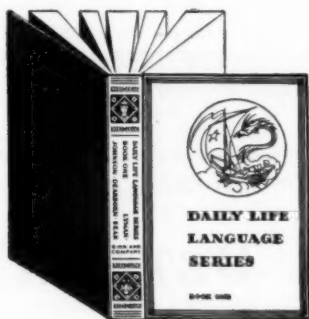
Postal rules make it essential that your address on our records be complete and correct. Members are requested to report promptly change of address, giving old address as well as new address to the National Education Association, 1201 16th St., N. W., Washington, D. C.

[Continued in Notes and Announcements]



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This attractive new series, written by leading authorities in language study and based on extensive research of modern curriculum trends and modern school needs, is already winning significant adoptions. Among its strong features: its activity program; its unit organization; its correlation with the social studies; its treatment of the functional forms of composition and of grammar and usage; its provisions for socialization and individualization; its systematic testing program. The series is available in a 3-book and a 6-book edition, with an optional book for the second grade. Teachers' Manuals.

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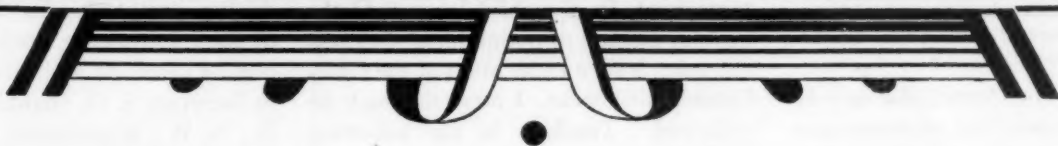
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[Continued from page 36]

Committee on Reorganization—

At the Washington convention the following resolution was adopted:

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.

President Henry Lester Smith announces the appointment of the following Committee on Reorganization. All have accepted.

E. E. Oberholtzer, chairman, superintendent of schools, Houston; Cornelia S. Adair, principal, Franklin School, Richmond; Daisy Lord, teacher, Wilby High School, Waterbury, Connecticut; Birdine Merrill, teacher, Shattuck School, Portland, Oregon; Reuben T. Shaw, teacher, Northeast High School, Philadelphia; William S. Taylor, dean, School of Education, University of Kentucky, Lexington; and Robert C. Moore, secretary, Illinois State Teachers Association, Carlinville.

Members of the Association are invited to send suggestions on reorganiza-

tion to the member of the committee living nearest them.

Begin the New Year by a quiet reading of Emerson's "Essay on Self-reliance" and recommend the same to your students.

Second printing—Owing to the wide demand for the Seventh [1932] Yearbook of the Department of Classroom Teachers, *The Classroom Teacher and Character Education*, it has been reprinted. This highly practical volume emphasizes fundamental principles of character and personality development and contains a wealth of specific illustrations from actual classroom situations. Order your copy now. Price \$1.50. Liberal discount on quantity orders. Address National Education Association, 1201 16th St., N. W., Washington, D. C.

The Child Labor Amendment—President Roosevelt has again declared himself in favor of ratification of the proposed Child Labor Amendment to the Constitution: "It is my desire that the advances attained thru the NRA be made permanent. In the child labor field the obvious method of maintaining the present gains is thru ratification of the Child Labor Amendment. I hope this may be achieved." Teachers in the following

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

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states, which have legislatures meeting this winter, will wish to work actively for the passage of this Amendment: *Alabama, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Maryland, Massachusetts, Missouri, Nebraska, Nevada, New Mexico, New York, North Carolina, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, and Wyoming.* Child Labor Day will be observed the last weekend in January. The keynote this year will be the ratification of this Amendment. The National Child Labor Committee, 419 Fourth Avenue, New York City, will send a poster and other material on receipt of 25¢.

The Department of Superintendence is doing a wonderful work to safeguard and strengthen the schools. It ought to have the support of every superintendent in the land. No head of a school system however small can afford not to be a member—the smaller the school the more he needs the help of others. Invest in your own future. Send \$5 for membership in the Department of Superintendence, including its forthcoming yearbook and other publications, to Secretary S. D. Shankland, 1201 16th St., N. W., Washington, D. C.

Teaching positions in American Samoa—Earl L. McTaggart, superintendent of education, American Samoa, requests that the following announcement be made, to save the time and expense of the many individuals applying for positions there: Of the fifty teachers on the force, only two are obtained from outside the territory. Since the system is modelled closely after that of Hawaii, it is believed that these two positions can best be filled from Hawaii rather than the Mainland, United States.

An old school contract, dated 1875, has been discovered in Iowa County, Iowa. The teacher who signed the contract is still a resident of the county. The contract stipulates \$16 a month for salary, with a monthly bonus of \$2 if the service is satisfactory. A provision of the contract is that the teacher will faithfully govern the school and will refrain from every species of profanity and improper conduct.

National Association of Student Editors—That this Association's program for personal growth of the individual editor and service to education thru student periodicals is making a strong appeal to schools thruout the country is evidenced by the steady stream of new members. In addition to the official organ, *Vitalized School Journalism*, members are being supplied with other helpful material, such as the sixteen-page reprint from the December JOURNAL on the Tennessee Valley Authority, which will be sent out with the next issue. Plans for cartoon, editorial, and printing projects, and complete details about the NASE will be sent to schools on request. Write to the Division of Publications of the NEA, 1201 16th St., N. W., Washington, D. C.

The Tennessee Valley Looks to the Future—This sixteen-page reprint from the December 1934 JOURNAL may be ordered from the National Education Association at the following prices: 2 copies, 10¢; 25, 75¢; 50, \$1.50; 100, \$3; 300, \$8; 500, \$13.25. Teachers will find this material valuable for classroom use. A Connecticut teacher, writes: "I am delighted with the wealth of information about the TVA. My classes have been making the TVA their major current events topic, and are greatly interested in the activities there and are bringing in every day pictures, maps, and information from many sources. I am sure my December JOURNAL bids fair to be well-thumbed." [Continued on page A-8]



IT COSTS SO LITTLE to be SAFE-

...and Costs so MUCH to be SORRY!

The Safest Place for Teachers is Under the T. C. U. Umbrella

Perhaps some people can afford to belong to the "happy-go-lucky" crowd who refuse to worry about "rainy days." But most teachers are not that fortunate. They have to be sure of an income when disabled by sickness, accident or quarantine.

Bad Luck Hits 1 out of 5 Teachers Every Year

Records show that each year one out of every five teachers loses time, due to illness, accident or quarantine. You can't afford to take the risk. The better way is to share, at small yearly cost, your risk with thousands of other teachers and then you will automatically share in all the financial protection and benefits this great organization of teachers for teachers brings to you.

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It's such a comfortable place to be, even when you are well, because you have no worries. But when trouble comes, it's like being in a cyclone cellar while the tornado rages outside. T. C. U. protection is then priceless. Alberta Schwalbe of Los Angeles, Calif., writes:

"With hospital bills, doctor bills and loss of salary staring me in the face, what should come along but the welcome red, white and blue air mail letter? The substantial check therein relieved the situation tremendously. I'm so glad I took out this health and accident policy. The T. C. U. umbrella is a real umbrella and I, for one, am glad I am privileged to crawl under it."



Send the Coupon Today

If you will act now and send the coupon we will tell you how you can get under the T. C. U. Umbrella. Then you will have a true friend in time of need. Send the coupon today.

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All These Benefits Are Yours

- \$50 a Month when you are totally disabled by confining sickness.
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- \$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 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 issued if you desire.

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Four Factors that Help Teeth Last a Lifetime Are: Proper Nutrition, Dentist's Care, Personal Care and Plenty of Chewing Exercise.

[Continued from page A-7]

The World Federation of Education Associations will hold its 1935 meeting in Oxford, England, August 10-17. The meeting will be held in conjunction with the International Federation of Teachers Associations and the Bureau International de L'Enseignement Secondaire, looking to a more complete coordination of these three great international societies working to the same end. For further information communicate with the WFEA, 1201 16th St., N. W., Washington, D. C.

Early announcements of summer schools are desired by a teacher in Oklahoma, who says that many summer school bulletins are sent out too late for teachers to benefit by them.

Colored bird pictures and leaflets for bird study can be secured by teachers from the National Association of Audubon Societies, 1775 Broadway, New York, N. Y. A sample of the literature and the circular, "An Announcement to Teachers," which explains the formation of Junior Audubon Clubs, will be sent upon request.

One of the worst absurdities of presentday thinking is the idea advanced in some quarters that it is not sound economy to make school buildings beau-

tiful. A civilization which employs its crude laborers and starves its artists is not going ahead. It is destroying its own soul.

An upward trend—In nearly all counties in West Virginia there has been a marked increase in the employment of teachers of standard normal rating, or better, over last year. Due to the larger enrolment in the schools this year, there is an increase in the total number of teachers employed in the state of approximately 200 teachers over last year. —*West Virginia School Journal.*

We have almost killed education trying to make it a science. It essentially is an art and we must come to recognize it as such.—Sidney B. Hall, state superintendent of public instruction, Virginia.

Special packet service—To encourage debating and to give help on the subject of federal aid for education, which is being discussed in thousands of high schools this year, the National Education Association is offering a collection of invaluable material on this subject. This *federal aid debate packet* may be secured for \$1. The *tercentenary packet*, which sells for the cost price of 50¢, contains suggestions and projects for schools and communities desiring an effective

tercentenary celebration. Schools which are endeavoring to teach world goodwill or planning programs on the observance of World Goodwill Day, May 18, will find help in the special *World Goodwill Day packet*. This packet may be obtained for the cost price of 50¢. The new *vitalized commencement packet* is now available. This 50¢ packet contains summaries of fifty graduation programs, complete pageants, samples of student speeches, and other valuable materials. The practise of vitalizing the commencement program is spreading rapidly. W. L. Howard, principal, Darlington, Indiana, writes:

The commencement was by far the most successful ever held in this town. The attendance was far beyond our expectations and everyone was delighted with the program. This type of program honors outstanding members of the class, interprets the school, provides a more interesting program, and is most economical.

Schools desiring any of these packets should write to the National Education Association, 1201 16th St., N. W., Washington, D. C.

Group study and faculty meetings—The faculty meeting is too frequently of little constructive help to the teacher. Instead of a meeting in which the principal makes routine announce-

ments or scores the teachers for their shortcomings, nothing would serve to heighten the interest of the teachers or elevate their professional spirit like a round table discussion based on a recently published book or significant magazine article. . . . Dr. E. Clarke Fontaine, supervisor of high schools in Maryland, has been carrying on such a series of round table discussions with the teachers under his jurisdiction for the past seven or eight years. He not only planned for and presided over discussions based on educational topics but he also organized discussion groups at which nonpedagogical books were studied, such as James Harvey Robinson's *The Mind in the Making*, Russell's *Education and the Good Life* and Everett Dean Martin's *The Meaning of a Liberal Education*. Might we not assume that we could gain much from a study and discussion of this type book as well as from those which are strictly pedagogical?—*Georgia Education Journal*, Dec. 1934.

School people will be interested to know the legal requirements for instruction in the public schools of effects of alcohol and narcotics, as revealed in *Instruction in the Effects of Alcohol and Tobacco*, Leaflet No. 38 of the Office of Education. The price is 5¢. Order from the U. S. Government Printing Office, Washington, D. C.

In November nineteen hundred thirty-four, We talk about education all the more, We believe in it for both rich and poor; Throw open wide the schoolhouse door.

We're accused of learning fads and frills, Art, music, gym, and fire drills, We've tried to choose the useless frill, We can't succeed and never will.

Seventh Grade, A. O. Thomas High School, Kearney, Nebraska. Miss Elda Stubbs, teacher. [This school is named for A. O. Thomas, secretary general, World Federation of Education Associations.]

A national record—"It is a pleasure to enrol our Kansas City, Kansas, teachers for the eleventh consecutive year with a 100 percent membership in the NEA."—F. L. Schlagle, superintendent of schools. Kansas City, Kansas, is the largest city in the country to have 100 percent enrolment for eleven consecutive years.

Necrology—*Harriet Newell Morris*, one of the oldest life members of the National Education Association, passed away May 14, 1934 at her home in San Diego, at the age of ninety-three years.

William Henry Shephard, a life member of the NEA, for many years state secretary of the Minnesota Education [Continued on page A-11]



"ALASKA...MY TENTH TOUR —FAR SURPASSES THEM ALL"

That is the enthusiastic statement of Miss Mary MacFarlane of Hazelton, Pa., who was a member of the Florence Hale Alaska Adventure party in 1934.

And Note the Tours She Has Taken:

"Having been to Europe twice, to the Pacific Coast three times, to Mexico, Canada, Nova Scotia and Florida, I feel justified to pass judgment and draw comparisons. As far as natural scenery is concerned, Alaska far surpasses them all."

We Quote From Letters of other Members of the 1934 Party:

Miss Alice Tucker, East Weymouth, Mass. "My Alaska Adventure is one of the pleasantest memories I have . . . I wish I could do it all over again."

H. B. Stiles, Pitman, N. J. "My Alaska Adventure was indeed a happy and pleasant one. It was a trip I shall long remember because of the very beautiful and unusual things we saw and also the associations formed."

Ida A. Schempp, Pittsburgh, Pa. "My Adventure to Alaska was the most profitable, beneficial and delightful vacation I have ever had and I am anxiously awaiting announcement of the next one."

Sara C. Murphy, Philadelphia, Pa. "My adventure to Alaska will always be an outstanding experience. Even the far-famed Alps cannot surpass this land of romance, snow-capped mountains and scenic grandeur."

Cleta Thorpe, Huron, S. D. "Home again, with our Alaskan tour passing into history . . . The assertion made in your literature about the tour is correct—its golden memories will linger while life lasts' . . . Certainly we got everything we were promised on the tour and much more."

Alaska Adventure No. 2

is being planned for the summer of 1935 and will be under the direction and co-operation of the Alaska Steamship Co., the Alaska Railroad, Northern Pacific Railway, Burlington Route, Soo Line and Canadian Pacific Railway, assisted by the Department of Education, Territory of Alaska. If you are interested in receiving details of this "Adventure" (when arrangements are completed) please fill in the coupon and mail. There is no obligation.

Alaska Steamship Company
Burlington Route

Northern Pacific Railway
Soo Line Canadian Pacific

**Florence Hale, Northern Pacific Ry.,
560 Fifth Avenue, New York**

Please send me the details of Alaska Adventure No. 2. I understand this request places me under no obligations.

Name (Mr., Mrs. or Miss) _____

Home Address _____

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2A



THROUGH UNTIRING EFFORTS— THIS MONUMENT TO THE TEACHING PROFESSION

The Administration Building of the National Education Association in Washington stands as a monument to the man who conceived the life membership plan—J. W. Crabtree. It was, therefore, most fitting for the Executive Committee of the Association to designate all life memberships received between January 1, 1935 and the life membership dinner in Denver on July 2 as CRABTREE LIFE MEMBERSHIPS in honor of Mr. Crabtree.

The life membership fees are placed in the permanent fund of the Association and had it not been for this fund our headquarters building would not have been possible.



J. W. CRABTREE
SECRETARY
1917-1934

We are confident that hundreds will be proud to have one of the *special life membership certificates* which will be issued during this period. Let this be a way of expressing genuine appreciation of Mr. Crabtree's devoted service in the building of a great professional organization which is devoted to the interests of the children of the Nation. Let us perpetuate the ideals for which he stands.



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MR. WILLARD E. GIVENS, *Secretary*,
1201 Sixteenth Street, Washington, D. C.

1-35

DEAR MR. GIVENS: I wish to become a life member in honor of Mr. J. W. Crabtree, Secretary Emeritus of the National Education Association, and to make my first payment February 1, 1935. 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.

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City and State.....

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[Continued from page A-9]

Association, and an authority on adult education, died November 5, 1934.

Nina C. Vandewalker, specialist and pioneer in kindergarten education, passed away November 22, 1934 in Detroit.

"Modern Social and Educational Trends," the November 1934 *Research Bulletin* of the National Education Association, will be found helpful to teachers at all levels. It is an accurate, pertinent, and brief guide to major social problems. Both students and teachers will find it a helpful supplement to the textbook and will particularly enjoy its charts and illustrations.

Teacher visitation—Delaware teachers of one-teacher schools and the lower grade teachers of two-teacher schools have one day for group-visiting other schools. The Department of Public Instruction has arranged this year a motorcade to visit five schools in this one day. Something different is observed at every stop; there is discussion at each school.

Another milestone in the development of American secondary education—The following is taken from a letter from Principal Stephen A. Douglass of Central High School in St. Louis:

The first public high school of St. Louis, now the Central High School, was established on February 11, 1853, and graduated its first class in June 1858. Central High School claims to be the oldest public high school west of the Mississippi River. We feel that this is a distinction. I am writing to ask if it will be possible for your Journal to investigate my statement to your satisfaction and then give publicity to the claims which we make for the Central High School of St. Louis. This old school is about to graduate its one hundred and thirty-third class. The total number of alumni from the beginning until now is 10,887.

The National Vocational Guidance Association will hold its annual conference in Atlantic City, February 19-22. Headquarters will be established at Haddon Hall. Because of the proximity of the convention city to centers of well-established guidance activities, a record-breaking attendance is expected. Susan J. Ginn, director of vocational guidance, Boston public schools, is president of this Association.

My Pedagogic Creed—Teachers colleges and normal schools not enrolling in the student-membership plan may wish to present Dewey's creed [see p 13-16] as commencement gifts to seniors. Reprints may be secured from the National Education Association, at the following prices: 2 copies, 10¢; 5, 20¢; 25, 75¢; 50, \$1.50; 100, \$3; 300, \$8; 500, \$13.25.

We need in this country the type of education that frees the human mind from ignorance and superstition, and loosens the bonds of oppressing circumstance. We need thruout our schools and colleges the type of educational training that not only gives each student the chance of development according to his capacity, but ferrets out native ability and encourages and stimulates intellectual aptitude, wherever it may be found, to the highest degree.—Chancellor Harry Woodburn Chase of New York Univ.

The Journal is interested in making a collection of short prayers that are used by schools in their opening exercises and would appreciate hearing from teachers who are interested in this phase of school work.

[Continued from page 35]

NEBRASKA—Kearney, Junior High; Omaha, Hawthorne, Robbins.

NEW HAMPSHIRE—Portsmouth, New Franklin.

NEW JERSEY—Camden, Beideman, Garfield, Mt. Vernon; Chatham, Chatham Borough Number 2; Highland Park, Irving; Irvington, Clinton Avenue; Lincoln Park, Lincoln Park; Montclair, Senior High; Morris County, Mendham Township; Red Bank, Junior High.

NEW MEXICO—Roswell, Junior High.

NEW YORK—Batavia, Brooklyn, Robert Morris, Pringle, Washington; Corning, Corning Free Academy; Hudson Falls, Hudson Falls Public Schools, Junior High, Public Number 2, Senior High; Johnstown, Perry Street; Loudonville, Loudonville; Olean, Public Number 3; Oneonta, East End; Rochester, Indian Landing; Saratoga Springs, Public Number 3; Schenectady, Euclid, Riverside.

OHIO—Akron, Administrative Building, Fraunfelter, Rankin; Canton, Cedar; Cincinnati, Guilford; Cleveland, Lawn, Sackett; Clyde, Clyde Public Schools; Columbus, Livingston Avenue; Delphos, Lincoln; Fairfield County, Bloom Rural Elementary; Galion, West Junior High; Gloucester, Mountville [Homer Township]; Lockland, Arlington; Randolph, Randolph Rural Schools; Ringgold, High; Shelby County, Jackson Center Village; Sylvania, Central Avenue, Hillview, Maplewood Avenue; Van Wert County, Hoaglin-Jackson; Warren, McKinley; Youngstown, Myrtle.

OREGON—Oregon City, Oregon City Public Schools, Barclay, Eastham Elementary, Junior High, Mount Pleasant, Senior High; Salem, Grant, Richmond.

PENNSYLVANIA—Beaver Falls, Beaver Falls Public Schools, Beaver Falls Junior High, College Hill Junior High, Eighth Avenue, Eleventh Street, Fifth Avenue, Fifth Street, Senior High, Seventeenth Street, Thirty-eighth Street, Thirty-third Street; Berks County, Albany Township, Amity Township, Bally Borough, Birdsboro Borough, Colebrookdale Township, Exeter Township, Fleetwood Borough, Greenwich Township, Hereford Township, Longswamp Township, Lower Alsace Township, Marion Township, Ontelaunee Township, Pike Township, Rockland Township, Ruscombmanor Township, Shillington Borough, South Heidelberg Township, Mt. Aetna [Tulpehocken Township], Rehrersburg [Tulpehocken Township], Union Township, Upper Tulpehocken Township, Washington Township, West Leesport Borough, West Reading Borough; Pittsburgh, Penn, Regent Square; Van Meter, Van Meter; Westmoreland County, North Belle Vernon Borough, Washington Township.

SOUTH CAROLINA—Tucapau, Tucapau.

TENNESSEE—Knoxville, McCallie, Mead.

TEXAS—Dallas, William Lipscomb.

UTAH—Davis District, Clinton, Layton, South Bountiful, Stoker; Granite District, Woodrow Wilson; Juab District, Mills; Salt Lake City, Highland Park; South Sanpete District, Ephraim Elementary, Manti High.

VERMONT—Burlington, Champlain, Converse; Poulin, Rural.

VIRGINIA—Bath County, Bacova, Burnsville, Millboro High, Mt. Grove, Thomastown; Lynchburg, Fort Hill; Newport News, Eighteenth Street; Norfolk County, Craddock High and Elementary, Westhaven.

WASHINGTON—Chehalis, West Side.

WEST VIRGINIA—Arista, Arista-Modoc Graded; Backus, Glendale; Berkeley County, Berkeley County Teachers Association; Hinton, Greenbrier, Riverview; Kanawha County, Chesapeake, Parsons; Mill Creek, Adolph High; Oceana, Grade.

WISCONSIN—Beloit, Lincoln Junior High; Eau Claire, Day School for Deaf, Eighth Ward, Fourth Ward, Junior High, Second Ward, Seventh Ward, Third Ward, Tenth Ward, Vocational; Madison, Longfellow; Marshfield, Washington.

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Seventh Yearbook of the Department of Classroom Teachers (1932)

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Because of the wide demand for this yearbook a reprint has been found necessary and is now ready for distribution. It emphasizes fundamental principles of character and personality development and contains a wealth of illustrations from actual classroom situations. A copy of this book should be in every school and in every library.

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NATIONAL DELIBERATIVE COMMITTEES IN EDUCATION. Vol. XII, No. 4, September, 1934. 92pp.....	.25
EDUCATION FOR CHARACTER, PART II. IMPROVING THE SCHOOL PROGRAM. Vol. XII, No. 3, May, 1934. 64pp.....	.25
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