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**NATIONAL
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Department of
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Program

•
Joint Commission
Conference on
Planning

•
National Planning
and Public Works

•
Highschool Pio-
neering in Adult
Education

S. Alexander Shear

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Enter Politics

John K. Norton

•
Colonial School-
days

Charles A. Beard
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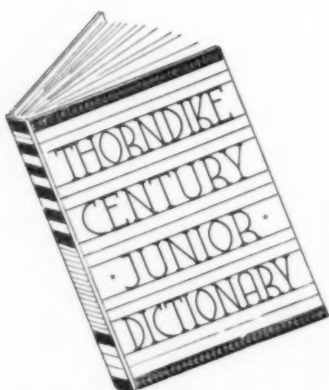
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

February, 1935 Vol. 24, No. 2

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Between Editor and Reader

LIFE

HENRY VAN DYKE

Let me but live my life from year to year
 With forward face and unreluctant soul;
 Not hurrying to, nor turning from, the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
 From what the future veils; but with a whole
 And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
 O'er rough or smooth, the journey will be joy;
 Still seeking what I sought when but a boy,
New friendships, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

[From "Music and Other Poems," Scribner, copyright 1919.]

IT IS ONE of the greatest honors of my life to have Mr. Givens as my successor," says J. W. Crabtree as he turns over the responsibilities at headquarters.

THE OFFICERS of the Department of Superintendence and of the various allied groups have developed an especially strong program for the Atlantic City convention.

THERE IS increasing appreciation of the far-reaching character of the problem presented by millions of unemployed youth between ages 16 and 25. What has your community done to survey the extent of the problem and to find ways of meeting it?



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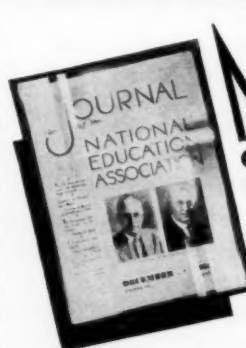
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Joint Commission Conference on Planning

ON DECEMBER 11-13, 1934, there assembled in Washington, D. C., a conference on "State School Legislation and Longtime Educational Planning." This conference was called by the Joint Commission on the Emergency in Education in a further attempt to meet the responsibilities assigned to it by the National Education Association and the Department of Superintendence: namely, "an appraisal of the present educational program and longterm planning for such changes in programs as may be required to enable our schools to meet as effectively as possible the challenge presented to them by the changing social, industrial, and economic order."

The conference thus assembled included ninety-one men and women representing the educational leadership of forty-one states, Alaska, and the District of Columbia. Those in attendance included chief state school officers, presidents, secretaries, and other officers of state education associations; state educational research workers; and others.

In planning and calling the conference, the Joint Commission recognized that it would be impossible in so brief a space of time to prepare a finished and comprehensive survey of all the problems involved in educational legislation and planning. The Commission did hope to isolate and define some of the basic issues in the field, to offer an opportunity to exchange experience in dealing with these issues, and to stimulate a constructive attack in each of the states on the problems of educational planning.

The conference opened with two general sessions at which there were addresses by U. S. Commissioner of Education John W. Studebaker and other leaders in American education. The main work of the conference was carried on under four committees. Reports of these committees are summarized in the following columns.

Committee A, *Machinery for a program of state educational planning and*

GREETINGS FROM THE NEW SECRETARY—No one can take a position like the secretaryship of the National Education Association without a deep sense of responsibility. I follow in the footsteps of one of America's great pioneers—a man whose love of humanity and whose vision of service have left a deep and lasting impression on the national life. I am fortunate in having his friendship and even more fortunate in having his advice and help in taking up this new work. May his spirit ever abide with us all. ¶ Teaching has had a marvelous advance in the past 25 years. It now faces a challenge to meet an even larger responsibility to the nation. The need of the hour is a new sense of cooperation for the common welfare. As an individual I can do little. As the servant of a great awakening profession I can help to mobilize the purpose and the power that reside in the consecrated teachers of America and in the citizens who believe that an intelligent democracy is the best government for mankind. I appreciate the many expressions of goodwill and confidence that have come to me since the announcement of my call to this new service. I shall do my best to carry on the great work to which the Association is dedicated.—Willard E. Givens

the relation of the educational program to planning in other areas, was under the chairmanship of State Commissioner Bertram E. Packard, Augusta, Maine. This committee pointed out that the chief factors which have created the genuine demand for educational planning are: the recent development of widespread interest in community, state, and national planning; the numerous perplexing problems that the schools have faced because of the economic upset; and the deplorable lack of public understanding concerning the aims, scope, and problems of public education.

Committee A set forth the objectives of educational planning, as follows:

- [1] To guarantee that educational agencies keep pace with social and economic trends.
- [2] To insure that the present program of public education is appraised by representative groups of citizens and that modifications are proposed.
- [3] To define significant educational problems faced by the school system and to secure the facts needed for their solution.
- [4] To initiate studies relating to the purposes, extent, and support of public education.
- [5] To coordinate all efforts to give the public facts concerning the educational program.
- [6] To establish contacts between educational planning and planning in other areas of state service.

This committee outlined the general plans, suggested guiding principles, and called attention to the sources of information relating to long-time educational planning.

In emphasizing the relationship of educational planning to planning in other areas, the committee stated:

The welfare of schools is so intimately involved with the social and economic development of the state that educational planning should be carried on in sympathetic cooperation with agencies engaged in planning in these areas.

It is unfortunately true that commissions working in other areas sometimes ignore the importance of the educational aspects of their inquiries.

Special consideration should be given to educational aspects in planning involving such problems as the reorganization of local government, conservation of natural resources, the utilization of land, and taxation. Educational planning groups should invite members of planning commissions in other areas to take part in occasional meetings on educational planning in order to avoid undesirable duplication of effort, to insure that no important phase of the life of the state be omitted, and to promote general cooperation and understanding among all groups concerned.

An effort should be made to establish in each state some clearinghouse of information relative to completed studies and studies in progress relative to planning in social, economic, educational, and governmental fields. This clearinghouse might be established thru the state university, the planning commission, or other state agency.

Superintendent A. L. Threlkeld of Denver was chairman of Committee B, *Improving the school program thru educational planning*. The following important observation was made by this committee:

The need today is for a program of continuous *planning* rather than for a finished *plan* drafted in the light of our limited knowledge. The development of the automobile illustrates this point. The automobile of 1934 is the product of two decades of continuous planning and experimentation, and yet the most advanced thinkers of 1900 could not have conceived the machine of 1934. There should be set up in every state a planning body for improving the educational program. It is not expected that these planning groups will be able to develop final plans immediately. They will, however, focus the best thought of the state upon the educational aspects of social and economic problems.

What does the present social situation imply for education? In answering this question, Committee B pointed out that any plan for the improvement of education must proceed from a consideration of present social facts and trends:

The nature and needs of society—The area of public education needs to be redefined in terms of present social needs. In planning education for this area the following are suggested as the kind of issues which must be dealt with: [1] Are considerations of the ideals of democracy to be limited to the political phase of our lives or are such considerations to be extended to the economic processes of society as well? [2] Should the schools be so organized and administered as to afford in themselves a situation in which democracy is practised by pupils, teachers, principals, superintendents, all together in one cooperative enterprise? [3] What measures should be taken to keep the schools in touch with the realities of their immediate communities, states, and the nation, the understanding of which must necessarily constitute a major objective of civic education? [4] To what extent should the school assume leadership in shaping social processes?

The purposes of education—The purpose of education in a democracy is to provide opportunity for the fullest development of every individual in terms of his capacities, interests, and abilities. Education must also provide the appropriate education for our various social groups defined in terms of age, interests, and needs. It should provide not only for the most complete development of the individual but should educate him to live and function as an intelligent, responsible, and cooperative member of the community.

The scope of the educational program—There is a growing feeling that the increasing complexity of our social order is demanding certain definite changes in the existing educational program. The life of today calls upon the schools to serve new and wider purposes.

The curriculum—The curriculum is the means whereby a sympathetic, intelligent, and educated teaching body may develop the necessary knowledges, skills, habits, and attitudes required in our American democracy. It must seek thru constant revision to develop happy and normally adjusted citizens in a society that is subjected to rapid and constant change.

The selection and preparation of teachers—The quality of the teaching determines to a large extent the success of an educational program. It is necessary to select the right kind of student for teacher education and to offer preparation of a kind which will be in keeping with the increasing importance of education in present-day society. Since teaching includes personality and character development, understanding of civic relationships, the development of proper attitudes, as well as guidance in the mastery of fields of learning of special interest to pupils, particular attention must be paid to securing teachers who have acceptable ethical standards. To insure uniform recognition of these requirements, each state should have a central agency granting all certificates. Because social changes are coming rapidly, a permanent certification is inadvisable.

The organization and administration of the program—Many social and economic factors are involved in the organization and adminis-

tration of the educational program. In determining the size of the school unit, some attention should be given to the number of pupils necessary to provide an adequate socialized edu-

IT IS for the teacher not only to see that the educational enterprise is well planned, that the schools operate honestly and efficiently in their mighty service, and that they give attention to such pressing matters as unemployed youth, recreation, vitalized civic instruction, adult learning. It is for the school to go farther, to teach the art of planning itself as applied to both individual and community life. Let the student gather such materials as there are, project current trends forward, and inquire as to the kind of life and community he desires. Let him set down the goals toward which his country might well work for the next ten years and suggest ways of reaching them. His efforts may be ever so crude, but if they are earnest they will mark the beginning of a new power in his life.
—J. E. M.

cational experience. The size of the school unit should also be large enough to make possible adequate financial support, trained educational leadership, and other services needed in the social growth and development of those to be educated. The different units of the school system must be properly coordinated and integrated. Every effort should be made also to adjust the school system to various governmental agencies and to numerous community agencies.

Committee C, *Essentials of state school finance legislation*, was under the chairmanship of Frank L. Grove, secretary, Alabama Education Association, Montgomery. This committee, like the National Conference on the Financing of Education which met during 1933 and framed the "School Finance Charter" [see October 1933 JOURNAL, page 194], was obliged to deal with problems which are immediately pressing in all the states. Following are excerpts from its report:

A system of state aid for public schools is more desirable than complete state support for the entire school program. This state aid should function so as to equalize both the educational opportunity of children in every part of the state and the burden of the support of a reasonable minimum program of education. Equalization as used in the foregoing sentence does not mean uniformity. It refers to a minimum rather than to a maximum. In general, cooperation by the state and local governments in the financing of education is preferable to the financing of public education by either one of these agencies alone.

Tax limitations—After a careful discussion, it was the conclusion of the committee that constitutional and statutory tax limitations are undesirable. One of the particular conditions that has led to the development of tax limita-

tion proposals has been the desire to bring about a reduction in taxation upon real property. With the purpose of reducing the excessive burdens upon real property the committee is highly in accord. This, however, may be accomplished by means other than constitutional and statutory tax limitations which in the long run have not accomplished the purposes for which they were enacted and which can only result in an intelligent undermining of desirable governmental services which the people themselves wish to have maintained at a high standard. The history of tax limitations is replete with evidences of dodging and indefensible manipulation of debt services. Local control of public expenditures is preferable to state legislative dictation. The general fact of varying cycles of economic activity of itself indicates the necessity of providing flexibility of tax rates.

State Superintendent James N. Rule, Harrisburg, Pennsylvania, was chairman of Committee D, *Essentials of state school nonfinancial legislation*. In discussing school problems rightly controlled by legislative action, the committee stated:

Matters of policy, statewide in scope, which protect and guarantee to children the right of ample educational opportunities, which protect and conserve the rights and privileges of school employees and employers and which provide the general means for executing all such policies are legitimate fields of legislation. Matters of administrative procedures and technics, the prescription of specific subjectmatter and definite method, are not legitimate fields of legislation.

The committee specifically declared itself in favor of a legislative policy which will permit the education at public expense of these groups not now generally included in the school program. "This should be done without impairing the continuance and further development of existing school facilities." In pointing out the necessity for such a legislative policy, the committee referred to the following elements of our social life:

Modern life is eliminating many of the educative influences of the home and community which were effective in the development of children below the now prevailing school-entrance age. The increasing efficiency of the public school, together with the decreasing opportunities for employment, are resulting in enforced idleness in the case of an alarming number of youths between the ages of 16 and 21. Changing technics in the production of the world's goods, new social and economic strains and controls, and an unprecedented amount of enforced leisure time are creating unhappy, confused, and dangerous states of mind among a growing number of adults.

The entire conference was marked by an atmosphere of intensive work and it is doubtful if any national conference has ever involved the active participation of a larger proportion of its total membership.

National Planning and Public Works

IF YOU HAD a chance, as the colonists or the pioneers had, to build a new civilization, what kind would you set up?

The highschool or college which asks this question about its own school, its city, the region or state, or the nation as a whole, will find that the first essential is a plan.

The idea of planning is an old one. The builders of the pyramids planned their town 5000 years ago. George Washington planned the city that bears his name. Planning has its place in the neighborhood life, in the family, the state, the nation, and in the relations between nations. It is simply the application of scientific method to the problems of our common life.

By setting up a national planning board under the able chairmanship of Secretary Harold L. Ickes, and with Charles W. Eliot 2d, grandson of the great Harvard president, as executive officer, President Roosevelt has given a nationwide impetus to the practise of planning.

The National Resources Board was appointed by the president "to make an inventory of our national assets and of the problems related thereto." In its December report on "National Planning and Public Works" the nation now has the broad outlines of a program of long-range planning of natural resources.

The report of the National Resources Board should be studied in every high-school and college. Study the major sections of the plan as it relates to your region: [1] land use planning; [2] water resources planning; [3] planning mineral policy; [4] public works planning; [5] state and regional planning; [6] basic data for planning; and [7] continuous national planning.

How can the method of planning be used in your own city or region? Does your state have a planning commission? How will the Board's proposals affect the land and water resources of your community? Is your region included in the seventeen drainage basins recommended for study and development by the Board?

The program as set up by the Board provides for systematic development of American water resources for sanitation, power, industrial, and recreational uses; for extensive flood control works; erosion and reclamation work; for retiring

75,000,000 acres of submarginal lands over a fifteen-year period; the development of more national parks and forests

THE IDEA of planning may be the chief contribution of the twentieth century to human progress. To plan beyond the year or the decade into the life as a whole; to plan beyond the individual to the family, the neighborhood, the state and the nation, and even the world is to gain a new perspective and a new faith—a perspective which knows that many of the uncertainties of life can be provided for and a faith to undertake the task. Every successful father or mother knows that planning is the way of freedom. It has long been a compliment to an individual to refer to him as farsighted. It remains for this generation to realize that whole peoples as well as individuals may be farsighted. Let us teach the young people in the schools to look upon organized foresight as a major element in both individual and social excellence.—J.E.M.

and playgrounds; for consolidating small farm holdings; for housing, subsistence homestead, highway, rural electrification, grade crossing elimination, and many other forms of public works.

In the foreword to the report it is pointed out that

The natural resources of America are the heritage of the whole nation and should be conserved and utilized for the benefit of all of our people. Our national democracy is built upon the principle that the gains of our civilization are essentially mass gains and should be administered for the benefit of the many rather than the few; our priceless resources of soil, water, minerals are for the service of the American people, for the promotion of the welfare and wellbeing of all citizens. The present study of our natural resources is carried thru in this spirit and with a desire to make this principle a living fact in America.

The National Resources Board brings together in one body, three groups formerly represented by separate federal agencies, including land planning, water planning, and mineral policy. The interrelation between these three areas of planning is brought out in the findings and recommendations of the Board which may be expected, if carried thru, to

[1] Provide for the systematic development of our water resources for purposes of sanitation, power, industrial uses, transportation, recreation, domestic consumption, and other collateral uses on a far higher level than ever before.

[2] Remove the recurring menace of great floods and vast losses to persons and property.

[3] Reduce the heavy losses of soil caused by uncontrolled erosion.

[4] Eliminate the use of land incapable of affording a minimum standard of living, develop agricultural production on the most suitable soils only, and aid in raising the standards of living in many agricultural regions.

[5] End the wasteful use of our mineral resources and substitute a national policy of mineral conservation.

[6] Make available large areas of land for purposes of popular recreation.

[7] Assemble basic data in regard to mapping, public finance, and population, necessary for national planning.

[8] Avoid the extravagance caused by failure to coordinate public works—federal, state, and local; bring about better programming of socially useful public works; prepare public works projects suitable, if desired, for use in emergency situations.

[9] Provide for continuous long-range planning of land, water, and mineral resources in relation to each other and to the larger background of the social and economic life in which they are set.

Land planning recommendations

—The map on the next page gives a bird's-eye view of the extent and character of the serious maladjustments of land use in the United States. "The traditional American attitude toward land," states the report, "has been to develop and exploit it as rapidly as possible, with little regard for the consequences. . . . This attitude contributed to rapid expansion and development, but at the same time produced a planless, crazy-quilt pattern of land use, destroyed or impaired a large proportion of the nation's irreplaceable resources, and wrecked the hopes, aspirations, and the very lives of untold thousands of people."

To unify the nation's land program, the Board recommends that state and federal governments cooperate in a land purchase program, to secure more effective use of areas than is probable under private ownership, involving:

[1] Continued retirement of submarginal lands at the rate of about five million acres a year for a period now estimated at fifteen years.

[2] Additions to national and state forests.

[3] Additional wildlife refuges.

[4] Additional national and state parks and purchase of areas within existing national park boundaries.

[5] Enlargement of Indian reservations.

[6] Squaring out or blocking up delinquent tax areas in cooperation with states enacting suitable legislation concerning state and county titles to tax delinquent lands.

Planning water resources—One of the units of planning is the watershed. THE JOURNAL of the NEA for December, pages 233-48, gave a type study in watershed planning in connection with the Tennessee Valley project. The picture of the Tennessee River drainage area is in many respects typical of many rural areas in America. Insofar as the efforts of the TVA are successful, they may serve as precedents for other regions. Schools will find this feature useful in studying the recommendations of the National Resources Board on water resources.

The Board recommends that detailed studies of water projects be made in the following drainage basins:

- [1] The Connecticut River project in Vermont, New Hampshire, Massachusetts, and Connecticut.
- [2] The Delaware River Basin in New York, Pennsylvania, and New Jersey.
- [3] The St. Lawrence, and the development of coal-generated, mine-mouth power in Pennsylvania.
- [4] The Potomac River in Pennsylvania, Maryland, Virginia, West Virginia, and the District of Columbia.
- [5] The Red River water-supply and flood-control project in Minnesota, and North and South Dakota.
- [6] The Missouri Basin, involving the Kansas City flood-control projects in Kansas and Missouri.
- [7] Ohio Basin, in relation to the Pittsburgh flood control project in Pennsylvania, New York, and West Virginia.
- [8] The Kanawha-Greenbrier-New River flood control, power, and navigation project in West Virginia, Virginia, and North Carolina.
- [9] The Caddo Dam and Reservoir on the Arkansas River in Colorado.
- [10] The Conchas Dam and Reservoir on the South Canadian River in New Mexico.
- [11] The Fort Reno Dam and Reservoir on the North Canadian River in Oklahoma.
- [12] The Brazos Basin conservation and reclamation project in Texas.
- [13] The Coldwater-Yazoo River flood-control project in Mississippi.
- [14] The St. Francis flood-control project in Missouri and Arkansas.
- [15] The Colorado Basin.
- [16] Central Valley irrigation and power project in California.
- [17] The Grand Coulee High Dam irrigation and power project in Washington.

Planning mineral resources—The facts quoted by the Board to warrant a unified policy for the mineral industry include: [1] That minerals are exhaustible and nonreproduceable; [2] that some minerals do not exist in the United States in quantities adequate for national welfare; [3] that others exist in present surplus; [4] that geographic distribution is fixed by nature and cannot be changed by enactment, thereby deter-

mining trade routes and trade areas, both domestic and foreign; [5] that there are special hazards, both physical and economic, in mining; [6] that closing down a mine may result in losses far more serious than closing down a factory.

Hydroelectric power—The report states that from the longtime viewpoint, "the desirability of conserving natural resources makes the full utilization of all available water power seem highly desirable. Every unit of coal, gas, or oil burned is so much deducted from irreplaceable supplies. Water-power, on the other hand, is a self-replenishing resource. Our rivers will continue to run so long as rains continue to fall and land surfaces are not worn down to a plain."

High charges for electricity now cause a low consumption on the part of the American people. Only 13 percent of our 6,200,000 farms have electricity, whereas 64 percent of the farms have automobiles. Recent studies show that the demand for electricity expands as cost declines. To quote:

The national average consumption of the United States was 604 kilowatt-hours in 1933. The average charge to consumers on October 1, 1934, for the whole country is reported as 5.49 cents per kilowatt hour. In Seattle where the average cost is 2.58 cents the average consumption is 1098 kilowatt-hours per capita. In Tacoma, the charge is 1.726 cents and the consumption 1550. In 26 cities of Ontario, the average charge is 1.45 cents and the consumption 1780. Finally, in Winnipeg, where the average net charge is only 8 mills per kilowatt-hour the average per capita consumption exceeds 4000 kilowatt-hours.

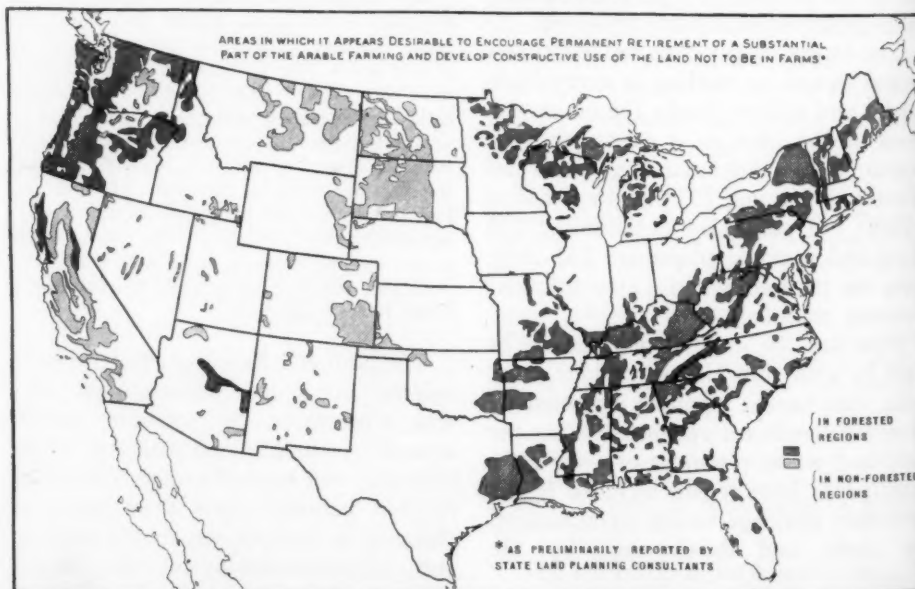
"It thus seems fairly certain," the report continues, "that if the average costs to consumers were substantially reduced in this country, a great increase in consumption would follow."

"The government has an interest in extending the use of electricity as an increasingly significant item in the American standard of living. Hence it has an interest in the reduction of rates to stimulate consumption. It has a special interest in the development of hydroelectric plants as a means of conserving the country's resources in coal, gas, and oil."

Public works planning—The huge sum of 105 billion dollars over a period of 20 to 30 years, or about 3½ to 5 billion dollars a year, is estimated by the Board to be necessary for a public works program which would provide needful public service. To quote from the report:

Such an expanded program of public works would amazingly improve the public services and living standards of this country. . . . Whether five billions a year for roads, parks, sewers, public libraries, forests, waterways, good housing, and countless such other facilities is more than we should spend is a problem which we shall have to solve in the light of future developments touching the aggregate national income, public finances, modes of combating unemployment, popular demands for pleasures and protections afforded by public works, etc.

[The report of the National Resources Board may be secured for 25¢ in coin from the Superintendent of Documents, Washington, D. C.]



WITHIN these areas are farms from which arable farming should ultimately be encouraged to withdraw, mainly because experience has demonstrated the land to be too poor to provide adequate family living and support public institutions and services. Agricultural occupation of many of these areas continues only by grace of continual public subsidy or relief. Many of them are very sparsely settled and require public aid to help bear the high per capita expenditure for roads and schools. Most of them also have some land which should continue in agriculture. Further investigation will make possible a refinement of this map.



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THE log schoolhouse of the frontier. School children of the early days spent many cold winters shivering in such schoolhouses.

WHAT would boys and girls of today think if they had to walk four or five miles to school through cold and snow, starting long before day-break in order to reach the schoolhouse by six or seven o'clock in the morning? No time for a good, warm breakfast either, but only a bit of "breakfast bread" hastily picked up and munched along the snow-covered road to school. Yet that is the way the first school children in this country began many a wintry school day. Such hardships, often unavoidable in the wilderness, were accepted as a regular part of the day's program. No doubt the Puritan child would have endured his frost-bitten fingers and toes with little complaint if physical hardships had comprised all of his troubles.

Unfortunately, there was another factor in the lives of New England children which rivaled the sharpest winter winds as a source of distress, a force always present—at home, at school, and at church. This was the attitude of the Puritans toward child nature. The Puritans believed that all children were "unregenerate"; that is, evil by nature. John Robinson, the Pilgrim preacher, expressed this attitude clearly: "Surely there is in all children [tho not alike] a stubbornness and stoutness of mind arising from natural pride which must

Colonial Schooldays

be broken and beaten down so that the foundation of their education being laid in humilitie, other virtues may in their time be built thereon." For more than a hundred years the "breaking and beating" process filled the lives of the children with unhappiness and often with pain. How could parents, teachers, and preachers deliberately oppose the interests and inclinations of childhood and attempt to increase the already numerous hardships in the lives of the children?



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THE SCHOOLS of the Dutch colonies were like this one. Notice the queer old school furniture.

They did it for the good of the child, as they saw it.

Puritans came to New England in the early part of the seventeenth century to find a place where they could worship God in their own way without interference. While they at first believed firmly in the teachings of the Church of England they insisted that some of its forms and ceremonies should be changed or "purified." The Church of England was not favorably disposed toward the changes advocated by the Puritans, and many of their fellow-members regarded



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ASCHOOLBOY of long ago, diligently studying. Perhaps he is learning a lesson from Noah Webster's old "blue-back speller."

them as unduly radical and stubborn. A letter written in 1628 says of them: "With these people it is a maxim to oppose everything, never to be satisfied with the present nor to agree with what is proposed for the future." Another complaint against the Puritan was: "In the services of public worship he would not kneel but stood up for prayer; would not stand up but sat down for singing; . . . would not have Christmas Day nor Easter morning in the Calendar." Such was the character of the Puritans as their neighbors saw them, and a modern writer says of the Puritan: "He represented the willfulness of the English race." If these people believed in a doctrine they would act upon its teachings however painful the results might be to themselves or their children.

The pronounced changes which they advocated in the Church of England met with vigorous opposition. Naturally, their first thought upon landing in the New World was to establish a church which included the changes they favored and to set up conditions which would make that church permanent. There were two institutions which they relied upon to secure a permanent status for their church: the state and the school.

The church leaders were given full control of political as well as church

government. Only church members were allowed to vote, and only those in favor of the established order were admitted to membership. Quakers, Baptists, and all other denominations differing from the Puritans were either rigidly excluded from the colony or treated as enemies. Nothing was more intolerable to the Puritan mind than the idea of religious freedom for everybody. "Tis Satan's policy," said they "to plead for an indefinite and boundless toleration" and Uriah Oakes gave it as his opinion that religious liberty was the "first-born of all abominations." The Puritans firmly believed that God had chosen them to establish the only right way to worship. Hence, they looked upon all who opposed them as agents of Satan. They regarded even the Indians more leniently than they did these "heretics." For their own countrymen who differed with them on religious questions they invented cruel persecutions.

As soon as they had firmly established their "Bible Commonwealth" the Puritans turned their attention to schools, thru which their religion was to be transmitted to future generations. Like all Protestant reformers, the Puritans believed that each person should be able to read the Bible for himself. They felt that "unless school and college flourish church and state cannot live." They founded Harvard College in 1636 to prepare ministers for the church, and in 1647 they enacted a law providing for the education of children. Its preamble indicates the purpose of such education: "It being one chief project of y^tould deluder, Satan, to keep men from the knowledge of the scriptures" schools must be provided expressly to thwart the designs of this "ould deluder y^t learning may not be buried in the grave of our father^s in ye church and commonwealth." Therefore, every township of fifty householders was required to appoint some person "to teach all such children as shall resort to him to write and reade," and townships having as many as one hundred families were required to set up a grammar school to prepare students for Harvard. The schools thus established were not "free" public schools as we use that term today. The Puritans modeled their schools after those they had known in England and the only "free" school they knew was the charity school for homeless waifs. While the early colonial schools received aid from the town it was necessary to supplement the small amount received in that way by subscriptions,

rentals of land set aside for the purpose, and tuition fees. Not until about the time of the Revolution were schools in Boston entirely supported by taxation.



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A FREQUENT occurrence in colonial schools. Punishment was regarded as a means of changing the "sinful" nature of the child.

Further influence of the English system of education is apparent in the kinds of schools the Puritans founded and in the subjects taught. In England the ability to read, speak, and write Latin was considered a necessary part of a minister's education, so here in the midst of a howling wilderness, the Puritans set up a Latin grammar school "for the better trayning vpp of youth . . . and that thru God's blessing they may be fitted for publike service hereafter either in church or commonweale." They even founded a school for the purpose of teaching Latin to the Indians. The teaching of English was not considered the province of the Latin grammar school.

Knowledge of the mother tongue was received in the dame school, another kind of school borrowed from England. Here little children were taught the alphabet, the Lord's Prayer, the elements of reading, writing, and counting together with some domestic skill, such as sewing, for the little girls. Teaching was merely incidental to the "regular" work of the dame. There is an account of one woman who sewed shirts for the Indians at eight pence each while teaching the children. The formal schooling of many children ended with the dame school. Girls were not sent to Latin schools. A boy who wished to learn a trade or vocation became apprenticed to

some person skilled in the trade of his choice. Only boys who were to become leaders in church and state were sent on to the Latin grammar school and thence to Harvard.

Motivated by the Puritan beliefs or religious views equally vigorous, discipline in Colonial America was unreasonably severe. Cruel punishments were inflicted upon children in the belief that they were "for the good" of the small victims. The ferrule and the rattan were favorite instruments of reform, while the terrible whips known as the cowhide and cat-o'-nine-tails occupied a threatening position in all too many school-rooms. The "whispering-stick"—a small green branch with a split in it—painfully confined the tongue of the small whisperer who might be compeled to wear it in front of the room in sight of all the school. Labels were pinned on the pupils, such as "Tell-Tale" and "Idle Boy," and the offender might be compeled to wear one of these while seated on the dunce's stool. Children generally had no recourse from the penalties inflicted upon them at school. Many parents made it a rule to punish the child at home because he had been punished at school. The home and the church lent hearty cooperation in the "beating and breaking" process.

Children could not look forward to evenings at home or Sundays at church as periods of relief from strict surveillance. On Sundays they had to listen to sermons two or three hours in length and to prayers which lasted an hour or two. However, it should not be too readily taken for granted that the lively-spirited boys meekly endured all this without resistance. The tithingman with his long rod was kept busy. An old writing states: "The more duller the sermon, the more likely it was that some accident or mischief would be done to help pass the time." The boys were suspected, and in one town it was ordered that sticks should be placed in convenient parts of the meeting house, and "fit persons by them and to use them." Many pious Puritans believed that King Philip's War was brought on as a result of the restlessness of the boys in the meeting house on the Sabbath day.

There was a tendency to magnify the slightest act not in accordance with the strictest Sabbath observance into a major offense. For example the mischievous antics of a small boy on the Sabbath were considered serious enough to be made a matter of record by a Connecticut justice as late as 1750. This "in-

dictment" names the following misbehaviors:

A rude and Idel behavior in the meeting hows
Such as Smiling and Larfing and Intiseing
others to the Same Evil

Such as whispering and Larfing in the meeting house between meetings

Such as Larfing or Smiling and puling the heir of nayber benoni Simkins in the time of public worship

Such as throwing Sister penticost perkins on the ice it being Sabbath or Lord's day between the meeting house and his plaes of Abode.

We wonder what can have been the fate of this courageous child who dared so to offend the powerful and great of his world! Such a spirit must have played a leading part in the Revolutionary War which came when he was grown. However, not all children were so constituted as to be able to defy the established order in this high-handed fashion. Nathaniel Mather, at the age of sixteen wrote in his diary: "Of the manifold sins which then I was guilty of, none so sticks upon me as that being very young, *I was whittling on the Sabbath-day*; and for fear of being seen, I did it behind the door. A great reproach of God!" The sixteen-year-old writer of this record evidently regards himself as a full-grown man recalling the vagaries of youth, and indeed he was so regarded by others. So effective had been the efforts to destroy childhood and force an early maturity that boys of sixteen were considered men, boys of seven wore wigs, and children of three or four studied Latin.

But the times were changing, tho ever so slightly, in favor of the children. Even a little knowledge of the early history of the colonies would enable us to predict the downfall of this "wilderness Zion." New settlers came, many of whom were not interested in supporting the Puritan church. Governor Bradford declared that "the countrie became pestered with many unworthy persons." Fines and other penalties were exacted for non-attendance at church but the tide could not be stemmed. Furthermore, dwellers in the frontier settlements were inclined toward tolerance in religious matters. Braving together the hardships of the lonely frontier had the effect of creating respect for a neighbor's opinions. The Latin schools fell into disrepute among the frontiersmen, who had little respect for learning so far removed from the vital concerns of life. They noted that graduates of these schools were able to write verses and prose compositions in Latin, but were so ignorant of numbers that they could

not locate a chapter or verse in the Bible. The new settlers demanded a more practical kind of education. They found that they could gain the kind of learning



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A "BATTLEDORE." This folded cardboard with printing on it was often used as a reader just after the Hornbook and just before the Primer.

better suited to their needs in the household, the field, and the forest than in the schools; so that formal education declined rapidly. A New Englander of 1719 expressed the attitude of the inland colonists in this regard: "The Plowman that raiseth Grain is more serviceable to Mankind, than the Painter who draws only to please the Eye. . . . The Carpenter who builds a good House to defend us from the Wind and Weather, is more serviceable than the curious Carver, who employs his Art to please the fancy." Such was the attitude toward any but the most practical education. The records which have come down to us from this time—the second and third generations from the first settlers—indicate only too clearly the lack of education even in clerks whose duty it was to keep records. Many local officials were obliged to make their "mark" because they could not write their own names. Teachers' contracts required that the "childeringe" be taught to "rite" or "wright" and to do "refmetic."

The early school laws were neglected. Towns failed to organize the required

schools. Some children had to walk as many as eight miles to school. People living several miles outside of town at length were permitted to withdraw their portion of the taxes allotted to schools and build schools nearer home. Thus district schools began. In these schools even the most rudimentary education was obtained only by the greatest effort. People had little money to pay teachers and build schoolhouses. In Northampton, 1664, the first teacher was a farmer who was paid by the town "six pounds towards the scoole & to tacke the benifet of the scollers provided that he teach Six months in the yeare together." Samuel Appleton, who later became a great merchant and philanthropist of Boston recalls the year 1786 when he taught for his board, lodging, and washing, and sixty-seven cents a week. This was considered liberal pay. Sometimes teachers were paid in vegetables, corn, and other farm products. In one school a pupil was placed by a window where he could glance up from his book upon the appearance of a passer-by and hail him for the purpose of selling the surplus "truck" which had accumulated.

Teachers were also the product of frontier training and in many cases were almost as unlearned as their pupils and patrons. The complaint was made that "it is a general plague and complaint of the whole land that for one discreet and able teacher you shall find twenty ignorant and careless." Teachers had never heard of the writings of the great Comenius, altho at one time Harvard College had invited him to become its president. American education might have had a different history if he had accepted. But he did not come to America.

The schoolhouse on the frontier was cold, uncomfortable, and ugly. In New England, New York, and Pennsylvania and many of the other colonies which had cold winters, the schoolhouses were generally made of logs. They had either a puncheon or a dirt floor. The latter was easily pulverized into dust which the lively pupils delighted to stir up in clouds to annoy the master. The roof was of bark. Pegs were fastened in the log walls three or four feet from the ground. Boards laid on these pegs provided desks for the older pupils. Younger children sat on log benches or blocks. White paper or newspapers greased with lard served for window-panes. At one end of the room there was a big fireplace. The wood for the fire was often furnished by the parents, and some unfeeling

schoolmasters would banish from the fireside the child whose parents had not supplied a share of the wood. One Connecticut town voted "that the Committee be empowered to exclude any scholar that shall not carry his share of the wood for the use of the said school."

Neglect of repairs added to the general discomfort. A schoolmaster of 1681 describes his schoolhouse thus: "The glass broke, and thereupon very raw and cold; the floor very much broken and torn up to kindle fires, the hearth spoiled, the seats some burned and others out of kilter."

Only a few subjects were taught and these by the poorest methods. Textbooks were meagre and we would consider them very unattractive as compared with our beautifully illustrated and well-bound books for children. The "horn-book" was the child's first "book" if it can be called such. It was nothing more than a piece of board with a handle, on which was nailed a sheet of paper containing the alphabet; the vowels listed separately; short, meaningless syllables such as ab, ac, ad; and the Lord's Prayer. The hornbook could be fastened around the child's neck by means of a string tied to the handle. Next the child read the *New England Primer*, the most widely used textbook ever studied in this country. It was in use for two hundred years, and more than three million copies were printed. Many more than that number of children studied it. This "Little Bible of New England," was filled with moral lessons. Each letter of the alphabet was followed by a little rhyme intended to teach morality and sobriety. That, indeed, was the primary requirement of all textbooks. Some of these moral aids to the memory were:

G As runs the Glass
Our Life doth pass.
O Young Obadiah,
David, Josias,
All were pious.
X Xerxes did die
And so must I.

Each rhyme was illustrated by crude pictures. Cheever's famous Latin grammar, the *Accidence*, was studied as soon as the child had finished with hornbook and primer. It was used for over a hundred years. Sometimes a child was required to study thru this book as many as twenty times. Spelling was extremely varied and informal at first but, with the publication of Noah Webster's spelling-book and dictionary, this subject

came to be very popular both with children and grown people. To be a good speller was considered a remarkable achievement. One Danbury school advertised that "those who spell go thru the whole of Webster's spelling-book twice a fortnight."

There were no printed arithmetic books for a long time. Children made their own sum books and wrote all problems in them with pen and ink. They had no pencils with which to write. All writing was done with pen and ink and writing was beautifully done, altho the "flourishing" style was preferred.

It is hard to understand how these schools could have been attractive to a child, yet a little girl who lived in Hatfield, Massachusetts, used to slip away from her household tasks and sit on the steps of the schoolhouse listening with envy to the boys as they recited their lessons. Meagre as were the opportunities offered the boys by the schools, they were far better than any she had ever known. Girls were not admitted to schools. As late as 1785 the town of Northampton voted "not to be at any expense for schooling girls." There were times in the colonies when not more than



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SKETCHES from a schoolday in Colonial times.

one woman in a dozen could sign her name.

While the early schools of New England left much to be desired, they were as a rule much better than those in the colonies farther inland or those of the South. The colonists who lived back from the coast were almost completely cut off from contact with Europe and frontier conditions required more physical labor than "book learning." As the *Pennsylvania Farmer* expressed it,

Book learning gets the upper hand and work is slow and slack,
And they that come long after us will find things gone to wrack.

In the South there were few towns. The colonists lived on great plantations far from their neighbors or on widely scattered upland farms and it was difficult to get enough children together to organize schools. Many planters brought teachers from Europe into their own homes as tutors for the children. The homes of the wealthier classes often contained excellent private libraries. Unfortunately, the benefits of such collections were not widely extended. The fact that the more privileged classes could thus provide an education for their own children at home, in large measure, served to delay the advent of public education. Sometimes a few neighbors would get together and hire a teacher who would organize a school in a poor building located in some worn-out tobacco field. These came to be known as "old field" schools. George Washington attended such schools when he was a boy. One of his early schools was kept by a queer old man named Hobby. Besides teaching, Hobby also served as sexton, swept out the church, and occasionally dug a grave. These were the accustomed duties of schoolmasters in many of the colonies. Teaching was often incidental to the regular work of the teacher.

Such were the beginnings of schools in America. Crude and inefficient as they were, these schools held the germ of strong and enduring principles of education. Such ideals as equality of opportunity to go to school, tolerance of the opinions of others, and independence of thought seem to have been encouraged by pioneer conditions of life. To put these ideals into practise thru the maintenance of universal schooling at public expense became the major task of educational leaders during the first century of the new Republic.—This is the fourth in a series of articles, dealing with the history of the school, by Charles A. Beard and William G. Carr.

The Automobile

ERNEST W. BUTTERFIELD

Commissioner of Education, Connecticut

A civic highschool curriculum, designed for noncollege preparatory and nonvocational pupils should consist of a large number of instructional units selected from the immediate needs of the pupil.

These pupils are not preparing for some possible eventuality; they are actually living as members of a most complicated society and education requires instruction that will enable them to live with greater happiness and success the life that they and their parents now live. From common problems and daily life we may suggest material that has for them educational possibilities.

We may assume that every pupil will learn to drive an automobile while he is still in highschool and for several years has looked forward eagerly to this experience. We have then an unrivalled subject for the teaching process. The subject is vital to the immediate needs and desires of both boys and girls and they equally are able to acquire the skill and master the necessary technic.

As auto driving in most states begins with the sixteenth birthday, this unit should be chronologically correlated and so introduced in the junior year of the highschool with reviewed attention in the senior year. The course impinges upon at least two of the traditional highschool fields—physical science and social science.



A suggestive outline follows:

Physiognomy of the automobile—

The pupils should know at sight about ten of the most common automobiles. They should be able to call them by name and give price rates, the general use, and the popularity as shown by the volume of sales. They should also divide the genus automobile into its subsidiary species, as coupe, sedan, coach, and others.

Anatomy of the automobile—The pupil should know the location, the appearance, and the general use of twenty to fifty vital parts of the automobile. Carburetor, transmission, differential, tonneau, wheelbase, clutch—these are descriptive terms new to our dictionaries and new to our own daily use. The terms "gadget" and "whosit" show ignorance and indicate mental laziness.

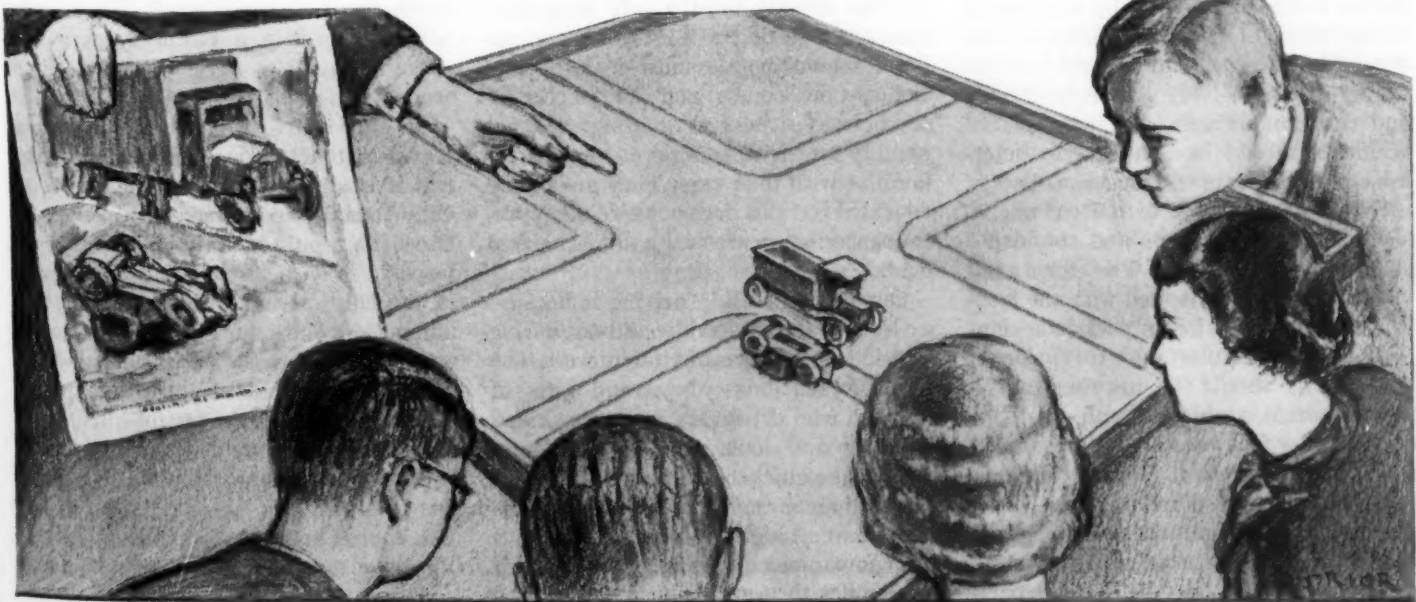
Food, clothing, and shelter—The care of the automobile as a machine should be taught the pupils. This includes

A systematic analysis of locally reported accidents will tend to instill the idea of greater care in driving.

the amount and quality of gas and oil needed and the seasonal changes, the proper inflation of the tires, the preservation of the battery, radiator adaption to winter weather, and car preservation from salt air, summer sunshine, winter storms, and other climatic enemies. Every pupil should acquire the habit of the daily inspection of the car to ascertain its vital needs.

Good housekeeping—Every automobile is now designed to move in good society. Each pupil should learn to care for the automobile with the same attention given to the family kitchen or living room. The car should be washed, spots and dust removed, the floor swept, and the entire interior kept clean and attractive. The wheels should be repainted, the top redressed, and the hood and fenders simonized. These are duties equally for boys or girls.

Admission to the family circle—The first automobile was clearly a machine and was kept in the barn or stable. The automobile of today has become a cultured servant or member of the family. The attached garage is but one step from the kitchen and the social rooms of the house. To meet this change, the foul odors of the early car have been eliminated, and most of its uncouth noises together with its persistent balky and stubborn habits. It is now a quiet and



willing member of the family. If it is kept well-groomed, the age or the model is of no greater importance than those of members of the family circle. Pride in the family car may be developed.

The automobile as a machine—Our highschool boys are in two classes. Many will be automobile garage proprietors, drivers of trucks or buses, gas station attendants, battery men, or salesmen for cars and accessories. For these, technical courses in trade or vocational schools are necessary.

For most boys and for all girls, however, no great amount of mechanical skill is required. The early automobilist had to be a mechanic, able, between blacksmiths' shops, to repair and adjust his own car. Today most repairs and adjustments are made quickly and economically at nearby garages, but there is left a minimum of mechanical work which should be mastered by girls as well as boys.

Every girl should acquire the skill of tire removal, of manipulation of clutch, brake, and choke, of determination of insufficient gas and oil supplies, of changing headlights. She should have the habit of repeated determination that the car carries in its proper place articles which common emergencies require, as spare tire, jack, wrench, screw driver, oil can, and car license. She should also train her senses to detect the signs of distress due to common car defects. A periodic inspection of cars in the school parking space for equipment and good housekeeping is as valuable as is the homeroom desk inspection for the same purposes.

The conventions of driving—The first study is of the automobile laws and regulations of the state and its culmination is the acquisition by the official examination of a driver's license. The course, however, should not rest here but should go extensively into safe driving and common dangers. Locally reported accidents should be analyzed to determine probable causes. Dangerous habits, as too close following of the car ahead, should be listed. Habits and confidence should be established. The town and vicinity should be mapped with the location and identification of particular dangers. In a particular way the pride of the schools should be aroused and a school morale established with a satisfying boast—"One hundred fifty pupils with driving licenses. No one reported for speeding, tagged for incorrect parking, or as driver or pedestrian engaged in an automobile accident this year." Insurance companies, the state depart-

ment of motor vehicles, and the National Safety Council abound in material which may be made of classroom use.

The amenities of driving—Our traffic officers in the face of great physical danger meet hourly perplexing situations and perform their duties with notable ability. Many of them abound in good humor and treat us with courteous distinction. Others in moments of trial counsel us in a language which we understand but do not speak. The remedy is in our hands. The traffic officers of 1945 are now in our highschools and a careful study of effective and courteous relations between drivers and our highway guards and guardians will make possible later courtesy on the part of the harassed officers and greater respect on the part of perplexed drivers. It should become axiomatic that no reference to the mentality of any pedestrian or automobilist should be allowed any driver or officer except as the result of a standard intelligence test.

Of even more importance in this course is the establishment of kindly courtesies between those who share the road. Shouted taunts, the impatient use of the horn, "dirty looks," and selfishness in the use of the road and of parking spaces should be discouraged.

Each class should build up its own code and require the members to follow the accepted conventions. The dangers of the ditch, of the curb, and the road shoulders; too rapid speed; thumbing rides; number of persons in the car; a reputation for patience, good fellowship, helpfulness for those in need of direction or other aid; and shared payments of gas used for school parties are among those subjects that may well be studied and made part of the class's perfect code.

The school faculty—It is evident that a course that will establish and upbuild school morale must look beyond the specific course and its teacher or teachers. Teachers as a group are not notably safe drivers, nor are they entirely familiar with their cars. They are highly educated but this does not give them pre-eminence in a new social and mechanical field.

Our lack of skill in driving is because we learned the art too late and not during a period when it was of vital interest. The result is that most boys and girls of eighteen who drive cars are more skilled than we and have greater confidence. They make quicker decisions, they locate and read more readily the road directions than do we. A highschool senior who with two companions drives the family car for forty miles thru a city to the shore and

returns, makes use of more skills, reaches more quick decisions, and adapts her wishes to the caprices of more people than did her mother in any week of her happy girlhood. Our young people have found a field of vital education and have profited by it. Our teachers should do likewise.

A teacher who does not drive a car cannot serve as an understanding mentor to pupils who do. A wise superintendent will allow any rooted teacher to replace the next two units of professional credits at some university by the summer's mastery of a car and two thousand miles of accredited road to her credit. Moreover, teachers should drive so safely that they win for their profession public recognition and a preferred classification in automobile accident insurance rates.

Pushing back the border—Until the automobile age one's habitat was limited. The automobile has pushed the border from five miles back to fifty miles or more. The result is that our young people live in an extensive environment. Our school course should be one of maps, located places, and calendars of dates. The road map should be studied, interpreted, and made the basis of a geography of life. Where to swim, where to golf, where to dance, lists of impressive views and scenes, dates for rose festivals, for public gatherings, aid in pushing back the border.

Seeing as we go—Some as they travel see only the black road, feel only the bumps, smell only the exhaust of the bus that blocks the highway, and hear only the screaming of the brakes. Others as they travel distinguish the varieties of oaks by the roadside, hear the evening whippoorwill, breathe the aroma of the newly mown swamp grass. Those who make every trip a cultured recreation drive as safely as those who make hard work of it.

In this course we can aid pupils to travel as tourists do, to experience that which is stupendous, historic, or scenically famous, and we may train them to travel as would stockholders, eager to inspect, see repeatedly, and participate in the cultural inheritance of our state and nation. With our pupils as part owners we may enjoy the parks and roadside developments, libraries and museums, the stately streets and the restful hillsides of one thousand square miles of diversified development. The automobile has made this possible.

A course in the automobile as a part of a civic curriculum has many educational possibilities.

The Highschool and the American Family

THE RESULTS of three hundred years of American highschools can be seen in every area of life. In government, for example, of the three million employees of state, local, and federal services, 2,500,000 are highschool graduates.

The many-sided projects of social reform launched by the President's program to increase the security of the people—projects which would have been without public understanding a few years ago—are now receiving the intelligent support of a people who have benefited from highschool instruction.

"It is worth noting," said President Roosevelt in a recent message urging nationwide observance of the Tercentenary of Secondary Education, "that social progress in the United States is following swiftly on the heels of the remarkable expansion at the highschool level."

What America has achieved on the material side—a development unparalleled in the history of the world—is a tribute to the skills and craftsmanship which the highschool has developed in the American workman. There is no business, industry, profession, or public enterprise which has not benefited from the higher intellectual level of the American people for which the highschool is responsible.

The increase of inventions and scientific discoveries which contribute to the comfort and security of life was comparatively small until the new-world ideal of education for the common man became established early in the 1700's. From 1800 to the present date, the rapid extension of free and universal education, including highschool, is marked by a decisive upturn in those material achievements which contribute to the safety and happiness of living.

Inventive genius has been especially stimulated by the laboratory method of teaching science in the highschools and by the special vocational courses given in the shops of the technical highschools.

But it is in the lives of countless



LEARNING higher standards of home furnishing and decoration in the highschool manual training shop.

American families that the influence of the highschool can be traced most clearly—in earning power increased, in tastes cultivated, in skills trained. Everywhere about you are unwritten stories of highschool service—stories which if they were told in all their dramatic significance would reveal an amazing record of achievement in the enrichment of individual and family life.

As part of the Tercentenary celebration in your highschool, why not make a study of the families in your community who have profited from the highschool? Publish these stories in your local paper. What has the highschool meant in your own life and in your own family? Contrast the education which the older men and women in your community received with that enjoyed by young people today.

This contrast is apparent in the Johnson family, for example. When Grandfather Johnson, now eighty-six years old, was a young man in the 1870's, only one person in 2410 graduated from highschool as contrasted with one in every 133 in 1934. Even during the father's boyhood, fifty years ago, a highschool graduate was a rare specimen. Only one-

fifth as many young people in proportion to the population went to highschool as go to college today. Half a century ago only 3 percent of the boys and girls from fourteen to seventeen years of age were enrolled in highschool, whereas in 1935 more than 50 percent are in attendance.

Grandmother Johnson had even less opportunity to attend highschool than her husband. Highschool education for young women was slow to develop.

During the early colonial period the education of girls was almost entirely neglected. A New Haven Grammar School in 1684 ruled that "all girls be excluded as improper and inconsistent with such a grammar school as the law enjoins and as is the design of this settlement." In 1766 a New England town voted that the schoolmaster should teach

the girls two hours each day, but only before or after school hours or on afternoons when the boys had a half holiday. It was not until 1826 that a girls' highschool was established and it was soon closed for the curious reason that it was so popular that there was not room for all! Today there are as many women as men enrolled in the highschools.

Two of Grandmother Johnson's grandchildren are now highschool graduates, one a teacher, the other in government service. Their younger brothers and sisters look forward to a highschool education as a matter of course.

Thus the highschool is a relatively new development in American life. During the past thirty years the number of pupils has increased more than six times as fast as the population of the country. This has added to the cost of education but it has added very much more to the productivity and welfare of the nation.

The story of Mary Phidias is typical of many of America's immigrant families. As a young woman, she came to America with her barber husband from the farm lands south of old Sparta, lured here by the stories of opportunity which adventuresome compatriots had written back

to her relatives. There were years of bright beginnings as the barber shop prospered. Then calamity as the father died leaving the widow in a foreign land with a large family and no income.

Then the public school began its services. The highschool taught the boys trades, it taught the girls homemaking and stenography, and within a single generation this family rose out of poverty to the ownership of house and land.

Aided by the teaching in home economics and manual training, higher standards of home furnishing and nutrition became part of the daily life. The young people came to expect more, and with their industry and skill to earn more than the older generation had known. The youngest son of this family is now in teachers college.

The influence of the highschool is now visible in the third generation. The oldest daughter is married and has three children. Her highschool course emphasized home economics, including a practise course in the kindergarten where the students learned to care for the younger children. Now her own children are well-nourished, wellclothed, and interesting.

If the Phidias children had attended highschool in colonial days they would have found themselves sadly restricted in the Latin school. They would have looked in vain for home economics, manual training, stenography, or English.

Even as late as 1890 the number of subjects offered by the highschool was limited to nine. By 1935 the list of subjects offered by many highschools includes vocational and commercial instruction, many branches of natural and social science, modern languages as well as the classics, and many other subjects such as art, music, and physical education. Altogether the children of the Amer-

ican family can find as many as 250 courses in the highschools of today as contrasted with the nine subjects reported in 1890.

These varied courses teach the members of the American family—both young and old—how to care for their health, how to earn a living, how to spend their leisure on worthwhile projects, how to plan for a satisfying home life, and how to contribute to the civic life of their community. In dividends to the welfare of the American family, the nation is reaping well-nigh unparalleled returns on its investment in secondary education.

The story of the Phidias family could be duplicated in every community in the United States. The comment is sometimes made that the immigrant to America appreciates the opportunity of free schools more than the native citizen. Perhaps this is because of the sharp contrast which the American school—free and open to all—offers to the European secondary school, traditionally restricted to the upper classes and never enrolling, even in the most advanced countries, more than 15 percent of the young people of highschool age.

As a Jewish immigrant to America, Mary Antin thus describes the first day of school:

"Father himself conducted us to school. He would not have delegated that mission to the President of the United States. . . . Almost his first act on landing on American soil, three years before, had been his application for naturalization. The boasted freedom of the New World meant to him far more than the right to reside, travel, and work wherever he pleased. . . . He could send his children to school, to learn all those things that he knew by fame to be desirable. The common school, at least,

perhaps highschool; for one, two, perhaps even college!

"So it was with a heart full of longing and hope that my father led us to school on that first day. . . . At last the four of us stood around the teacher's desk. . . . And I venture to say that Miss Nixon guessed what my father's best English could not convey. I think she divined that by the simple act of delivering our school certificates to her he took possession of America."

In Michael Pupin's autobiography—*From Immigrant to Inventor*—the free school can be seen as a chief factor in his success.

In 1874 Pupin, then a 16-year old Serbian schoolboy, sold his watch, his books, and most of his clothes. With the proceeds he came to America arriving with only five cents in his pockets. He worked at odd jobs . . . learned English . . . decided to get an education and become a scientist . . . saved his money . . . went to night school . . . entered Columbia University . . . worked his way thru and graduated. He became a professor at Columbia where he has made many important contributions to science.

What the opportunity of free schools in a democracy means to the native citizen has been wellphrased by a former president of the United States:

This country gave me, as it gives to every boy and girl, a chance. It gave me schooling, independence of action, opportunity for service and honor. In no other land could a boy from a country village, without inheritance or influential friends, look forward with unbounded hope. My whole life has told me what America means. I am indebted to my country beyond any human power to repay.

Put all these stories together and you have the great saga of the free highschool written in the lives of thousands of American families.—Eleanor Craven.



Home economics teaching has raised the standard of wellbeing in thousands of American homes.

Highschool Pioneering in Adult Education

S. ALEXANDER SHEAR

Organizer and Director of the Institute for Adult Education of DeWitt Clinton Highschool, New York City

INTEREST in adult education has increased considerably during the past few years. Altho there has been much groping, some very definite projects have been undertaken. The era of economic change which was inaugurated by the cataclysm of 1929 showed the need for readjustments in our industrial life. Government was slow to meet the situation, and it was not until December 1932 that the State Education Department initiated its program to train the adults in New York State for readjustments in industry to keep up their morale thru occupation, and to prepare them for the beneficial employment of leisure. This last purpose was the latest addition to the program, for it followed naturally in the wake of the movement to reduce the number of hours in the work day.

It is this last phase, the useful and directed employment of leisure, that is now challenging the best minds in our country. Retraining for another occupation is not training for the use of leisure so as to get a fuller enjoyment out of life. Not until men and women are happily employed can they give thought to their leisure. For those who are out of work, for those on the public relief rolls, and for those who are striving to keep up family life under trying adversities, the plans of the advocates for the proper use of leisure have no meaning. It is the wish to survive, the struggle for the right to live that is uppermost in their minds.

More definite planning will eventually free larger portions of our population from the fear of economic strangulation, and suggestions for the better employment of leisure time are destined to fall on more willing ears. With this will come the desire for increased recreational and educational facilities.

In all of their planning, the "leisure" advocates have overlooked the woman in the home who has been released from much of the drudgery of housekeeping by the many conveniences which the machine age has supplied, and which city life has placed within reach of many. Never have women had more time to themselves than now. It was this belief that prompted, in part, the experiment

in adult education with which this article deals.

Time makes many changes, and nowhere are these changes more apparent than in the home. Children grow from infancy to maturity; parents lose their early interests while they rear a family; memory fails them, and they find themselves outstripped by their children in the knowledge of facts—literary, historical, scientific, physical, and artistic—which make up the everyday world of their offspring. Parental ties are sufficient in the earlier years of childhood to act as a cloak for the ignorance of parents, but as the years roll by, and the child emerges into adolescence, he becomes a more observant and a more reasoning being. He then sees his parents as they are—in some instances, intelligent, loving, lovable, and devoted; in others, just as loving and devoted, but ignorant of the world they live in.

To maintain the respect of their children is unquestionably the desire of reasoning parents, but respect cannot exist on sentiment alone, and fathers and mothers who are willing to think their problem thru will realize that to hold the affections of their children they must meet them on a level of mutual interests. They must be equal to their children in knowledge, be interested in their games, their hobbies, the books they read, the friends they make, and the many other factors—physical, emotional, artistic, and intellectual—that are important to the adolescent boy and girl.

It was with the foregoing thoughts in mind that I formulated the proposal to establish at DeWitt Clinton Highschool an Institute for Adult Education. My aims and objectives were:

- [1] To establish a medium for the higher education of adults
- [2] To add to the culture and education of adults related to the students of DeWitt Clinton Highschool
- [3] To enable parents to better understand the problems of childhood and adolescence
- [4] To bring about a realization of the many opportunities for the enjoyment of leisure and for the enrichment of life
- [5] To awaken a consciousness of the higher responsibilities of citizenship

When the plan for the creation of the institute was presented to A. Mortimer

Clark, principal of DeWitt Clinton Highschool, in December 1931, he was quick to see its possibilities as a medium for establishing goodwill in many of the homes of his students and for bringing about a better understanding of the school and its problems among the adults who might associate themselves with the institute. The proposal received his unqualified indorsement.

A short time later, I presented the plan to Dr. Harold G. Campbell, now superintendent of schools, and then in charge of the highschool division. Dr. Campbell, who has long been an advocate of adult education, saw in the proposal an opportunity for educating a hitherto neglected group of our adult population and gave his sanction for the conduct of this experiment in education. It was not to be sponsored by the board of education, but was to be conducted under the auspices of, and by, the faculty of DeWitt Clinton Highschool.

In January 1932, the final plans for the creation of the Institute for Adult Education were completed, the faculty of the highschool was canvassed, a group of instructors was selected for the institute, and its courses were determined.

The voluntary service of the faculty was part of the plan. My appeal to the teachers' civic-mindedness brought a ready response. Many saw in the institute an opportunity to be of service to their school and the community, to establish contacts with parents that would give them an enlarged point of view, and the opportunity to teach subjects in which they had specialized but for which they had no outlet in regular work.

To lighten the burden of the teacher, it was determined to hold the sessions of the institute from 3:30 to 4:30 P.M. That hour, we believed, was most convenient for the instructors, and for the mothers whom I hoped to attract to the institute. With the belief that the average housewife will not attend classes that are given daily, we arranged to hold sessions on Wednesday and Fridays but to give each course only once a week for fifteen weeks. Experience justified our decision, altho we later continued some courses thru both semesters.

Twelve courses were offered and registration dates set. Announcements,

with the caption, "Why Stop Learning?" were mailed to the members of the parent-teachers association and to the parents of incoming students from the elementary and junior highschools. From the first day of registration on January 18, 1932, it was apparent that the plan would work. Two hundred thirty-seven women, between the ages of twenty-one and sixty-nine, registered for over 400 unit hours during the first term, which began on February 17, 1932. The registration increased in the following term to 541, and the growth continued in succeeding terms to 714, 848, 873, and passed the 900 mark in September 1934. Whatever doubt there may have existed regarding the experiment was dispelled by the increasing number of women who came to register and the many late-comers who left disappointed because the courses of their choice were closed to them. The number of courses was increased from twelve to twenty, to twenty-six, and then to thirty. Nor was there ever a dearth of instructors, for there were always more volunteers than we deemed it advisable to employ in any one year. Those members of the highschool faculty who were selected served for one year, altho many continued their service beyond that period and some of the original faculty are still meeting their classes.

A great variety of courses has been offered. The following are just a few taken at random from the list:

Art and the home; great English and American poets; contemporary American novelists; masterpieces of world literatures; history and appreciation of music; current events; contemporary problems in economics; problems of science in the home; chemistry in the home; psychological problems of adolescence; case studies in child behavior; sociology and its relation to economics; advanced classes in French and German; choral music for women; an introduction to the law of the state of New York.

With few exceptions, the courses had a definite cultural trend, for we aimed to make parents alive to the problems of the day and to give them a background of information that would enable them to understand their children and participate in their emotional and intellectual lives. We have the tearful commentary of a most excellent woman to substantiate our purpose, for in all humility, she said, "Mr. Shear, I am ashamed to be in the presence of my children. They know so much more than I do that I am an outsider at the dinner table when they discuss matters with my husband, who is a college graduate."

Many incidents such as this could be cited; the Institute for Adult Education has opened a useful avenue for women such as the one quoted.

No attempt was made to give completeness to any course. This is hardly possible in a fifteen-hour unit. Except in a few instances, no homework was given, altho readings and investigations were suggested. We tried to keep in mind that for many this was their first entrance into a classroom since their girlhood days, that formalized recitations would tend to discourage, that only a few came to talk, and that most preferred to listen. We gave them exploratory courses to make them feel that "learning is a voyage of discovery," as A. Mortimer Clark so aptly phrased it. This quotation has become the slogan of the Institute and is engraved upon its seal.

The lecture and discussion method was adapted as most suited to our purpose. The major part of the period is used for the formal presentation of the topic for the day, and the last ten or fifteen minutes is given to discussion, the answering of questions, the presentation of other points of view by members of the class. The discussion period often lasts far beyond the dismissal gong. Whenever possible, motion pictures, slides, charts, maps, experimentation, and other illustrative materials are used to clarify the lesson.

No formal tests are given at the end of the term. The classes are not given for credit, and there is no need for any embarrassing checkup of results. What is important, is to encourage attendance for only in this manner can our purpose be served best. The pitting of one against another would result only in discouragement for many, for the women who attend the institute are ages apart in education, training, social position, and background. Inasmuch as all human beings like some acknowledgment of their efforts, a neat certificate of award is presented to those who attend twelve sessions of a fifteen-hour course, or twenty-four sessions of a thirty-hour course. Anyone who doubts the efficacy of this form of reward should have been present when a woman who had failed to receive a certificate remarked in a voice shaky with emotion, "I just can't go home without it. My children are waiting to see my certificate." When, in June 1932, we held our first closing exercises, more than 160 certificates were issued to the women who had registered during the term. Since then, closing exer-

cises have been held every June and the number of certificates has increased to more than 800.

The courses are intended to reach the greatest number, and since they are given in a public building, no course fees are charged. However, some means had to be found to finance the administration costs for printing and postage. At first, a nominal fee of fifty cents was charged as a registration fee for each course, and an allowance of fifty cents was made to members of the parent-teachers association. In September 1932, the registration fee was increased to \$1 for each course with an allowance of fifty cents to those members of the parent-teachers association who took a second course. Despite the increase in fees, the registration increased more than 125 percent. The fee has remained unchanged since then.

The income was far in excess of the needs for administration expenses, so that the Institute became an important financial agency to which many of the highschool departments turned for assistance. In the two years from September 1932 to June 1934, the Institute for Adult Education contributed over \$3000 to various departments in DeWitt Clinton Highschool. Some of the contributions were: student aid fund, \$1000; library \$1400; art department, \$150; biology department, \$88, and smaller sums for various school needs that could not be met from funds of the board of education or the general organization of the school.

It will be interesting to note the type of women who come to the Institute. The requirement that they be able to speak, read, and understand the English language defined the plane and the intelligence level of the applicants. We made no attempt to provide for those who wanted courses in citizenship, or reading, and writing. We made no attempt to teach English to foreigners and directed applicants for such courses to the proper agencies. The range of our registrants extended from the woman with several years of school attendance in a foreign land to the college graduate, American and European. The average was the woman who had graduated from an elementary school, spent six months to two years in highschool, and then either went to work or was married. Many had not gone beyond the 7B grade. These were in the older group, those past thirty-five while the younger women showed a larger number of highschool graduates and some college attendance.

The age range was from twenty-one to seventy-three, with thirty-eight as the median. The great majority were women with children. Their husbands were engaged in a great variety of occupations, from highly paid executive to common laborer. The largest percentage in any one group comprised the wives of professional men—teachers, physicians, attorneys, accountants, chemists, and auditors. In addition, there were the wives of small shopkeepers, artisans, manufacturers, needleworkers, and many others. Their residences were miles apart, extending from Harmon-on-the-Hudson to Kew Gardens, L. I. While the largest percentage lived in the Bronx, less than 50 percent of these lived within walking distance of DeWitt Clinton highschool.

Other highschools have recognized the value of the work done by the Institute for Adult Education. They have asked for information, which has been given cheerfully. Some have started institutes of their own and have been generous in their acknowledgments. Others

are waiting for an opportune time to launch their institutes. The following highschools took up the idea in the order given and each now has a flourishing Institute for Adult Education: Abraham Lincoln, Grover Cleveland, Samuel J. Tilden, Boys, New Rochelle, Richmond Hill, and Evander Childs. Benjamin Franklin Highschool, with which I am now connected, which opened September 1934, will have an Institute for Adult Education in February. In at least two instances, where the administrative heads of the highschool were unwilling to subscribe to the demands of their communities, the parent-teacher association took the initiative and enlisted the services of members of the highschool faculties.

In March 1934, the Institute for Adult Education of DeWitt Clinton Highschool expanded its service to its students. In that month it published the first number of *The Bulletin*, which is the voice of the student body. It is prepared and edited by a staff which was selected from the women of the Institute. The columns are open to all mem-

bers of the studentbody. The publication is issued four times a term, and to date, six numbers have been issued.

The adult education movement will not be denied. Its inroads into the day highschools are bound to increase but they need not be feared. When the movement is full grown and the time is ripe, the board of education will recognize its importance and make this form of adult education a recognized part of its educational program. Adult education will then take on all the various forms—occupational training, avocational training, and the education of men and women to make the most of their lives, to spend their leisure hours profitably, to experience the joy of living, to become fitting companions for their children, and worthy citizens of the communities in which they reside. The implications of such a program for adult education are many, for it opens up a rich reservoir of usefulness thru a greater variety of courses, detailed syllabi and course of instruction, better direction of training, and greater enrichment of life.

The New Attack on Freedom of Teaching

THE Representative Assembly of the National Education Association, meeting at Washington on July 6, 1934, adopted a platform which it called upon "laymen and teachers to examine and to support." Perhaps the most significant plank in this platform pertains to the question of freedom of teaching. "Teachers should have the privilege," the Assembly resolved, "of presenting all points of view, including their own, on controversial issues without danger of reprisal by the school administration or by pressure groups in the community." If teachers are ever to achieve this right—a right which is essential to democratic education and intelligent citizenship—they will have to fight for it. The recent activities of William Randolph Hearst make this abundantly clear.

The story opens in Rochester, New York, on November 10, when a Hearst reporter, posing as a prospective student, wrote as follows to Professor John N. Washburne, head of the department of educational psychology in Syracuse University:

I have been thinking about going to Columbia, but a friend of mine in Syracuse says Syracuse is nearer and cheaper and I can get good courses in sociology at Syracuse.

Down at Columbia they give you the real stuff about Capitalism and Socialism, but my friend says I can get the same thing at Syracuse, that you are a Liberal and not afraid to give the Liberal side that the University here does not give.

Please tell me when I could come to Syracuse and see you about attending college there. Also, do they have any Liberal clubs there where students can get the truth about things, and can students get into the Communist clubs? Also is Syracuse less expensive than Columbia to go to?

Under the guise of students the author of this letter and a reporter from the *Syracuse Journal*, a Hearst paper, interviewed Professor Washburne. The result was a front-page editorial in the November 22nd issue of that *Journal* printed under the headline: "Drive All Radical Professors and Students from University." In this editorial and an accompanying article the interviews were garbled, the views of Dr. Washburne misrepresented, and the good name of the university damaged.

On December 14, Professor George S. Counts of Teachers College, Columbia University, received a letter very similar to that sent to Professor Washburne. It read as follows:

I am thinking of entering Teachers College at the next term. Several friends and former

instructors have told me that I can get the real stuff about Capitalism, Socialism, and Communism there. They tell me that you and several of your associates are real Liberals and not afraid to give the Liberal side on subjects in your classes.

That is something I have not been able to get in State Universities.

I hope you can give me a few minutes time soon to outline a study program, help me decide what instructors and classes to seek.

Also, are there any Liberal or, even forthright Communist organizations or clubs at the college that I might join for open discussion?

The reader should note identical expressions in the two letters: "real stuff about Capitalism and Socialism" and "you are a real Liberal and not afraid to give the Liberal side." Also in both inquiries the very unusual practise is followed of employing initial capitals in the words liberal, capitalism, socialism, and communism. Obviously the two letters come from a single source and suggest the organization of a general campaign.

Suspecting the letter to be the work of a stool pigeon, Professor Counts instructed his secretary to reply that he would not be accessible until after the Christmas vacation, when he could be seen at his regular office hours on Wednesday morning. On Tuesday, December 18, two reporters from the Hearst

press called on Mr. Clyde Miller, head of the Service Bureau of Teachers College, and began making inquiries about so-called liberal and radical activities at the institution. One of them, on being questioned, acknowledged himself to be the author of the letter.

Arrangements were made for this man to interview Professor Counts the following day. The conversation was taken down verbatim by a stenographer who was present throughout the interview.

The reporter began by apologizing for his letter. He said that it did not represent his own initiative but was written in compliance with instructions from the city desk. In defense of his action he declared he was a newspaper man and this was his way of earning a livelihood. In explaining the instructions from the city desk he said: "Mr. Hearst is engaged at present in conducting a 'red scare.'" He went on to say that Mr. Hearst's method was to "pin labels" on individuals and organizations. As the Federal Trade Commission brought out in its investigation of the power companies, this was the formula they employed in combating the ideas of public ownership. When asked how to meet opposing arguments, an official of one of the Insull companies replied: "My idea would not be to try logic or reason, but to try to pin the Bolshevik idea on my opponent." Apparently Mr. Hearst is of the same opinion.

Teachers will be interested in knowing that, according to the reporter, "the Ives Law," requiring teachers in New York state to take the oath of allegiance, "was practically written by Mr. Hearst." If this is so, he may be expected to attempt to place similar acts on the statute books of other states.

Near the close of the interview Professor Counts asked the reporter whether it would be violating Mr. Hearst's standards of ethics to permit Mr. Counts to see the article before it was printed. From some years of experience with the daily press he knew this to be the common practice among reputable newspapers. The reporter replied, however, that such a procedure was contrary to his employer's custom. "You realize of course," he said, "that because of my assignment I will have to select the most sensational statements from the interview in order to make out a good case. That is what Mr. Hearst is expecting."

This same reporter then proceeded to interview Professor William H. Kilpatrick. The resulting conversation was

also taken down verbatim by a stenographer.

After the reporter had asked Professor Kilpatrick a number of questions: whether he believed in studying the Soviet Russian experiment, what he thought about revolution, about the Ives Law, and about student demonstrations—matters about which he has never made any effort to conceal his views—Professor Kilpatrick turned to him and said: "Now let me ask you a few questions." The following colloquy resulted:

Kilpatrick: How do you feel about doing this kind of thing?

Reporter: Just about as you think I feel. I don't like it very much. I hope when the Newspaper Guild achieves its complete organization this sort of thing will go.

Kilpatrick: I have a feeling when I read a Hearst paper that the editorial policy is dishonest, that it is not advocating things because it believes them but because it wants to advocate them for some other reason. Almost every appeal is a demagogic appeal. Does that seem true to you?

Reporter: You could find instances of it. Many of them in fact. Say last spring, when Hearst decided he wanted the McLeod Bill to go thru. We were instructed that we were in favor of the bill and were to go out and make everyone else in favor of it. We were instructed to get one hundred telegrams from various people sent to Congress saying they favored the bill. I don't think I found a single person who knew what the bill was, but we got the telegrams because of the obligations they felt to the paper.

Kilpatrick: So the telegrams were sent just to carry out the obligation to the paper?

Reporter: Certainly. . . . Another instance was when Mr. Moses came out with the statement that he didn't like the approach to the Tri-Borough Bridge. The next morning we all got instructions that we were to kill that idea—stir up people, get telegrams, etc., to the effect that people didn't want the approach changed. Well, we all knew Hearst had been buying up property around there and wouldn't hear of having the approach changed.

Kilpatrick: Now tell me, would you not as a newspaper man rather be with a newspaper that was honestly trying to work for the good of the country? Would you not work harder and wouldn't you live a better life? Wouldn't you be on better terms with yourself? Don't you

feel ashamed to talk to me in this way?

Reporter: I'm not ashamed for myself but for the situation that makes it necessary to do this in order to keep alive.

Kilpatrick: You are not ashamed for yourself?

Reporter: I would rather not do it. Probably I am ashamed, but I won't let myself be. I excuse myself on the basis of expediency.

Kilpatrick: Wouldn't it be a tremendous relief to you if that whole situation could be got rid of? Don't you think so?

Reporter: I don't think it, I know it. But after all I have had periods of being out of work. I've been on three papers that folded up unexpectedly and it is pretty tough. I wouldn't like working in a slaughter house either, but if that was the only work open, I would probably do it. There's very little choice.

Kilpatrick: I could do that with a clear conscience. I could at any rate be honest about that.

Reporter: Certainly your conscience would be clearer. But it's pretty hard to know what to do. We do get pretty sick of the things we're asked to do.

Dr. Jesse H. Newlon, director of the Lincoln School, was interviewed the same day by another Hearst reporter. Unfortunately this interview was not taken down at the time by a stenographer. However, Dr. Newlon dictated the substance of the conversation from memory shortly after.

The pattern of this interview was much like that of the other two. The reporter admitted that he had been sent to get a story, that only one type of story would be acceptable, and that that story had to paint certain individuals and institutions deep "red." He then proceeded to question Dr. Newlon about the same old subjects—radicalism, communism, socialism, Russia, revolution, and the Ives Law. "But," says Dr. Newlon, "I got the impression that he was endeavoring to get me to say something that would enable him to pin the label, *communist*, upon me, rather than to learn my views."

The reporters stated that Mr. Hearst was planning to conduct similar "investigations" in other educational institutions in the country. In fact, it is known that something has been done already at New York University and the College of the City of New York. Clearly the organized teachers of the nation should take action in this matter.—**William H. Kilpatrick, Jesse H. Newlon, and George S. Counts.**

To J. W. CRABTREE

You have served with distinction for more than seventeen years as Secretary of the

National Education Association of the United States

As you take up the duties of Secretary Emeritus, we wish to express our appreciation for the privilege we have had of serving with you, our admiration for your vision, our satisfaction in the institution you have fostered, our gratitude for the interest you have taken to bring out the best in each of us, and our purpose to help maintain the high ideals which you have established.

Members of the Staff of the Association

Helen J. Wilson 1908

<i>Suzanne C. Wright 1917</i>	<i>Ethel Blake 1925</i>	<i>Hazel Arrington, Benson, 1929</i>	<i>Van Smith 1934</i>
<i>Bessie M. Rother 1917</i>	<i>Evelyn Bowie 1925</i>	<i>Belmont Farley 1929</i>	<i>Dorothy Fassel - 1934</i>
<i>Harriet Hatcher 1918</i>	<i>Dorothy E. Cutting 1925</i>	<i>Katherine A. Eberg, 1929</i>	<i>Silene Schwartz, 1934</i>
<i>Harriet M. Chase 1920</i>	<i>Bess Wood 1925</i>	<i>Mildred Bunch, 1929</i>	<i>Olive T. Rehart, 1934</i>
<i>Joyce M. Morgan 1920</i>	<i>Adah L. Heath 1926</i>	<i>Louise Clark 1930</i>	<i>Fido Poirer - 1934</i>
<i>Jessie M. Robbins 1920</i>	<i>Louise B. Seare 1926</i>	<i>Frances Sauter 1930</i>	<i>Marie Cunningham 1934</i>
<i>Mabel E. Wheelock 1921</i>	<i>Katharine H. Gray 1926</i>	<i>Anna Haddock 1930</i>	<i>C. C. Harvey - 1934</i>
<i>Agnes E. Winn 1922</i>	<i>Ilece M. Smith, 1926</i>	<i>Richard R. Foster 1930</i>	<i>Rumple Vinto - 1934</i>
<i>Frank Bradley 1922</i>	<i>Alice M. Gray, 1926</i>	<i>Eva Brumback 1930</i>	<i>Merion L. Fisher - 1934</i>
<i>Louise Brown 1922</i>	<i>George M. Canby, 1926</i>	<i>Mabel Smith 1930</i>	<i>Mollie - Hae Soder - 1934</i>
<i>Frances Bradley 1922</i>	<i>Elizabeth Berckmann, 1926</i>	<i>Elizabeth Beach, 1930</i>	<i>Trinnie Murphy - 1934</i>
<i>Edith Nielsen 1922</i>	<i>Frances O. Thompson 1926</i>	<i>Quith Moore 1930</i>	<i>Rose L. Lamb - 1934</i>
<i>Edith S. Dant 1922</i>	<i>Agnes D. Ruggith 1926</i>	<i>Nattie Rice 1930</i>	<i>Lillian Erickson - 1934</i>
<i>Helen Moore Riley 1922</i>	<i>Nora Collins 1926</i>	<i>Clair Snow King, 1931</i>	<i>Sarahyke Dandress - 1934</i>
<i>Shirwood S. Harkland 1922</i>	<i>Hazel Davis 1926</i>	<i>Eleanor Crown 1931</i>	<i>Una Rung - 1934</i>
<i>Ada B. Boyd 1922</i>	<i>Edward C. Richards 1926</i>	<i>R. L. Davis Jr</i>	<i>Martha W. Foster - 1934</i>
<i>Alice S. Berner 1922</i>	<i>Frank W. Hubbard, 1926</i>	<i>Mary J. Winms 1931</i>	<i>Margaret O. Collins - 1934</i>
<i>Gene S. Wolman 1922</i>	<i>Marie Templeman, 1926</i>	<i>Harriet H. Turner 1931</i>	<i>Margaret E. Oulahan 1934</i>
<i>Charles Williams 1922</i>	<i>Ethel K. Bond, 1927</i>	<i>Julia N. Jones 1931</i>	<i>Georgia Paine 1934</i>
<i>Nora Brown 1922</i>	<i>Emily Roney, 1927</i>	<i>Mildred Sandison 1931</i>	<i>Rita Rejette - 1934</i>
<i>H. A. Allan 1923</i>	<i>Hannie E. Ballenger 1927</i>	<i>Virginia Birkhead 1931</i>	<i>Mildred Lucas 1934</i>
<i>Edna V. Sandel 1923</i>	<i>Elizabeth H. Parker, 1927</i>	<i>Eva G. Pinkerton 1931</i>	<i>Edward Marcellus 1934</i>
<i>Blanche E. Nelson 1923</i>	<i>Helen Campbell, 1927</i>	<i>Alvada Sykes, 1931</i>	<i>Virginia P. Neel 1934</i>
<i>Reall J. Hughes 1923</i>	<i>Beatrice Tomlinson, 1927</i>	<i>Ivan A. Booker 1931</i>	<i>Barbara Miller - 1934</i>
<i>Bessie G. Hendricks 1923</i>	<i>Hazel F. Cox, 1927</i>	<i>Rose Springman 1931</i>	<i>Jane Turley - 1934</i>
<i>Bonnie Donelson 1924</i>	<i>Helen A. Cox, 1928</i>	<i>Laura Hentel 1932</i>	<i>Mildred H. Mullikin, 1934</i>
<i>Mayoral Kaye 1924</i>	<i>Festus E. Bliss 1928</i>	<i>Mary J. Winfree 1932</i>	<i>Robert Houston 1934</i>
<i>Audrey M. Hartung 1924</i>	<i>Bertha M. Hendricks, 1928</i>	<i>Kath. Lutziger 1932</i>	<i>Dorothy E. Emery - 1934</i>
<i>William L. Christman 1924</i>	<i>Loyle W. Ashby, 1928</i>	<i>Elizabeth Jones 1932</i>	<i>Maxine Duvel - 1934</i>
<i>Aurora Larson 1924</i>	<i>Hazel A. Baker 1928</i>	<i>Louise Murray 1932</i>	<i>Louise Kieleyer - 1934</i>
<i>Mary O. Smith 1924</i>	<i>Ana S. Wise, 1928</i>	<i>George D. Brown 1933</i>	<i>Charlotte Kider - 1934</i>
<i>Mary H. Dunbar 1924</i>	<i>Alfred Brownstein 1928</i>	<i>Grace Humphries 1933</i>	<i>Lutie Moreland 1934</i>
<i>Mabel H. Yates 1924</i>	<i>Mary H. Strong, 1928</i>	<i>Sylvia Spomer, 1933</i>	<i>Margaret Brandt - 1934</i>
<i>Eva W. Cummings 1924</i>	<i>Lula Rostoff, 1928</i>	<i>Virginia N. Stephenson 1933</i>	<i>Elizabeth Farnette - 1934</i>
<i>Thos. D. Martin 1925</i>	<i>Margaret Lane 1928</i>	<i>Thelma Cunningham 1933</i>	
<i>Marie Scoggins 1925</i>	<i>William H. Carr, 1929</i>	<i>Winifred Dugby 1933</i>	
<i>Dore F. Wary 1925</i>	<i>Margaret S. Carl, 1929</i>	<i>John L. Perry, 1934</i>	

DECEMBER 25, 1934

Educational Program of CCC Camps

THE DIRECTOR of the Civilian Conservation Corps camps, Mr. Robert Fechner, recently forbade the use in these camps of a pamphlet on the subject of machines and their social implication prepared by Professor William F. Ogburn, professor of Sociology at the University of Chicago, chairman of the Social Science Research Council, and editor of the recently published volumes entitled *Recent Social Trends in the United States*. The pamphlet was published by the Educational Director of the Civilian Conservation Corps camps, Dean C. S. Marsh, dean of the Evening School and the School of Business Administration at the University of Buffalo. Dean Marsh and a group of editors whom he employed have for some time past been working on a series of pamphlets, the first of which is the one banned by the Director of the camps. These pamphlets are designed to give the boys and men in the camps reading materials dealing with timely topics. There is at the present time a dearth of reading material in the camps.

Of some interest, in connection with Mr. Fechner's action, are the facts that the Educational Director of the camps is an appointee of the Commissioner of Education and the funds used for the publication of this and the other pamphlets of the series were furnished by one of the foundations.

The only statement which Mr. Fechner has made in explanation of his act is that it is purely an administrative matter. The suggestion issued from his office is that [1] the booklet will induce a philosophy of despair, and [2] it might induce a desire to destroy our present economic and political structures.

It is of very general concern to the social life of the United States to know how Mr. Fechner came to have the authority which he has exercised. At the time that it became evident to the federal administration that something would have to be done to take care of a large number of boys and veterans who could find no employment and had no resources, the suggestion that work camps be established was made and accepted.

The army was designated as the governmental agency to have charge of the camps.

It is reported that organized labor raised objection on the ground that the camps were too militaristic in temper and that there was danger that they would be used as a means of regimenting the American people. President Roosevelt, it is said, placated organized labor by putting a labor organization man in charge of the camps. Mr. Fechner was at the time of his appointment the executive officer of the International Association of Machinists.

The educational program for the camps was organized by the Commissioner of Education and had the personal approval of the President. Mr. Fechner has all along been unfavorable to the proposals from the Office of Education. When he heard that pamphlets were being prepared as a part of the educational program, he asked the Secretary of War to send a letter to Dean Marsh directing that all such pamphlets be submitted to Mr. Fechner before they are used in the camps. The first pamphlet so submitted was banned.

A number of vigorous protests have been sent to the President against the action of Mr. Fechner.

When Congress comes together early next year, legislation will have to be enacted if the camps are to be continued. No one doubts that they will have to be continued; they furnish the only possible way of taking care of a part of the unemployed youth of the country. During the first calendar year of their existence they provided for 800,000 young men and veterans. The average schooling of the men in the camps is somewhat more than nine years. The range is from no education to college graduation.

It is probably impossible to induce Mr. Fechner to rescind his unwise action. The duty of the friends of civilization is to bring pressure on members of Congress in order to secure appropriate legislation for the future. Mr. Fechner is reported to have said that he will retire on April 1, 1935. It is to be hoped that his obstructionist tactics and lack of

sympathy with education in the camps will pass into oblivion on that date. It is true that the presumptuousness of his act is an exhibition of lamentable narrow-mindedness, but, after all, the main issue is not the attitude of one man but the attitude of the United States on the problem of giving young people social information.

The duty of everyone who is interested in the young men of this country is clear. Those who are in the CCC camps need enlightenment. They need it as no generation has ever needed it before. They need information on all the facts about industrial and economic life. If information about machines is dangerous, it is time the American people had this information in camps, in schools, and in labor unions. It is peculiarly the duty of school people to throw the full force of their influence into the balance and to make certain that when Congress acts it puts into the CCC camps an educational program of the most vigorous type.

Whether the fact has been adequately recognized or not, the CCC camps are a part, and a very important part, of the nation's educational program. If young men are to be taken care of by the government when industry cannot provide employment for them, there ought to be, before anything is done, a well-considered plan for the utilization of existing institutions where in many cases these men can be provided for better than they can be in camps. If it is decided that they should be sent to camps, it is clear that they should be followed thither by the best devices which the nation can command for the training that will make them more competent to deal with modern conditions. Information on social and industrial problems should be provided in abundance in every camp. This requirement is especially urgent when it is recalled that the camps were organized by a government which depends on the intelligence of its citizens for its prosperity and even for its continuance.—**Dean Charles H. Judd**, Chicago University, in the December 1934 issue of *The Phi Delta Kappan*.

THE CCC CAMPS are in reality enforced additions to the country's educational system. Anyone who believes that education of the eighth-grade level is going to satisfy the needs of future citizens should visit one of these federal camps. He will see going on there repair work on human lives which should be unnecessary if society had been wise enough to develop an adequate system of education.—Charles H. Judd in *Education and Social Progress*.

When Teachers Enter Politics

SHOULD teachers use the power of professional organization in dealing with political issues? What dangers are involved in such a policy? Is it possible to guard against these dangers? The November 1934 issue of the JOURNAL of the National Education Association dealt with these questions in an article entitled "Shall We Enter Politics?"

This article attracted wide attention. To further clarify thought on this question a communication was sent, following the November elections, to certain officers of state and national education associations, and to members of the Joint Commission. They were asked: "Shall teachers enter politics?" The responses reveal a consensus, if not unanimity, of opinion.

First, should teachers associations indorse individual candidates and particular political parties? The JOURNAL article, previously cited, counseled teachers against the danger of being "maneuvered" into partisan positions. There is unanimous agreement on this point.

Secretary Hugh Nixon of Massachusetts states: "Teachers should work for principles and policies rather than candidates." Secretary Frank L. Grove of Alabama says: "It is a dangerous practise for teachers associations to oppose or indorse candidates for public office." Field Secretary Blanche McCarthy says: "In Wisconsin we have felt very definitely that it is not desirable for teachers as a group to support particular candidates." Secretary M. P. Moe of Montana sums up thus: "Our problems are not partisan but for the people as a whole."

Should teachers organizations ascertain the attitude of candidates on major school issues? There is general support for the position that teachers should be articulate on issues of large educational significance. Secretary Roy W. Cloud writes: "It is absolutely necessary in California that we take an intelligent interest in the selection of those who make the school laws." Secretary Jule B. Warren of North Carolina writes: "We have not indorsed particular candidates, but have fought to get all candidates to give us information as to their attitude on vital school questions." Superintendent A. J. Stoddard of Providence, Rhode Island, says: "Our professional organization certainly should advocate the causes of education vigorously and on a high

plane." T. D. Martin of the National Education Association writes: "Teachers have been too inactive in politics. We

DEPRIVED of the certainty which it was once believed science would ultimately deliver, and of the very hope that it can in the nature of things disclose certainty, human beings must now concede their own fallibility and accept the world as a place of trial and error, where only those who dare to assume ethical and esthetic responsibility, and to exercise intuitive judgment, while seeking the widest possible command of realistic knowledge, can hope to divine the future and mold in some measure the shape of things to come.—Charles A. Beard in *The Open Door at Home* [Macmillan Company].

have three responsibilities: to vote at every election, to acquaint political leaders with the needs of the schools, and to secure from candidates specific statements regarding their attitudes on educational issues." Secretary E. F. Carleton of Oregon says: "Secure definite information as to the attitudes of all candidates on crucial educational issues. It is even better when the issues grow out of a comprehensive planning program, in which educators and laymen have cooperatively participated."

One old campaigner, however, is not enthusiastic about pre-election promises. He says: "My personal experience in politics suggests that friendly relations and a sound understanding of educational needs by legislators are more valuable assets than campaign promises. The psychology is the same as that suggested by the quotation, 'What does it profit a girl to be engaged to a fellow if he refuses to hold her hand?'"

Should educators play a more dynamic role in the broader political arena? Executive Secretary O. H. Plenzke says in no uncertain terms: "I have urged the teachers of Wisconsin to be interested and active in politics in the broadest sense, in the whole realm of public affairs. . . . Teachers cannot be anesthetized by the old wheeze of staying out of politics. To give them the right of dropping in their ballots and not take part in public affairs is nothing short of disfranchisement." State Superintendent Sidney B. Hall of Virginia declares: "School people have a solemn duty in performing the

function of real citizens in casting their ballots. In addition, it is their duty to inform the general public on the basic principles of education." Superintendent James F. Rockett of the Rhode Island Association warns against partisan politics but urges that "teachers should be organized for the purposes of education and good government."

Recent elections offer examples of the results of political action by teachers associations. Executive Secretary F. E. Harrington of Connecticut reports: "We had a plank in the platform of both major parties and indorsements by the heads of the tickets and the majority of the state senatorial candidates. The teachers of the state have made a great number of friends in high places by their courageous and logical presentation of educational facts and necessities."

The following report is made for Wisconsin: "Our local teachers associations interrogated all candidates on educational matters before election. . . . The net result was that more candidates declared themselves favorable to the schools than ever before." In another state, the bad results which followed partisan activity on the part of teachers is reported. A list of preferred candidates was prepared by the teachers of one locality. Some of these were defeated. "Their opponents go to the legislature remembering that the teachers did not indorse them."

Montana reports as follows: "We interviewed many before elections. We have more men in the present legislature favorable to education than for some time." In Michigan the teachers actively opposed two unwise tax-limitation amendments with these results: "The amendments with which we were concerned were badly beaten. I am more firmly convinced than ever that teachers are unaware of their power in molding public opinion on questions of governmental policy."

To summarize—teachers should: avoid indorsement of particular candidates and parties; inform and poll all candidates on crucial educational issues; play a more dynamic role in the whole realm of public affairs. When they do these things vigorously and wisely, they get results.—John K. Norton, chairman, Joint Commission on the Emergency in Education.

Department of Superintendence Presents



A. S. CHENOWETH, superintendent of schools, Atlantic City, and host to the Department of Superintendence convention.



The Famous Boardwalk

TENTATIVE Program for the 65th Annual Convention of the Department of Superintendence, Atlantic City, N. J., February 23-28, 1935.

Saturday, February 23

Registration and Exhibits in the Atlantic City Auditorium

Sunday, February 24, 4:00PM

Vesper Service

Presiding—E. E. Oberholtzer, superintendent of schools, Houston, Tex., and president, Department of Superintendence

Address—G. Bromley Oxnam, president, De Pauw University, Greencastle, Ind.

Monday, February 25, 9:30AM

General Session, Department of Superintendence

Monday, February 25, 2:30PM

Forum-discussion Group I

Presiding—William J. Bogan, superintendent of schools, Chicago

The place of the federal government in the support of education—James H. Richmond, state superintendent of public instruction, Frankfort, Ky.

State and local support and control of public education—Paul R. Mort, Teachers College, Columbia University

Forum-discussion Group II

Presiding—Lotus D. Coffman, president, University of Minnesota

Personnel research and education—L. J. O'Rourke, director of research in personnel administration, Civil Service Commission, Washington, D. C.

The superintendent of schools and the education of teachers—Ambrose L. Suhrie, professor of education, School of Education, New York University

Forum-discussion Group III

Presiding—Charles H. Lake, superintendent of schools, Cleveland

Trends in expansion of the educational program, parental, preschool, and postgraduate—E. W. Butterfield, state commissioner of education, Hartford, Conn.

The public forum as an educational agency—J. W. Studebaker, U. S. Commissioner of Education, Washington, D. C.

Forum-discussion Group IV

Presiding—R. V. Hunkins, superintendent of schools, Lead, S. Dak.

Major administrative and supervisory problems in village and rural districts and in small cities—James H. Hope, state superintendent of education, Columbia, S. C.

The superintendent and the business manager: their relation to each other and to the board of education—John Guy Fowlkes, professor of education, University of Wisconsin

Forum-discussion Group V

Presiding—Carleton W. Washburne, superintendent of schools, Winnetka, Ill.

Education as a force for social improvement—James C. Bay, superintendent of schools, Easton, Pa.

The responsibility of the schools for the teaching of economics—Orrin C. Lester, vice-president, Bowery Savings Bank, New York

Forum-discussion Group VI

Presiding—Paul C. Stetson, superintendent of schools, Indianapolis

The necessity for introducing socio-economic problems into the curriculum—Harold Rugg, Teachers College, Columbia University

Difficulties involved in introducing socio-economic problems into the curriculum—Charles H. Judd, head, Department of Education, University of Chicago

Monday, February 25, 8:15PM

General Session

Tuesday, February 26, 9:30AM

Social Change and Education

Jury-panel-discussion by members of 1935 yearbook commission:

John W. Studebaker, U. S. Commissioner of Education, *Chairman*

Frank W. Ballou, superintendent of schools, Washington, D. C.

Lyman Bryson, Teachers College, Columbia University

John L. Childs, Teachers College, Columbia University

Frederick S. Deibler, Northwestern University, Evanston, Ill.

J. B. Edmonson, University of Michigan

Fred J. Kelly, U. S. Office of Education

Worth McClure, superintendent of schools, Seattle

Jesse H. Newlon, Lincoln School, Teachers College, Columbia University

W. W. Theisen, assistant superintendent of schools, Milwaukee

Carroll Hill Woody, adult forum leader, Des Moines Public Schools

Tuesday, February 26, 2:30PM

Study-discussion Groups

The support and control of public education in a democracy—6 groups—David E. Weglein, superintendent of schools, Baltimore, *general chairman*

Personnel problems in educational administration—5 groups—Carroll R. Reed, superintendent of schools, Minneapolis, *general chairman*

Educational interpretation dealing with recent trends, practices, and developments toward a new educational program—5 groups—Ben G. Graham, superintendent of schools, Pittsburgh, *general chairman*

Administrative problems—6 groups—George C. Bush, superintendent of schools, South Pasadena, *general chairman*

Program of Its Sixty-fifth Annual Session

The outlook for new educational programs with special emphasis on social-economic phases—7 groups—A. J. Stoddard, superintendent of schools, Providence, *general chairman*

Curriculum trends and controversies—8 groups—H. B. Bruner, Teachers College, Columbia University, *general chairman*

Tuesday, February 26, 8:15PM

Tercentenary of Secondary Schools

The historical development of secondary education in America—Charles H. Judd, head, Department of Education, University of Chicago

The philosophy which must guide secondary education today—Thomas H. Briggs, Teachers College, Columbia University

The financial policies which must be worked out for secondary education—Sidney B. Hall, state superintendent of public instruction, Richmond, Va.

The public and the program of secondary education—George F. Zook, director, American Council on Education, Washington, D. C.

Wednesday, February 27, 9:30AM

General Session

Wednesday, February 27, 2:30PM

Forum-discussion Group I

Presiding—Gordon G. Singleton, State Department of Education, Atlanta, Ga.

New sources of revenue for the support of public education and other governmental agencies—Carl Shoup, assistant professor of business administration, Columbia University

Relationship between school finance and other governmental finance with special reference to independence and interdependence in these relationships—A. D. Simpson, assistant commissioner for finance, State Education Department, Albany, N. Y.

Forum-discussion Group II

Presiding—Payson Smith, state commissioner of education, Boston

Desirable practises with respect to leave of absence and the improvement of teachers in service—E. E. Lewis, Ohio State University, Columbus

The contribution of the teaching staff in the formulation and execution of administrative policies—George Melcher, superintendent of schools, Kansas City, Mo.

Forum-discussion Group III

Presiding—James M. Spinning, superintendent of schools, Rochester, N. Y.

Making the social studies curriculum a living experience in citizenship—Charles H. Judd, head, department of education, University of Chicago

Trends in character training as a basic factor in developing a citizenship program—Francis W. Kirkham, National Child Welfare Association, New York

Forum-discussion Group IV

Presiding—O. S. Hubbard, superintendent of schools, Fresno, Calif.

Methods of selection of state and county superintendents of schools—Vierling Kersey, state superintendent of public instruction, Sacramento

The superintendent's responsibility for interpreting the schools to the community and some means employed—Ernest C. Hartwell, superintendent of schools, Buffalo, N. Y.

Forum-discussion Group V

Presiding—George M. Wiley, assistant commissioner of education, Albany

Crime and juvenile delinquency—Frederic M. Thrasher, associate professor of education, New York University

The relation of adult education to the public-school program—Lyman Bryson, Teachers College, Columbia University

Forum-discussion Group VI

Presiding—C. V. Courter, superintendent of schools, Dayton, Ohio

Arguments favoring integration—L. Thomas Hopkins, Teachers College, Columbia University

Misconceptions regarding integration—Ernest Horn, University Elementary School, State University of Iowa, Iowa City

Wednesday, February 27, 6:00PM

College Dinners

Wednesday, February 27, 8:45PM

General Session

Thursday, February 28, 9:30AM

General Session

Thursday, February 28, 2:30PM

General Session

THE CONVENTION SPEAKERS

The list of speakers for the General Sessions of the Department of Superintendence is unusually strong. Among those not mentioned above, who have definitely accepted places on these programs, are the following:

Mary E. Woolley, president Mt. Holyoke College

Charles A. Beard, author and historian

Lotus D. Coffman, president, University of Minnesota

Stuart Chase, economist and writer

Charles E. Merriam, chairman, Department of Political Science, University of Chicago

George D. Strayer, Teachers College, Columbia University

Glenn Frank, president, University of Wisconsin

John K. Norton, chairman, Joint Commission on the Emergency in Education

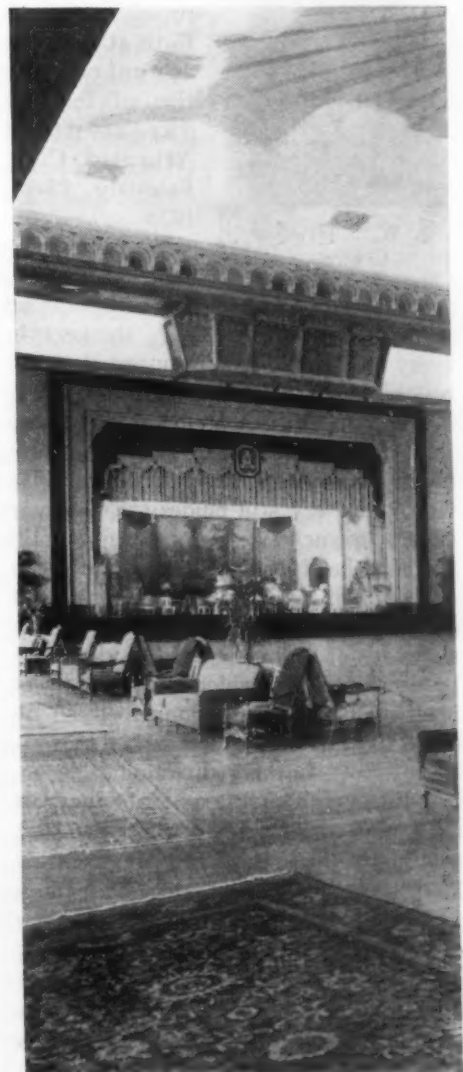
William H. Kilpatrick, Teachers College, Columbia University

Herbert S. Weet, former superintendent of schools, Rochester, N. Y.

Arthur E. Morgan, chairman of the Board, Tennessee Valley Authority



E. E. OBERHOLTZER, president of the Department of Superintendence and superintendent of schools, Houston, Texas.



The Auditorium Ballroom



Milton C. Potter
Past President



G. Bromley Oxnam
Vesper Service

THE Thirteenth Yearbook Commission of the Department of Superintendence has selected for its subject *Social Change and Education*. No



J. W. Studebaker
Chairman

educational document of recent years has provoked such spirited comment as the report of this Commission promises to call forth at the 65th annual convention of the Department at Atlantic City, February 23-28, 1935.

When President Milton C. Potter appointed the Commission in 1932, thinkers in every field already recognized that the collapse of 1929 was more than the bursting bubble of a bloated stock market; that it was a forerunner of fundamental social changes. The persistence with which recovery still eludes the two-year efforts to achieve it emphasizes still further the fact that the trouble lies deeper than the surface, that permanent economic security cannot be won by subtle words or rephrasing of old ideas, but by decisive action which may have to set itself against practises long fostered by social inertia and well bulwarked by selfish interests. In this redirection of American life everybody knows that education must play a part. As to what that part should be there is no wide agreement. Shall the schools deliberately be made a social control toward accepted, longtime objectives in thought and action? If so, who will choose these objectives and how? Or, are the schools to remain neutral in the whirl of social forces? And who shall say when they have or have not indoctrinated youth in a social cause?

Attempts to answer such questions as these made the meetings of the 1935 Yearbook Commission the liveliest any similar group has ever held. The sharp divergence of opinion that characterized the year-long deliberations of this eleven-man Commission is reflected in every page of the volume and will creep into the discussion of scores of Atlantic City sectional and committee meetings.

The opposing viewpoints of present-day social planners is succinctly stated by the Commission in what will be the third chapter of its report:

At the present time in our country economic thought is governed by two types of social philosophy. One is largely individualistic and is based upon the experiences of the past. Those who accept this line of reasoning believe that the present economic structure is essentially sound and that adaptations can be made to fit the new social and economic problems of the present. The other is collectivistic and is based upon the assumption that economic and social conditions have so changed as to make it impossible to fit them into the social patterns of the past. Therefore, it is necessary to build anew, and the new social structure will be a planned economy in which motives other than the profit motive will guide our economic activities.

The controversial nature of the Yearbook topics will be apparent in a high-spot of the convention on the Tuesday morning general session when members of the Commission will face each other in panel formation in what promises to be more than a mere echo of the debates which have marked the preparation of one of the most timely and stimulating yearbooks of the Department of Superintendence.

Wide-open forum discussion will follow the panel, when dele-

gates may speak from the floor. United States Commissioner of Education John W. Studebaker, chairman of the Yearbook Commission, widely known as the director of forums and panels in his own and other cities, will act as moderator on the occasion.

Speakers—Platform speakers on general sessions and in some of the sectional meetings have been chosen for participation in this convention because of the varied social philosophies which they entertain, and for which they are best known by the American public. Charles A. Beard, Stuart Chase, Arthur E. Morgan, Charles E. Merriam, Lotus D. Coffman, and Glenn Frank are among those whose addresses will be especially thought-provoking.

The general sessions of the convention will open in the great ballroom of the Atlantic City Auditorium on Sunday afternoon, when President G. Bromley Oxnam, DePauw University, Greencastle, Ind., will deliver the principal address at the Vesper Service. Dr. Oxnam is a dynamic speaker. His first-hand contacts with centers of the world that are today deemed history-making points, such as India, Japan, Russia, Italy, Germany, China, Great Britain, and Spain appropriately qualify him for the position of initial speaker at a convention to be devoted largely to problems related to social upheaval and restabilization.

Principals' and Supervisors' Day—Wednesday, February 27, has been



Frank W. Ballou
Commission



Lyman Bryson
Commission



John L. Childs
Commission

Adapting Our Schools to a

A LEADING TOPIC AT

Sixty-fifth Annual Convention, Department of

a Changing World

ATLANTIC CITY

Superintendence, February 23-28, 1935

designated Principals' and Supervisors' Day. Speakers on the programs of this day also will face each other in panel formation. This feature will be directed by J. Cayce Morrison, assistant state commissioner for elementary education, Albany, N. Y., and President M. Emma Brookes of the Department of Elementary School Principals. President Lotus D. Coffman, University of Minnesota, will be the speaker at the annual banquet of the Department of Elementary School Principals on Tuesday evening.

Exhibits—The Atlantic City Auditorium is ideal as a place for exhibits. The arena is large enough for a standard football gridiron with seats for thousands of spectators. This area has been divided into exhibit spaces in which displays of more than two hundred firms and organizations will feature equipment and classroom tools of every variety.

The exhibit is one of the most popular and helpful features of the convention. Superintendents generally realize that educational losses have resulted from unfit or inadequate textbooks and equipment. This year more than ever before they will be alert to suggestions.

A special feature of the educational fair will be the fine international exhibit of highschool art collected by *Scholastic*, national highschool weekly, to be shown as a feature of the highschool Tercenary program. Several hundred drawings, paintings, designs, textiles, objects of pottery, metalware, sculpture, jewelry,

and leather-craft have been collected from material prepared by thousands of highschool art departments. In addition, an international section has been contributed by the ministries of Bavaria, Munich, Vienna, and Rome.

Sections of this exhibit have been engaged by galleries in more than thirty cities thruout the country under the auspices of the American Federation of Arts. Scholarships have been granted twelve highschool artists for their contribution to this display. It will be the largest collection of highschool work to be viewed since the *Scholastic* international show last spring in the Fine Arts Galleries of Carnegie Institute, Pittsburgh, Pa.

Music—Music will play a prominent part on general programs of the meeting. Unusual features will be the Westminster Choir of Princeton, N. J., which recently has gained international recognition in its European tour. Another highlight will be the New Jersey All-State Highschool Orchestra composed of 264 highschool boys and girls assembled especially for this convention from ninety-four school districts in New Jersey. It is also planned to present Humperdinck's opera, "Hansel and Gretel," using soloists from the Metropolitan Opera Company, a chorus of five hundred children from the Atlantic City schools, and a full symphonic orchestra of highschool students.

Social Functions—College dinners planned for Wednesday evening, February 27, include Teachers College of Columbia University, University of

Chicago, Harvard University, and New York University. The All-Iowa dinner is Sunday evening. The Department of Classroom Teachers and the American Educational Research Association have their annual dinners Monday evening. On Tuesday evening are the dinners of the Department of Elementary School Principals and the Associated Exhibitors.

The popular luncheon of the Schoolmasters Rotary Club is to be held at the Chelsea Hotel, Wednesday noon. Over seventy breakfasts, luncheons, and dinners are listed in the official program.

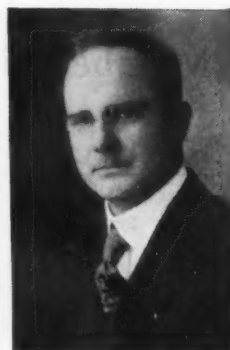
Railroads and Hotels—Passenger associations have authorized a railroad rate of one and one-third fare for the round trip. Tickets will be on sale February 17-25, 1935, inclusive, with final return limit thirty days from date of sale. Members in good standing of the NEA may obtain identification certificates from S. D. Shankland, executive secretary, Department of Superintendence, 1201 16th St., N. W., Washington, D. C. Sleeping room reservations are handled thru A. S. Chenoweth, chairman, Housing Bureau, 16 Central Pier, Atlantic City. Convention headquarters, registration, postoffice, and exhibits will be in the Atlantic City Auditorium. There will be no headquarters hotel.



J. B. Edmonson
Commission



Fred J. Kelly
Commission



Worth McClure
Commission



Charles A. Beard
Speaker



Stuart Chase
Speaker



Jesse H. Newlon
Commission



W. W. Theisen
Commission



Carroll H. Wooddy
Commission

Membership in Departments of the National Education Association, 1934

Prepared by the Division of Research

States	Business Education	Deans of Women	Educational Research	Elementary School Principals	Lip Reading	Rural Education	Secondary School Principals	Social Studies	Superintendence	Supervisors and Directors of Instruction	Supervisors and Teachers of Home Economics
1	2	3	4	5	6	7	8	9	10	11	12
Total.....	1,053	873 ^a	410	1,932	88	100	4,726	851	3,310 ^b	812	143
Alabama.....	8	6	3	10	1		63	2	27	6	
Arizona.....	28	8	2	7			14	3	19	2	
Arkansas.....		1	3	2		1	32	6	20	6	1
California.....	177	45	31	235	6	7	509	49	95	66	10
Colorado.....	21	19	3	42	1		77	3	36	12	1
Connecticut.....	6	24	6	25	1	1	124	19	76	24	1
Delaware.....	1	1	2			18	11	2	20	3	1
District of Columbia.....	6	21	17	29	3	2	61	14	42	25	6
Florida.....	9	5	2	24			34	8	17	3	
Georgia.....	3	10	2	44		2	15	2	38	8	18
Idaho.....	4	1	1	6			9	1	6	1	
Illinois.....	36	54	39	112	2		461	66	209	39	5
Indiana.....	87	24	5	82	1		96	16	109	16	3
Iowa.....	24	27	12	15	1	1	98	16	83	10	2
Kansas.....	24	10	8	19	1		269	13	57	12	
Kentucky.....	5	20	2	13		8	102	12	44	20	
Louisiana.....	7	9	1	14			13	4	22	10	
Maine.....	14	12	1	1	16		235	5	26	2	2
Maryland.....	4	15	9	44			36	8	50	17	1
Massachusetts.....	29	43	12	69	14	1	181	56	151	51	9
Michigan.....	77	31	24	99	3	5	193	36	132	36	10
Minnesota.....	7	32	17	23	3	4	109	45	92	42	
Mississippi.....	5	5		20			8	3	30	10	
Missouri.....	61	23	4	55	1		105	28	91	15	2
Montana.....	3	1		8			12	8	18	2	1
Nebraska.....	13	10	7	31			27	14	39	13	1
Nevada.....		1					4		2		
New Hampshire.....		3	1	4	1		11	4	25	1	
New Jersey.....	69	23	11	108	4	2	181	35	193	60	9
New Mexico.....	6	1	1	3			12	2	9	7	
New York.....	87	79	77	215	25	3	515	115	364	65	13
North Carolina.....	4	14	5	7		2	23	7	42	5	
North Dakota.....	2	4		12			12	5	15	4	
Ohio.....	47	77	46	106	2	2	197	45	221	37	11
Oklahoma.....	8	13	2	10			81	6	46	4	1
Oregon.....	4	6		6			32	2	11	4	1
Pennsylvania.....	67	73	13	121		1	309	79	290	44	24
Rhode Island.....	4	7		6			16	1	38	5	1
South Carolina.....		6	1	5	1		9	4	18	4	
South Dakota.....	12	9		13			36	6	19	5	1
Tennessee.....	3	5	7	10		27	31	8	31	14	1
Texas.....	9	17	6	82		1		27	187	21	1
Utah.....	5	6		15			11	2	13	4	1
Vermont.....	5	4		1			93	3	20	3	
Virginia.....	17	12	4	34		1	25	8	42	13	1
Washington.....	6	8	3	56		1	37	8	13	10	2
West Virginia.....	13	8	3	11		3	72	5	28	3	2
Wisconsin.....	21	19	15	62		7	76	24	96	30	
Wyoming.....	5	2	1	8			11	2	11		
Outlying possessions:											
Alaska.....									1		
Canal Zone.....			1				1	1	1		
Hawaii.....				4	1		13	3	3	2	
Philippine Islands.....				2			4	2	3	5	
Porto Rico.....				1			9	5	8		
Foreign.....		7		1			11	3	11	11	

^a Includes 12 members not distributed by states because their addresses are unknown.

^b Includes 3,126 members who paid dues for the year, 4 honorary members, 175 life or 25-year members, and 5 six-year members.

THIS table shows membership by states in eleven departments of the National Education Association. All the departments which are included above have separate, extra membership fees. This type of material illustrates the farflung interests of the Association and shows how widespread is the membership in every department.

The table should be read as follows: Alabama has 8 members in the Department of Business Education of the National Education Association.

Alabama also has 6 members in the Department of Deans of Women, 3 members in the Department of Educational Research, 10 members in the Department of Elementary School Principals, 1 member in the Department of Lip Reading, 63 members in the Department of Secondary School Principals, 2 members in the Department of Social Studies, 27 members in the Department of Superintendence, and 6 members in the Department of Supervisors and Directors of Instruction.

Read the table similarly for other states, territories, and foreign countries.

Encourage your associates to join these departmental groups. Membership in the Association comes first and helps to maintain a broad program of national progress in education. It keeps teachers in touch with all phases of the profession. Membership in the departments is also vital. It lays the foundation for professional advance at pivotal points in the educational enterprise.

Concerning Subscription Books

GILBERT O. WARD

Chairman, Subscription Books Committee, American Library Association

MOST SCHOOLS and a great many individual teachers, principals, and other school people have experienced the subscription book agent for better or worse—too often for worse. If you are among the unlucky ones, you will be cheered to know that never again will you be

Sold a so-called "teachers' edition" of the Home and School Universal Reference Compendium, only to find out later that it is no different from the common, garden editions

Presented with a free copy of the Ne Plus Ultra Encyclopedia—with a string to it in the form of a "research service" or an annual supplement that has to be paid for

Sold a "levant bound" set of The World's Embalmed Classics which proves to be covered with imitation leather.

What! Never again? Well, maybe never. At least one hopes these things have been stopped. For now there is a Code. On October 1, 1934, the President approved the Code for publishers, in which is included a supplementary section covering the subscription book business. The subscription publishers have solemnly bound themselves

Not to misrepresent any book in respect to its use, copyright, grade, quality, origin, nature, finish, material, content, or preparation

Not to misrepresent credit terms, values, policies, services, or the nature or form of the business conducted

Not to publish advertising which is materially inaccurate or misleading, and in general

Not to use any advertising or sales methods which "tend to deceive or mislead the prospective purchaser."

Amplifying these heart-warming broad contracts, the publishers proceed to specific abstinences. They promise—and it has something of the ring of a litany—

Not to sell the same or nearly the same book at the same time under different titles, or under a title confusing it with some older work

Not to juggle copyright dates by listing the last one only, when there are several

Not to list any name as editor or contributor so as to fool the public

Not to use or imitate the name of some other publisher

Not to offer membership in societies or clubs that don't exist.

There are other self-denying clauses, but these are some of the ones which most affect the public. Hereafter, if an agent breaks the news that you have been selected as a representative citizen to receive, absolutely free, a set of the Super-Illustrated Digest of World History—just as a matter of advertising—you may tell him [kindly, of course] that he is violating Trade Practise Rule Nineteen of Article Three, Divisional Code E, Subscription and Mail Order Book Publishing Division of the Code of Fair Competition for the Book Publishing Industry. This ought to impress him.

In all seriousness, the group of far-seeing reputable publishers of the subscription book trade whose efforts have resulted in the Code, deserve the thanks of the public for the substantial measure of protection which is now extended the book purchaser. Yet without denying the importance of the step taken or questioning the good faith of any publishers in the Subscription Etcetera Division, perhaps one may defer for a while a thoroughgoing celebration of the event. One cannot forget that several decisions of the Federal Trade Commission over a period of years have not availed to stop practises like those mentioned, except for the offenders

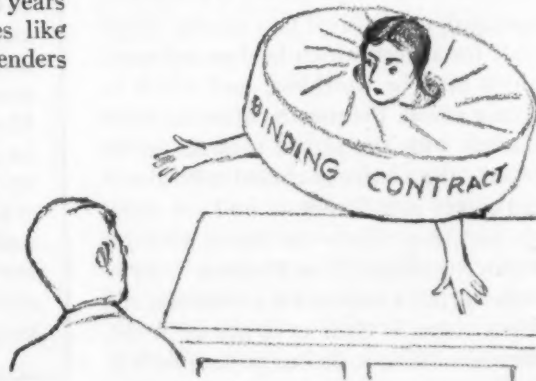
immediately involved in the various suits. One recalls that in 1924 and again in 1931, a large majority of subscription book publishers voluntarily promised to discontinue a long list of vicious trade practises in terms very much like those of the present agreement. Just how much those promises were worth is witnessed by the ten-year tale of continued complaint from taken-in purchasers. "Ah—but now there is a Code!" Quite true. But one remembers sadly that even NRA Codes are sometimes taken a bit light-heartedly. Altogether, an attitude of polite wariness seems to remain the best policy for the buyer, at least for the present.

Let it be said at once that the practise of selling by subscription is in itself legitimate and is often the most practicable method of marketing books of certain types. Many reputable publishers employ it largely or exclusively, and many excellent works are so handled. The trouble is that the method easily lends itself to abuse at the expense of the prospect and of the well-intentioned publisher. This weakness has been relentlessly exploited in the past by unscrupulous firms and agents. The result has been to lay the whole subscription book industry under suspicion.

The odds against the unsuspecting prospect are suggested by the fact that out of forty encyclopedias reviewed in the *Subscription Books Bulletin* of the American Library Association from January 1930 to July 1934, twenty-two—more than half—were refused, for adequate reasons, even a qualified recommendation. Encyclopedias are selected because among subscription books, they are probably oftenest brought to the attention of teacher and school office.



Beware lest flattering sales talk congeal into a millstone about your neck.



The circumstances under which sales are usually made are also against the unprepared prospect. Unconscious of any particular need for—let us say—an encyclopedia, or conscious of the need but lacking information about the various works on the market, the individual is approached by an agent who knows exactly what he intends doing, who has been carefully coached for his act, and who knows just how to flatter his victim's self-esteem and work the other psychological tricks set forth in the manuals of practical salesmanship and not preventable by any Code. When the agent adds to these qualifications an agreeable, fluent, aggressive personality and is not too careful to stick to the facts he is authorized to present, the prospect is in serious danger. Even a high I.Q. is no sure defense; a clever agent may turn it to its owner's disadvantage.

Just here, may I say as emphatically as I can, that this article intends no reflection on the intelligence of the teacher. There is no evidence that teachers, as a class, run a higher rate of subscription book casualties than other groups—housewives, physicians, or business men. Their position, however, their very conscientiousness and professional pride, render them a logical target for the plausible agent with a pseudo-educational set for sale. This makes it trebly regrettable when they are victimized.

A particular difficulty which the buyer often does not realize, is that to estimate the accuracy, updateness, and real utility of a reference work is often a tedious and puzzling matter, even for a librarian experienced in judging books. To make a careful examination of a work, while the agent is flooding one with sales talk, is impossible.

Another handicap for the prospect is that he usually knows little about fair book values from a money angle. Subscription works are frequently priced beyond their worth.

The effect of all these circumstances is that too often the purchaser is blarneyed, managed, or confused into signing a contract for a work which he does not need, which may be worthless, and which he cannot afford. Frequently, after the agent has left with the signed contract in his pocket, the victim is chilled with doubt and comes to a library to find out about his purchase. There he learns that his doubt is justified. The librarian is sympathetic, but a contract is a contract, and unless there is clear evidence of fraud, there is nothing to do but go thru with it.

Of course, if misrepresentation or fraud has been practised, one can file a complete report of the circumstances with the American Library Association, and this is a good thing to do. The association will refer the matter to the Federal Trade Commission which will thus have a chance to prevent the offending firm from victimizing others with the same practises.

How can one protect himself against the unscrupulous publisher or agent?

The fundamental rule is the familiar one: Before you invest, investigate! In more detail:

Don't sign *any* papers when the agent calls the first time. Listen to him. Get from him copies of his advertising and sales literature, and a specimen of the contract. Obtain from him a written, signed statement of any promises not contained in these. Tell him to call in a couple of days.

Don't be hustled by a statement that the price is going up or that the agent is leaving town the same day. This is an old game.

THE UNKNOWN TEACHER—
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. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact.—Henry van Dyke.

Don't buy on the strength of a prospectus, but insist on seeing the book itself.

Don't take sample pages seriously. They are often hand-picked.

Don't be over-impressed by testimonials, no matter by whom they are signed. They are often obtained in devious ways. Sometimes, a good-natured celebrity to whom a set has been presented will contribute a not very carefully considered indorsement without realizing how it will be used.

Don't be misled by the statement that a work is in some public library. Sets are sometimes wished on a library so that just such a statement can be made.

Don't take too seriously an agent's tribute to your acumen or professional influence. It is doubtless deserved, but he is paid to say nice things to you. Enjoy it, only don't let the pleasant sensation lead you to sign on the dotted line. With a little experience, one can learn to recognize and follow the steps of a sales talk and appreciate it critically as a work of art.

When you have got rid of the agent without signing anything, go to the public library and find out what the librarian knows. The library may have a copy of the work or be able to furnish information about it. Any good library should have a file of the *Subscription Books Bulletin*, published by the American Library Association for the express purpose of supplying facts and impartial opinion on publications of this very kind. If the librarian can tell you nothing, write, or ask the librarian to write to the State Library Commission or equivalent body, if there is one, or to the American Library Association, 520 North Michigan Avenue, Chicago, Illinois.

There is another reason for consulting a library. A subscription set may be an excellent work in itself, but it may not be the best for a given school or grade or individual. It may be splendid for home use but not adapted to school purposes. Sometimes, price is all important and the problem is to select the best possible encyclopedia for a given sum. A library can often show, or give information on a variety of works so that the prospective purchaser can compare them, and choose the best one for his particular need.

No reputable firm or agent who is selling an honest set by fair means will object to these measures for self-protection, and you and your school will be aiding the Code Authority to enforce its rules for fair trade practises which benefit consumer and publisher alike.

School and Community Museums



The Science Museum, created by the pupils, teachers, and parents, River View School, Tulsa, Oklahoma

AT THE PRESENT TIME it is one of the projects of our national administration to recreate the life of our small towns and farming districts in order to make that life richer and more worthwhile. Thus not only will these regions be provided with economic security but thru "subsistence homesteads" with accompanying community centers, they will be helped to a happy and vigorous cultural life. Extremely pertinent is the value of the creation of local historical collections in tying school and community closer together, in creating a means of interpreting the school to the community, and in fostering a pride and interest in local projects. The attitude has too long prevailed that young people should leave the small community for the large cities in order to find opportunities. There are strong social forces at work in America tending to encourage the migration of families from place to place, thus weakening community life. It is hardly necessary to observe that it is far better for

the individual to find the outlet for his enthusiasm in his home surroundings, especially in that natural center for the creation of such entertainment—the school.

The means by which the school can effectively carry on this work are many and varied. It can furnish speakers capable of interpreting the insistent problems of the day, or it can present dramatics of distinction. But possibly the community and school working hand in hand in building a local collection is one of the best ways of arousing local pride, loyalty, and affection.

The formation of such museums must be based on enthusiasm. As J. E. Graf, associate director of the United States National Museum, advises:

The starting of a school and community museum is a matter dependent largely upon the enthusiasm, persistence, and personality of the interested individuals. The first item in such a movement naturally is to be assured of a suitable room in which material collected may be so exhibited as to attract the interest and co-

operation of all concerned. Usually the enthusiasm of a single individual or of a small group is responsible for the initial movement, which may result in the securing and exhibiting of a few articles which serve as a nucleus to attract the collection and display of other specimens. Having secured suitable space, a local historical series might be started with a spinning wheel or other household appliance showing the development of handicraft; an Indian axe or arrowheads for the beginning in archaeology; and a piece of Indian beadwork for ethnology. Such specimens placed on exhibition, labeled clearly as to their origin and use and bearing the name of the donor or collector or both, will frequently serve to awaken the interest of students in acquiring more and better specimens along similar lines.

It would be impossible to list all the museums in which school and community have worked together in their creation; a few examples must suffice to show the methods of procedure. At Lake Charles, Louisiana, the highschool class in American history has for the past few years shown originality in working with the town. The parents and acquaintances of the children have grown



This second-grade class in St. Louis studies mounted animals from the Educational Museum

interested and there is scarcely a home that is not represented by some historical object. Today that room is one of the city's chief centers of interest. Lake Charles formerly had no museum and this school museum has come to fill that place for the city.

From a large central museum in St. Louis the school system arranges to carry to the various classrooms, by means of especially equipped automobiles the necessary objects to furnish the historical or scientific background for the period or subject under discussion.

The public schools of Tulsa, Oklahoma, too, have made most valuable use of the collecting instinct of the pupils. Their science museum, the joy and pride of the school, is the result of the enthusiastic efforts of pupils, teachers, and parents. Collections of every sort may be found there, gathered principally from woods and fields: plants, seeds, leaves, fruits, eggs, valuable mineral and archaeological specimens, and rock gardens, aquariums, and animal cages, all carefully tended by dependable children. As a parent said, "There is no appraising the value to a little child of a piece of research work which he has initiated and carried thru because of an aroused interest—it opens his eyes." The classification and charting of these specimens by the children themselves

using authoritative works is of the highest value.

Far too frequently museums are dusty places rarely visited, while rarities in the hands of private collectors are seldom seen. The Roosevelt Highschool of Emporia, Kansas, furnishes a helpful model in bringing the museum and privately owned specimens into the light for study and entertainment. Short talks are given at an exhibition with regard to the history and reliability of objects taken from the fields of archaeology, Egypt, the Middle Ages, European and American History. Then, while appropriate music is played, the pupils, dressed in period costume, pass down the aisles with the objects and furnish an opportunity for closer examination.

The collectors must learn to understand the technic of classification, to appreciate the significance of the objects, and to acquire an educated critical attitude toward the claims made by the donors with regard to the objects contributed. That generous patron who presented to a museum "the exact and authentic tomahawk with which Powhatan was about to dispatch Captain John Smith when he was rescued by Pocahontas" was presenting a valuable historical object of Indian manufacture, but as an authentic relic it was worthless because the claim could not be verified. This nice distinction between a historical

object and a "relic" needs stressing. To bring about this discriminating point of view a simple scientific method of classifying exhibits is needed, together with authoritative works treating of the different types of exhibits, archaeology, household utensils, ornaments, clothing, arms, and the like, all of which should be available in the school library. The following suggestions will be found helpful for classification and study:

The leading work in properly classifying a small museum is that of Laurence Vail Coleman, director of the American Association of Museums. His system of classification calls for exhibits covering the whole of man's career, altho it is advised that the small collection should develop some specialty like local history, merely suggesting the larger aspects by a few well-chosen objects. The proper form for classification both by time order and by subjectmatter is given



Home of the Educational Museum of the St. Louis Public Schools. Trucks carry museum material to each school.

in the following items, which, of course, can be elaborated indefinitely:

Chronological order

- I. Prehistoric Man—Paleolithic and Neolithic ages—arrow-heads, axe-heads, articles of the Lake Dwellers, bronze and iron ages. Archaeological artifacts should be arranged by state or culture areas. Various phases of a culture might be exhibited under art, material culture, ceremonial objects, food, dress, personal ornaments, and burial methods. Detailed and attractive labels play a very important part in the exhibit.
- II. Ancient civilizations—Egypt, Tigris-Euphrates, Greece, Rome, Aztec, Maya, and Inca civilizations
- III. The Middle Ages—classification by regions
- IV. Similar treatment by countries for early, modern, and contemporary history
- V. American history, four divisions: [1] French period, [2] English period, [3] Territorial period, [4] Period of statehood

Subjectmatter classification

- I. General
 - [1] Systems of reckoning
 - [2] Records and documents
- II. Material culture
 - [1] Foods and their preparation
 - [2] Medicine, surgery, and the like

- III. Personal adornments
 - [1] Clothing
 - [2] Jewelry, and the like
- IV. Shelter
 - [1] Dwellings or their models
- V. Industrial arts
 - [1] Metallurgy
 - [2] Transportation, etc.
- VI. Social life
 - [1] Government and laws
 - [2] Warfare, arms, armor
- VII. Individual life
 - [1] Children's games, toys
 - [2] Customs, such as marriage, mortuary customs, and the like
- VIII. Religious practises
 - [1] Music, art, drama

For the school library there should, of course, be secured works discussing the significance and historical value of the exhibits. It is surprising how much valuable material may be secured at little or no cost. Bulletin No. 30, of the Bureau of American Entomology is essential for archaeological and modern Indian objects. While this work, more commonly



Boys and girls of Roosevelt High School, Emporia, Kansas, preparing to stage a historical entertainment

known as *The Handbook of the American Indian* is, as a whole, out of print, certain valuable pages on the making of stone artifacts, beadwork, ornaments, utensils, implements of war, the technique of excavating Indian mounds and village sites have been reprinted. The *Indian How Book* by Arthur Caswell Parker is valuable.

In the fields of Egyptian, Greek, and Roman history and archaeology, the Oriental Institute of Chicago, and universities such as Princeton, Harvard, and Pennsylvania have much descriptive material.

The objects used by our American forefathers are well treated in the *Handbook of the American Wing* by Richard Townley Haines Halsey, and Charles O. Cornelius, and *The Junk Snapper* by Chandler Robbins Clifford, published by the Macmillan Company. An interesting collection of the sort of objects used by our grandparents, as described in the above works, may be resurrected from attics or with the help of old settlers. What an entertaining list for a museum

is suggested in the following: old furniture, crockery, whisker combers, butter and sausage presses, boot-hooks and boot-jacks, copper toe and red-topped shoes, bullet-moulds, and gun flints.

During exhibition of historic objects it is delightful to employ period costumes and music. The old world costumes will be found correctly given in *Album Historique* by André Emile Emmanuel Parmentier, published under the direction of Ernest Lavisse [A. Colin, Paris]. Jean Baptiste Théodore Weckerlin has compiled lovely old chansons of the eighteenth century, which can be used to give an impressive musical background. The songs of the American Colonies, the Revolution, Civil, Spanish, and World Wars may be found in *The American Songbag* by Carl Sandburg, [Harcourt, Brace & Company].

Mineral collections had best be classified by a mineralogist, for this is such a specialized study that the average collector can do little with it. However, *Tables for Determination of Minerals* by Edward Henry Kraus and Walter Fred Hunt [McGraw Hill Book Company] will be found helpful. In zoology, Robert Wilhelm Hegner's *College Zoology* [Macmillan Company] is valuable and Asa Gray's *Manual of Botany* and Nathaniel Lord Britton and Addison Brown's *An Illustrated Flora of the*

Northern United States, Canada, and the British Possessions [C. Scribner's Sons] will be a real help to the collector.

In conclusion, this joint interest of school and community in the creation of museums is a valuable cultural one. European countries are ahead of us in the collection and study of their mementos of the past; their "folk museums" and "academies" fill this need. Further, our smaller museums should be on the lookout for rare manuscripts and historical objects. At a recent meeting of the American Historical Association it was asserted that there are enough letters of Abraham Lincoln extant in the hands of private parties by which a new and more significant life of the emancipator might be written if only they could be located. Unfortunately there is no central depository in all the United States where records of valuable documents and historical objects in private hands or in small museums are recorded. It seems clear that one of the most valuable functions of our school and community museums should be the cooperation with national and state organizations in the location and preservation of these priceless additions to our history. —O. W. Mosher, Jr., State Teachers College, Emporia, Kansas, and C. R. Gilbert, Senior Highschool, Bartlesville, Oklahoma.



History Museum sponsored by American history classes, Lake Charles, Louisiana

NOTES and ANNOUNCEMENTS

"To J. W. Crabtree, You have served with distinction for more than seventeen years. . . ." Thus begins the scroll [see p53 of this JOURNAL] which was presented to Mr. Crabtree by members of the headquarters staff at the annual Christmas party December 21, 1934. The staff also gave Mr. Crabtree a desk, chair, and lamp in appreciation of his service and friendship. Mrs. Crabtree was presented with a bouquet of American Beauty roses. The Christmas program, held in the Board of Directors' room at "the big red schoolhouse" [headquarters] and attended by the staff and allied groups in the building, was dedicated to Mr. Crabtree. After the program, which was in the form of a radio broadcast, a reception to Mr. Crabtree was held.

Colonial Schools [p41-4] is the fourth in a series of articles by Charles A. Beard and William G. Carr, dealing with the history of the school. The entire series—including seven articles and a study outline of questions, exercises, and suggested readings—has been pre-printed in a thirty-two page pamphlet. It may be secured from the NEA at the cost price of 25¢ a single copy, with the following discounts for quantity orders: 2 to 9 copies, 10



IN THE little red schoolhouse with Miss Lizzie Moore, the first scene of the Christmas program which took the staff with Mr. Crabtree "From the Little Red Schoolhouse to the Big Red Schoolhouse."

percent; 10 to 99 copies, 25 percent; 100 or more copies, 33 1/3 percent. Many junior and senior highschools will wish to offer a short course on the history of the public school, using this material as a basic text. Students have a right to understand the background and problems of the institution in which they are spending an important part of their lives.

O. W. Davison, special counselor for

tion Award" to someone who has contributed in an outstanding way to some phase of education. Jane Addams will receive this honor at the 1935 convention in Atlantic City. Miss Addams, a leader in social work, has received a number of honors, including the Nobel Peace Prize for 1931.

More than half a million people visited the schools in New York City during American Education Week 1934.

The School Masters' Rotary Club will have a joint luncheon with the Atlantic City Rotary Club, Wednesday noon at 12:15 o'clock, February 27, at the Chelsea Hotel. The organization is composed of Rotarians with classification "Education" from every section of the United States. The attendance at these meetings is generally from 800 to 1000. This will be the eighteenth [Cont. on page A-20]



THE ZEPHYR, new stream-lined train, made a special trip recently to carry eighty-seven St. Joseph, Missouri, teachers to Kansas City, where the Missouri State Teachers Association was holding its annual convention. Anna Riddle is president of the St. Joseph Teachers Club, which is doing a particularly fine piece of work in professional organization. St. Joseph teachers were 100 percent in their attendance at the state meeting and have held 100 percent membership in the NEA and the Missouri State Teachers Association for many years.

Master Builders of Our Profession

CERTAINLY, in the trying conditions which have surrounded the teaching profession during the last several years, the efficacy of strong organization has been nowhere better demonstrated than in the vigilant, tireless, aggressive accomplishment of the National Education Association. It is cause for regret that the rank and file of teachers the country over, perhaps, will never know how much the national association has done for them; how carefully it has watched and evaluated every new tendency relating to the cause and continuance of public education; how promptly and how vigorously it has challenged and refuted every misrepresentation of professional motives, and, withal, how stoutly it has fought, in Congress and elsewhere, for the principle that education must be accorded moral and financial support commensurate with its importance to the nation—especially combating reduction of teachers' salaries, and promoting restoration of salaries already reduced. Every teacher in the land has benefited by this work. Every pupil has benefited. The nation as a whole has benefited. But the battle is by no means won. The sinews of war—men, women, and money—are more urgently needed than at any previous time. The duty of teachers toward the National Education Association is obvious.—Editorial in *New Hampshire State Teachers Association Bulletin*, June 1934.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on January 1 was 5300. The following life members have been reported since the list was published in the January JOURNAL.

ALABAMA—R. L. Harris.
ALASKA—Leroy J. Maas.
ARIZONA—Mildred Marie Charon.
COLORADO—Perry H. Elder.
FLORIDA—Joe C. Hall, Ida Raa.
IDAHO—Ray S. Merrill.
ILLINOIS—Caroline Louise Noehring, M. E. Steele, George N. Wells.
INDIANA—Olind Skinner.
MAINE—Philip H. Kimball.
MASSACHUSETTS—Ralph W. Babb, Reginald Stevens Kimball.
MICHIGAN—H. E. Fredeen.
MISSOURI—Lucy W. Clouser, Harry P. Study.
NEW JERSEY—George W. Wright.
NEW YORK—Grant W. Bliss.
OHIO—R. K. Salisbury.
PENNSYLVANIA—Francis E. Welker.
SOUTH CAROLINA—Horace J. Crouch.
TENNESSEE—Elma Road.
TEXAS—R. M. Hawkins, W. D. Weeks.
VIRGINIA—Roy Lutz.

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 January JOURNAL.

Seventeen Years

CALIFORNIA—Stockton, Lafayette.
COLORADO—Pueblo, Danforth District Number Twenty.

Sixteen Years

COLORADO—Pueblo, Minnequa District Number Twenty.
MISSOURI—Sedalia, Mark Twain.
OHIO—Elyria, Allen, Garford, Gates, Hamilton, McKinley, Roosevelt.



WILLIAM HENRY SHEPARD, of Minneapolis, supervisor of Community Life Problems and principal of the Miller Evening School, for many years secretary of the Minnesota Education Association, passed away November 5.

Fifteen Years

MINNESOTA—Minneapolis, John Hay.
MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Jefferson, Smith-Cotton High, Mark Twain, Washington, Whittier.
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Junior High, Hawthorne, Hayward, Whittier Junior High, Willard.
NEW YORK—Mount Vernon, William Penn.

Fourteen Years

ARIZONA—Prescott, Prescott Public Schools, Junior-Senior High, Washington.
CALIFORNIA—San Francisco, Madison; Santa Barbara, Garfield, Lincoln, McKinley, Wilson.
COLORADO—Arvada, Grade.
CONNECTICUT—East Hartford, Burnside.
MASSACHUSETTS—Springfield, Homer Street.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Normal, Park, Randolph, Saratoga.
NEW JERSEY—West New York, Public Number 3.

Thirteen Years

CALIFORNIA—Los Angeles, Utah Street; Santa Ana, Roosevelt.
CONNECTICUT—East Hartford, Second North.
PENNSYLVANIA—Bucks County, Doylestown Public Schools, Grade, High.
WISCONSIN—Schofield, Graded, Wausau, Irving.

Twelve Years

ARIZONA—Phoenix, Wilson.
CALIFORNIA—Berkeley, University; South Pasadena, El Centro.
COLORADO—Teller County, Public Schools District Number One, Cripple Creek Elementary, Cripple Creek High, Victor Elementary, Victor High.
INDIANA—Huntington, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
NEBRASKA—Lincoln, Lake View, Prescott.
NEW JERSEY—Plainfield, Washington.
OHIO—Columbus, Eighth Avenue.
PENNSYLVANIA—Erie, Burns.

Eleven Years

ARIZONA—Tempe, Grammar.
CALIFORNIA—Berkeley, Whittier; South Pasadena, Lincoln Park.
COLORADO—Denver, Stevens.
DELAWARE—Delmar, Delmar; Wilmington, Public Number 9, Evan G. Shortlidge Number 30.
FLORIDA—Palm Beach County, Northboro.
ILLINOIS—Princeton, Township High.
INDIANA—Hammond, Franklin; Indianapolis, George W. Julian Number 57; Michigan City, Jefferson.
KANSAS—Kansas City, Kansas City Public Schools, Abbott, L. M. Alcott, Argentine High, Attucks, Bancroft, Clara Barton, Bryant, Central, Central Junior High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, John J. Ingalls, Irving, Kealing, Library Building, Lincoln, Longfellow, Lowell, Maccocahque, Horace Mann, McKinley, Morse, Northeast Junior High, Northwest Junior High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, Booker T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High and Junior College.
MAINE—Portland, Isabella Garvin.
MASSACHUSETTS—Everett, Edward Everett Hale.
MINNESOTA—Minneapolis, Simmons.
NEBRASKA—Lincoln, Lincoln Public Schools, Bancroft, Belmont, Bethany, Capitol, Clinton, Elliott, Everett Junior High, Hartley, Hawthorne, Hayward, Huntington, Irving, Jackson High, Lake View, Normal, Lincoln High, Park, Prescott, Randolph, Riley, Saratoga, Sheridan, Special Teachers & Supervisors, Twenty-sixth & "O" Street, Van Fleet, Whittier Junior High, Willard.
NEW JERSEY—Bernards Township, Bernards High, Special Teachers & Supervisors; Englewood, Franklin; New Brunswick, Livingston.
OHIO—Cuyahoga County, Beechwood, Bratenahl, Fairview High, Garnett, Gilles-Sweet, North Royalton, Olmstead Falls, Solon; Findlay, Adams, Bigelow, Detwiler, Firmin, Huber, McKee.
PENNSYLVANIA—Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jackson, Junior High, Lincoln, New Grade, New Madison, Old Madison, Richards, W. W. Rupert, Senior High, Union, Van Buskirk.
UTAH—Jordan District, Jordan District Public Schools, Bingham Central, Bingham Junior & Senior High, Bluffdale, Butler, Copperton, Crescent, Draper Junior High & Elementary, Granite, Herriman, Highland Boy, Jordan Senior High, Lark, Midvale Junior High & Elementary, Riverton Junior High & Elementary, Sandy Junior High & Elementary, South Jordan, Union Junior High & Elementary, Upper Bingham, West Jordan Junior High & Elementary.
WASHINGTON—Bellingham, Roosevelt.
WISCONSIN—Wausau, Central, G. D. Jones, Junior High, Lincoln.

Ten Years

CALIFORNIA—Davis, Davis Joint Grammar, Davis Joint Union High; Los Angeles, Amelia Street, Commonwealth Avenue, Garvanza, Lockwood Street; San Francisco, Franklin.
FLORIDA—Palm Beach County, Palm Beach Junior High.
GEORGIA—Atlanta, Whitelord.
ILLINOIS—Waukegan, Waukegan Grade Schools, North Side, South Side.
KENTUCKY—Louisville, Emmet Field.
MASSACHUSETTS—Newton, Eliot, Stearns.
MICHIGAN—Grand Rapids, Auxiliary.
MISSOURI—Kansas City, Greenwood, Leeds.
NEW JERSEY—Asbury Park, Bond Street, Boys' Vocational, Bradley, High; Bernards Township, Bernardsville Grammar; Camden, C. K. Evered, Northeast; East Orange, Washington; Plainfield, Jefferson.
NEW YORK—Oneida, North Broad Street; Westchester County, Ardsley High.
OHIO—Columbus, Avondale; Lancaster, High; Lima, Central High, Emerson, Fawcett, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; Mansfield, Bushnell; Wood County, Jackson Township High, Rossford High.
PENNSYLVANIA—Berks County, Cumru Township, Kutztown Borough; Chester, Harvey, Howell; Indiana, State Teachers College; New Kensington, New Kensington Public Schools, First Ward, Second Ward, Senior High, Third Ward; Warren, Jefferson.
TEXAS—Dallas, Sam Houston.
UTAH—Murray, High; Salt Lake City, Uintah.
WISCONSIN—Kenosha, Frank; Madison, Draper.

Builders of Our Profession

SERVICE is the keynote of effective organization. Teachers are organizing everywhere, not merely for selfish ends, but for the purpose of serving their communities better. This is a day of cooperation, of organization, and of a desire to render service.—Everett M. Hosman in *New York State Education*, November 1934.

Completed Enrolments

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

Nine Years

CALIFORNIA—Atascadero, Atascadero Elementary Schools; Dinuba, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington; Los Angeles, Cienega; Santa Barbara County, Montecito Union.
COLORADO—Kirk, Kirk High.
ILLINOIS—East St. Louis, Signal Hill.
INDIANA—Michigan City, Central, Eastport, Elston, Garfield, Park, Senior High.
MASSACHUSETTS—Beverly, Junior Manual Training; Lynn, Euclid Avenue.
MINNESOTA—Minneapolis, Washington.
MISSOURI—Kansas City, George B. Longan.
NEW JERSEY—Asbury Park, Asbury Park Public Schools, Bond Street, Boys' Vocational, Bradley, High, North Bangs, South Bangs, Special Teachers & Supervisors; Hightstown, Primary; Trenton, Peabody.
NEW YORK—New Rochelle, Mayflower.
OHIO—Lancaster, Lancaster Public Schools, East, High, Maple Grove, North, South, Utica, West; Lima, Lima Public Schools, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, South Junior High, South Senior High, Washington, Whittier.
PENNSYLVANIA—Chester, Booker T. Washington; Delaware County, Chester Heights, Crozer, Village Green, Booth's Corner, Chelsea, Dante Orphanage, Markham, Matson, Darby Township Schools, Junior High, Lincoln, McKinley, East Lansdowne Borough, Edgemont Township, Glenolden Borough, Glen-Nor High, Lower Chichester Township, Marcus Hook Elementary, Marple Township, Marple-Newtown Joint Elementary, Media Borough, Elementary, High, Lima (Middletown Township), Parkmount (Middletown Township), Roosevelt (Middletown Township), Phyllis Wheatley, Nether Providence Township Elementary, Wallingford, Norwood Borough, Parkside Borough, Prospect Park Borough, Junior & Senior High, Lincoln Avenue, Washington Avenue, Ridley Park Borough, High, Tome Street, Kedron (Ridley Township), Lieperville (Ridley Township), Woodlyn (Ridley Township), Rutledge Borough, Sharon Hill Borough, Elementary, Junior-Senior High, Springfield Township, Central, Junior & Senior High, Rutgers Avenue (Swarthmore Borough), Eastern (Thornbury Township), Western (Thornbury Township), Tinicum Township, Essington, Lester, Trainer Borough, Upland Borough, Upper Chichester Township, Boothwyn, Johnson Avenue, Ogden, Twin Oaks Consolidated, Washington Avenue, Lower Bank (Upper Providence Township), Sandy Bank (Upper Providence Township), William B. Evans.
TEXAS—Dallas, Mirabeau Lamar.
VIRGINIA—Lynchburg, West End; Richmond, Oak Grove.

Eight Years

ARIZONA—Prescott, Jefferson, Lincoln, Miller Valley.
CALIFORNIA—Los Angeles, Fletcher Drive, Fortyninth Street; Modesto, Franklin; San Diego, Central, Ocean View; Santa Barbara, Harding.
FLORIDA—Daytona Beach, North Seabreeze; Palm Beach County, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton High, Canal Point, Conniston, Delray High, Green Acres, Jupiter High, Kelsey City, Lake Worth Junior-Senior High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Lantana-Hypoxylon, Northboro, Pahokee, Palm Beach Junior High, Palm Beach Senior High, Palmetto, Riviera Junior High, South Bay Junior High, South Palm Beach, West Gate Junior High, West Palm Beach Central Grade, West Palm Beach Central Junior High.
HAWAII—Maunaloa, Molokai, Maunaloa.
INDIANA—Fort Wayne, Justin N. Study.
MASSACHUSETTS—Athol, Highland; Melrose, Winthrop.
MICHIGAN—Detroit, Guest.
MINNESOTA—Minneapolis, Audubon, Cooper.

NEBRASKA—Omaha, Long.
NEW JERSEY—Alloway, Alloway; Bernards Township, Olcott Primary; Ridgefield Park, Ridgefield Park Public Schools, Grant, High, Washington Irving, Lincoln, Roosevelt.
OHIO—Canton, Woodland; Cincinnati, Kennedy; Columbus, Hubbard Avenue.
PENNSYLVANIA—Montgomery County, North Wales Borough Public Schools.
TENNESSEE—Knoxville, Lincoln Park.
UTAH—Logan, Logan Public Schools, Benson, Ellis, Junior High, Senior High, Webster, Wilson, Woodruff.
VIRGINIA—Newport News, High; Richmond, Grace Arents, Powhatan.

Seven Years

CALIFORNIA—Huntington Beach, Huntington Beach Elementary; Los Angeles, California Street, Hoover Street; West Whittier District, West Whittier.
ILLINOIS—Cicero, McKinley; Gurnee, Warren Township High; Pekin, Community High.
INDIANA—Fort Wayne, Bloomingdale.
NEW YORK—Westchester County, Greenburgh Elementary, Greenburgh High, Hartsdale.
OHIO—Ashtabula, Station Avenue; Steubenville, Jefferson.
PENNSYLVANIA—Middletown, Grammar.
TENNESSEE—Chattanooga, Mission Ridge; Hamilton County, Tynes Junior-Senior High.
TEXAS—Texarkana, Senior High.
WYOMING—Casper, Willard.

Six Years

ARIZONA—Phoenix, Phoenix Junior College.
CALIFORNIA—Coronado, Grammar; Los Angeles, Bandini Street; Monterey, Ivy; Pismo Beach, Pismo Grammar; San Diego, Benjamin Franklin, Garfield, Andrew Jackson; San Fernando, El Retiro High; San Francisco, Garfield; South Pasadena, Las Flores.
COLORADO—Walsenburg, Huerfano County High.
CONNECTICUT—East Hartford, Center, Silver Lane, South Grammar.
GEORGIA—Atlanta, Moreland.
HAWAII—Anahola, Kauai, Anahola; Elele, Kauai, Elele; Kaulakakai, Molokai, Kaulakakai; Kekaha, Kauai, Kekaha; Kilauea, Kauai, Koolau; Lihue, Kauai, Lihue Grammar; Waimea, Kauai, Waimea Intermediate.
INDIANA—Michigan City, Riley.
MASSACHUSETTS—Ipswich, Shattwell.
MICHIGAN—Saginaw, Continuation.
MISSISSIPPI—Yazoo City, Yazoo City Public Schools, High, Junior High, Main Street.
NEBRASKA—Lincoln, College View High, College View South.
NEW JERSEY—Atlantic City, Indiana Avenue Vocational; Bernards Township, Bernards Township Public Schools, Basking Ridge, Bonnie Brae, Grammar, High, Liberty Corner, Olcott Primary, Special Teachers & Supervisors; Ventnor City, Ventnor Avenue.
NEW YORK—Poughkeepsie, S. F. B. Morse.
NORTH DAKOTA—Fargo, McKinley.
OHIO—Ashland, Ashland Public Schools, Arthur Street, Grant Street, High, Lincoln, Osborn, Pleasant Street; Canton, Henry S. Martin; Cincinnati, Fairview; Columbus, Highland Avenue, Linden.
PENNSYLVANIA—Arnold, Arnold Public Schools, Fourth Avenue, Leishman Avenue, Senior High, Victoria Avenue Platoon; Chester, Watts; Hazleton, Green-Vine Junior High; Middletown, Susquehanna.
SOUTH DAKOTA—Aberdeen, Garfield, Lincoln, Monroe.
TEXAS—Dallas, Arcadia Park.
WISCONSIN—Edgerton, Edgerton Public Schools.

Five Years

CALIFORNIA—Claremont, Elementary; Elsinore, Grammar; Fresno, Chester Rowell; Siskiyou Union High School District, Siskiyou Union High School District, Fort Jones High, McCloud High, Mount Shasta High, Weed High, Yreka High; South Pasadena, Oneonta; Stockton, Jefferson; West Whittier District, Guirado.
COLORADO—Denver, Ellsworth.
CONNECTICUT—East Hartford, Columbus Street, Woodland.
DELAWARE—Eastern New Castle County, Eastern New Castle County Public Schools.
GEORGIA—Atlanta, Davis Street; Fulton County, Mt. Vernon.
HAWAII—Hanalei, Kauai, Hanalei.
ILLINOIS—Cicero, Hawthorne.
MASSACHUSETTS—Greenfield, Abercrombie.
NEW HAMPSHIRE—Rochester, Gonie.
NEW JERSEY—Bergenfield, Franklin, Jefferson, Bridgeton, Junior High; Hightstown, Hightstown Public Schools, High, Primary.
NEW YORK—Clinton, Clinton Central Schools, Clark Mills Grammar, Clinton Grammar, Junior-Senior High, Rural Schools; New Rochelle, Daniel Webster; Westchester County, North White Plains Elementary, Valhalla Junior High.

NORTH DAKOTA—Fargo, Lincoln Platoon.
OHIO—Lake County, North Madison; Lancaster, Cedar Heights; Oregon Township, Wynn.
PENNSYLVANIA—Bloomsburg, State Teachers College, Bucks County, Morrisville Public Schools, Capital View, William E. Case, Manor Park, Robert Morris High, Summerseat; California, State Teachers College; Carbon County, Mauch Chunk Township Public Schools, East End, Hauto, Junior-Senior High, New Columbus, West End; New Kensington, Martin, Valley Heights; Pike County, Pike County Public Schools.
SOUTH DAKOTA—Aberdeen, Aberdeen Public Schools, Adams, Central Senior High, Garfield, Lincoln, McKinley, Monroe, Henry Neill, Roosevelt Junior High, Simmons Elementary, Simmons Junior High.
UTAH—Salt Lake City, Hawthorne.

Four Years

CALIFORNIA—Calwa, Calwa; Gridley, Union High, Guasti, Piedmont; Los Angeles, Annandale, Riverside, Magnolia; San Diego, Alice Birney, John Muir; Siskiyou Union High School District, Happy Camp High; Ventura County, Mound.
ILLINOIS—Du Page County, Public School District Number Seventy.
INDIANA—Fort Wayne, Adams.
KANSAS—Arlington, Rural High; Hays, Lincoln, Washington.
MASSACHUSETTS—Medford, Cradock; Wellesley Hills, Alice L. Phillips Junior High.
MICHIGAN—Flint, Dewey.
MINNESOTA—Minneapolis, Lyndale, Cyrus Northrup, Riley.
MISSOURI—Kansas City, Franklin, Garfield, James Hayes Gates Institute, Whittier.
NEBRASKA—Lincoln, Havelock Central, Norwood Park; Omaha, Fairfax.
NEW HAMPSHIRE—Portsmouth, Farragut Training.
NEW JERSEY—Gloucester City, Brown Street, Gloucester Heights.
NEW YORK—Endicott, George F. Johnson; Iroquois, Laureate Grammar; Port Jervis, Sullivan Avenue; Poughkeepsie, Governor Clinton, Christopher Columbus, Continuation, Edward Elsworth, Benjamin Franklin, George W. Krieger, Abraham Lincoln, Warring; Upper Nyack, Upper Nyack District Number Nine; Westchester County, Hawthorne.
OHIO—Ashland, Central Grade; Lake County, Homer Kimball; Warren, Dickey Avenue.
PENNSYLVANIA—Bucks County, Falls Township; Millersville, Millersville Borough High, Manor Township Rural; Montgomery County, West Norriton Township Schools; New Kensington, Fifth Avenue, Fourth Avenue, Mt. Vernon, Parnassus Junior High.
TEXAS—Dallas, John Henry Brown, T. C. Hassell, Lisbon, T. J. Rusk, Ascher Silberstein.
VIRGINIA—Norfolk County, Ingleside; Richmond, Bellevue, Ruffner.
WISCONSIN—Madison, Franklin.

Three Years

COLORADO—Denver, Columbian, Steek.
HAWAII—Pukoo, Molokai, Kalauea.
ILLINOIS—Riverside, Riverside-Brookfield High.
INDIANA—Elwood, Osborn; Indianapolis, Public Number 38.
KENTUCKY—Louisville, Emma Dolfinger.
MASSACHUSETTS—Holden, Jefferson; Stoneham, North; Wellesley, Senior High.
MICHIGAN—Flint, Doyle.
MISSOURI—Kansas City, Bristol, Hamilton, William Rockhill Nelson.
NEBRASKA—Lincoln, Havelock Senior High.
NEW HAMPSHIRE—Madison, Madison High.
NEW JERSEY—Camden, Henry H. Davis; Plainfield, Irving; Princeton, Princeton Elementary.
NEW YORK—Amsterdam, McCleary, New East Main; Endicott, Broad Street, Henry B. Endicott, Leder Avenue, North Side; Penn Yan, Chestnut Street; Port Jervis, West End.
OHIO—Cleveland Heights, Taylor; Lake County, Madison Rural District, South Madison; Oregon Township, Coy; Willoughby, Andrews School for Girls.
PENNSYLVANIA—Allegheny County, Mifflin Township; Arnold, Junior High; Bucks County, Bensalem Township High, Hulmeville-Middletown Township, Langhorne-Middletown District, Elementary, High, Lower Makefield Township, Edgewood Junior High, Middletown Township, Sellersville Borough Elementary, Solebury Township, Wycombe Independent, Yardley Borough; Chester, Dewey Mann; Lansdale, Lansdale Public Schools, Broad Street, Green Street, Junior High, Senior High, York Avenue; Montgomery County, East Greenville Borough, Hattboro Borough, Horsham Township, Limerick Township, Lower Gwynedd Township, Lower Moreland Township, Montgomery Township, New Hanover Township, Pennsbury Borough, Plymouth Township, Black Horse, Consolidated, Ivy Rock, Red Hill Borough, Salford
[Continued in Notes and Announcements]



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[Continued from page 66]

annual luncheon of this organization. These meetings are usually addressed by a man of national prominence, and are looked forward to by Rotarians as one of the high spots of the Department of Superintendence Convention. This year Dr. George D. Strayer of Teachers College, Columbia University, will be the speaker. His subject is: "How Can We Finance a Desirable Program of Public Education?" Carroll R. Reed, superintendent of schools, Minneapolis, is president; and S. T. Neveln, superintendent of schools, Austin, Minnesota, is secretary-treasurer. The price of the luncheon is \$1.25 per plate. Tickets are on sale at convention headquarters and at the *Nation's Schools* booth.

E. W. Jacobsen, assistant superintendent of schools, Oakland, California, has been appointed to fill the vacancy left by Superintendent Willard E. Givens who on January 1 assumed his new duties as secretary of the National Education Association.

"Improving on Barnum—Plans for a Children's Museum," an article in *Nation's Schools* for November 1934, will be found interesting and helpful to those who are planning to organize

school and community museums. [See p63-5 of this issue of THE JOURNAL.]

People are organized for everything else. We have goat, cat, and canary clubs—why not clubs for citizenship? Nothing else is so dominant in the life of a family or a community. There are a lot of excellent people in this and every other community who know more about playing bridge than they do about being citizens. They *work* at bridge and never cease their gray matter with any effort at understanding their government. The schools don't place enough emphasis on the child's everyday contacts.—Excerpt from a letter to the editor.

THE JOURNAL is especially interested in the problems of the unemployed teacher and would appreciate hearing from anyone who has made a special study of this matter or who has gathered facts on it. One such teacher writes:

Perhaps the theory is that educated persons should be able to find their own solutions, while educational organizations concern themselves with other groups on the "overhead" problems of education—which are legion—but the simple truth of the matter is that the middle-aged woman teacher, suddenly confronted with a life crisis of unemployment today, is hard put to cope single-handed with all the difficulties that beset her. Have there been, in

any educational magazine, articles dealing with this problem, or is it, in spite of the thousands of unemployed teachers, considered as a minor problem? You see, present trends, especially the fashion of employing young cheap teachers, mean that many, many of these older teachers will never hold a teaching position again. They obviously must do something. Would not a survey to find out how teachers have adjusted themselves, and articles telling them how it may be done be especially helpful and heartening at this time?

School prayers—In response to THE JOURNAL note requesting short prayers used by schools in their opening exercises, the following has been submitted by F. J. Page, county superintendent, Franklin, Tennessee: "While teaching, I used the following prayer, with others: 'We thank thee, our gracious loving Father, for each new day with its privileges and opportunities and responsibilities. May we feel that anything less than our best is a failure. Fit thy blessings to the individual needs of the pupils. May they become physically strong, mentally alert, and morally straight. We ask this in the name of our precious Redeemer. Amen!' No school can rise higher than its devotional life. I am very glad you are emphasizing this feature of the daily school program. Progress

in things material, commercial, and political has outrun progress in moral and spiritual things."

NEA resolutions—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 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 unusually low prices of: 2 copies, 10¢; 25, 75¢; 50, \$1.50; 100, \$3; 300, \$8; 500, \$13.25. Have you ordered your supply for classroom use? Students take a new interest in school and classes when they have a chance to share in vital current problems.

Official notice concerning organization—At the Washington convention of the National Education Association the following resolution was proposed by the Committee on Resolutions and adopted by the Representative Assembly: [See p183, *Proceedings* for 1934.]

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 has appointed the following Committee on Reorganization, all members of which 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.

A proposal was also adopted at Washington that a committee be appointed to secure from the federal Congress certain changes in the charter and that the "committee just authorized be instructed to take all steps which are legally possible to amend the charter to comply with the amendments to the bylaws." [See NEA *Proceedings* for 1934, p879.]

[Continued on page A-22]

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[Continued from page A-21]

In accordance with this action, President Smith has appointed the following Committee on Amending the Charter, all members of which have accepted:

Reuben T. Shaw, *chairman*, teacher, 1327 Real Estate Trust Building, Philadelphia, Pennsylvania; Frazer L. Banks, assistant superintendent of schools, Board of Education, Box 114, Birmingham, Alabama; M. Emma Brookes, principal, Miles School, 11918 Miles Avenue, Cleveland, Ohio [Commodore Hotel]; Fred D. Cram, professor of education, Iowa State Teachers College, Cedar Falls, Iowa; Mrs. Myrtle Hooper Dahl, teacher, 312 South Eighth Street, Minneapolis, Minnesota; Sara C. Ewing, teacher, 5461 Pleasant Run Parkway, Indianapolis, Indiana; and Claude H. Hardy, NEA state director, superintendent of schools, White Plains, New York.

These committees will hold meetings during the Atlantic City convention. The Committee on Reorganization will meet Saturday, February 23, at 2:00PM, Room 122, Ambassador Hotel. The Committee on Amending the Charter will meet Friday, February 22, at 7:30PM, Room 122, Ambassador Hotel. Any member of the Association who is interested in amending the charter or in any phase of reorganization is invited and urged to write to any member of either of these committees, setting forth any proposals which

he desires to have them consider in connection with their assigned tasks. The minutes of the Washington convention at which the proposals to amend the charter and bylaws were discussed will be found in the 1934 *Proceedings*.

Among the Organizations meeting during the Atlantic City Convention of the Department of Superintendence, are:

Wednesday to Saturday—February 20-23, 1935

American Council of Guidance and Personnel Associations—including the following:

- American College Personnel Association
- National Association of Deans of Women
- National Vocational Guidance Association
- Teachers College Personnel Association
- Institute of Women's Professional Relations
- American Association of Collegiate Registrars
- Personnel Research Federation
- Southern Woman's Educational Alliance
- National Federation of Bureaus of Occupations
- National Association of Principals of Schools for Girls

Saturday, February 23

- All day—National Council of Education
- All day—American Association of Teachers Colleges
- Evening—National Society for the Study of Education

During convention week, February 23-28

- American Educational Research Association
- Department of Elementary School Principals

- Department of Rural Education
- Department of Secondary School Principals
- National Association of High School Supervisors and Directors
- National Council of Childhood Education
- National Council of State Superintendents and Commissioners of Education
- Department of Supervisors and Directors of Instruction
- Department of Vocational Education
- National Society of College Teachers of Education
- Department of Classroom Teachers
- National Council of Teachers Retirement Systems
- Platoon School Association
- National Conference on Supervised Correspondence Study
- Department of Adult Education
- National Association of Commercial Teacher Training Institutions
- Municipal Normal School and Teachers College Section
- National Congress of Parents and Teachers
- Supervisors of Student Teaching
- Department of Secondary Education
- National Association for Research in Science Teaching
- National Advisory Committee on the Education of Negroes
- Department of Supervisors and Teachers of Home Economics
- National Commission on the Enrichment of Adult Life
- Society for Curriculum Study
- National Association of Secretaries of State Teachers Associations.

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The National Association of Deans of Women, a department of the NEA, is making a real contribution—formulating criteria for the professional training of deans; encouraging critical study of the education of women; collecting and disseminating information pertinent to the common problems of deans; and coordinating the professional interests and ideals of all groups within its membership. If you are a dean of women and do not belong to this organization, send \$5 for membership to Miss Gwladys W. Jones, headquarters secretary, 1201 Sixteenth St., N. W., Washington, D. C.

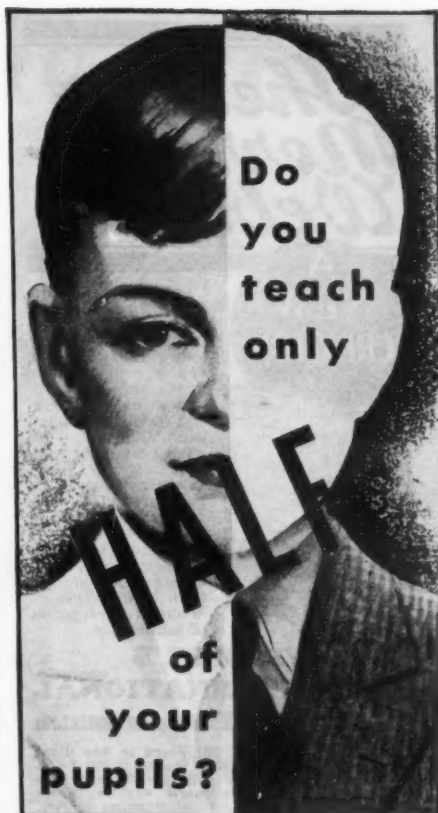
A tribute to Mr. Crabtree—E. F. Carleton of the Oregon State Teachers Association sends to THE JOURNAL the following copy of a night letter to Mr. Crabtree: "Three thousand Oregon teachers in convention assembled paused before the closing address last evening to adopt the following: We send you happy new year greetings. We sincerely appreciate the great service you have faithfully and efficiently given the teachers of this nation. We believe that your untiring efforts, careful judgment, sympathetic support, and cooperation will ever be remembered by all true teachers."

Narcotics and Youth Today is the title of a 114-page pamphlet published by the Foundation for Narcotics Research and Information, giving a simple and scientific presentation of the narcotic problem. It is suitable for use in classroom work. By sending 10¢ in stamps to cover postage to the Foundation, 150 Fifth Avenue, New York, high-school principals may obtain a free copy.

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[Continued on page A-24]



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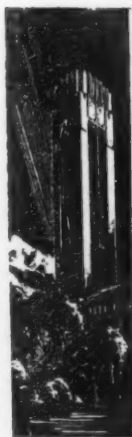
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[Continued from page A-23]

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The Denver Convention of the National Education Association will open with a vesper service on the afternoon of Sunday, June 30, and will close with a general session on the evening of Thursday, July 4. The full days from Monday to Thursday inclusive will be devoted to meetings. Representative Assemblies and general sessions will be held in the mornings; department sessions and meetings of allied groups will be held during the afternoons; general sessions are scheduled for the evenings. Friday, July 5, will be devoted to sightseeing and outings arranged by Denver and Colorado host groups. Program plans are being developed rapidly. Exhibits, registration, general sessions and convention headquarters will be established in the Denver Auditorium. Those desiring hotel accommodations should communicate promptly with M. E. Rowley, chairman, NEA Housing Committee, 429 17th Street, Denver.

The Department of Adult Education reports 210 paid-up memberships for 1934-35, as of January 15. The members receive an annual subscription to the *Journal of Adult Education*, published by the American Association for Adult Education, which carries a section devoted to the interests of the Department.

[Continued from page 68]

Township, Schwenksville Borough, Souderton Borough, Chestnut Street, High, Summit Street. Towamencin Township, Trappe Borough, Upper Frederick Township, Upper Gwynedd Township, Northern, West Point, Upper Hanover Township, Upper Pottsgrove Township, West Pottsgrove Township, Grade, High, Madison, Whitmarsh Township School District, Barren Hill, Spring Mill, Whitmarsh, Whitpain Township, Worcester Township, Rostraver Township, Rostraver Township Schools, Collinsburg, Darr, Junior-Senior High, Kerr Junior High & Elementary, La Grange, Lebanon, Webster.

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MARYLAND—Cecil County, George Biddle High.
MASSACHUSETTS—Braintree, Hollis, Monatiquot; Gloucester, Collins Jr. High, Eastern Ave., Maplewood.
MICHIGAN—Alma, Republic, Wright Avenue; Detroit, O. W. Holmes, Ruthruff.
MINNESOTA—Minneapolis, William Penn.
MISSOURI—Kansas City, Manchester.
NEBRASKA—Omaha, Adams.
NEVADA—Goldfield, Goldfield Public Schools.
NEW JERSEY—Atlantic City, Girls' Vocational, Massachusetts Avenue, Pennsylvania Avenue, Special Class-Texas Avenue; Camden, Fetters; Montclair, Watchung; Morristown, Alexander Hamilton; New Brunswick, Nathan Hale.
NEW YORK—Berne, Berne-Knox Central; Hamburg, Hamburg Public Schools, Grade, Junior High, Senior High; Iliou, West Hill; New Rochelle, Trinity Place; Pine Plains, Pine Plains Central; Port Jervis, Riverside; Poughkeepsie, Poughkeepsie Public Schools, Bowne Memorial Hospital, Governor Clinton, Christopher Columbus, Continuation, Edward Elsworth, Benjamin Franklin, High, George W. Krieger, Abraham Lincoln, S. F. B. Morse, Teachers & Supervisors, Wm. W. Smith, Warring.
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PENNSYLVANIA—Allegheny County, Edgeworth Borough, West Homestead Borough; Bucks County, Buckingham High, South Langhorne Borough; Chester, Lincoln; Hazleton, Special Supervisors-Green Street; Montgomery County, Lower Providence Township Schools, West Telford Borough; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, Junior High, Lincoln, McKinley, Pulaski, Senior High, State Street, Washington, West Main; Pittsburgh, Perry High.
SOUTH DAKOTA—Sioux Falls, Lincoln, Longfellow, Whittier.
TEXAS—Dallas, James Bowie, James S. Hogg, George Peabody, John H. Reagan; Houston, Cooley.
UTAH—Granite District, Boone; Salt Lake City, Onequa.
VIRGINIA—Alexandria, Groveton; Lynchburg, Robert E. Lee Junior High.
WISCONSIN—Superior, Franklin.

Current Year

ALABAMA—Bay Minette, Bay Minette; Birmingham, Wylam; Liberty, Eagle; Wilson Dam, Tennessee Valley Authority Schools.
ARIZONA—Flagstaff, Brannen, Emerson Grade; Tolle-son, Union High.
CALIFORNIA—Alameda, Alameda Public Schools, High, Porter; Berkeley, Le Conte, John Muir, Oxford; Canoga Park, Eton Avenue; Corcoran, Union High; Fresno, Jefferson; Inglewood, Highland; Los Angeles, Eighty-seventh Street, Hansen Heights, Plata del Rey, Robert Louis Stevenson Junior High, Union Avenue; Modesto, Enalen, Wilson; Monrovia, Mayflower, Orange Avenue, Santa Fe; Nes-ter, Southwest Junior High; Oakland, Maxwell Park; Reseda, Topeka Drive; San Diego, Balboa, Brooklyn, Luther Burbank, La Jolla Elementary; San Mateo County, Bayshore, Beresford, County Superintendent's Office, Jefferson Elementary, San Carlos Grammar; Siskiyou Union High School District, Tennant High; Weaverville, Weaverville.
COLORADO—Denver, Skinner Junior High; Englewood, Englewood Public Schools, North Englewood; Trinidad, Columbian.
DELAWARE—Eastern New Castle County, Mount Pleasant No. 2; Wilmington, Howard High.
FLORIDA—Dade County, Silver Bluff; New Smyrna, Faulkner Street, Live Oak Street Elementary; Palatka, East Side; St. Petersburg, Mt. Vernon; Tampa, Grover Cleveland.
HAWAII—Hanalei, Kaula, Hanalei; Lihue, Kaula, Huleia; Makaweli, Kaula, Makaweli.
ILLINOIS—Aurora, Bardwell, Beupre, Center, Young; Canton, Ingersoll; Charleston, Eastern Illinois State Teachers College; Chicago, Cleveland, Froebel, Lewis, Tennyson; Lake County, Beach; Payson, Payson Grade, Seymour Community High; Rockford, Highland, John Nelson, Wight; Zion, Thirtieth Street.
INDIANA—Bloomington, Elm Heights; Hammond, George Rogers Clark; Indianapolis, Horace Mann Number 13, Woodrow Wilson; Rushville, Rushville High; Terre Haute, Thornton.
KANSAS—Hays, Hays Public Schools, Junior High, Lincoln, Senior High, Washington; Hutchinson, Ave. "A"; Overland Park, Hickory Grove; Pitts-burg, Lincoln; Valley Falls, Public Schools.

[Continued on page A-27]

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in honor of J. W. Crabtree, who became Secretary Emeritus on January 1. Our goal for this period is 500. We are confident you will be proud to help us attain it. A special series of certificates has been prepared for this group of Life Memberships.

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

DEAR MR. GIVENS: I wish to become a life member in honor of J. W. Crabtree, Secretary Emeritus of the National Education Association and to make my first payment March 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. I also understand that I will receive the life membership certificate, card and gold pin or button when the first payment is made.



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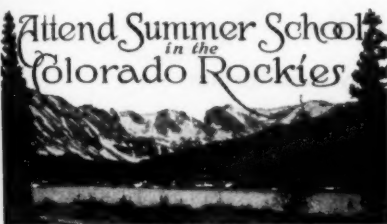
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